

*Item Analysis Reflection, Part 1*

Audience: 3-12 Teachers, Principals

Time: 45 minutes

## PROCEDURES

- 1) Place participants in grade level or content area teams. Use the *Reflection Chart* to identify the questions that are most challenging and those most frequently answered correctly across the grade level or content area.
- 2) Ask participants to determine the prerequisite skills and/or knowledge required to answer each question. Use the ODE Alignment Toolkit to assist with the process of identifying prerequisite skills and/or knowledge.

Example:

- Students did poorly on a question that required them to summarize a passage. Educators may find that in order to summarize, the students must first be able to identify the main idea and relevant supporting details.
- 3) Use the following guiding questions to help participants extend their thinking as they fill in the second column on the *Reflection Chart*.
    - Are any of the identified **Skills Needed** more prevalent in the standards?
    - What level of Bloom's Taxonomy is required?
  - 4) Inform participants they will be revisiting this form to fill in the last column, **Implications for Instruction**, in the next module.

## COMMENTS TO FACILITATOR

This activity reoccurs in Module IV as participants deepen their analysis and understanding and move to *Interpretation and Use of Item Analysis Data*.

## LEARNING OBJECTIVE

Participants will use item analysis data to identify strengths and challenges, reflect, and begin generating hypotheses about student performance.

## DESCRIPTION

This activity follows the analysis of data in *Item Analysis-Advanced* through *Navigator Series 3* and *Guided Inquiry Series 3*. After identifying areas of strength and challenge, pre-requisite skills are noted. The activity continues in Module IV when participants move to implications for instruction.

## MATERIALS AND RESOURCES

- *Reflection Chart, Part 1*
- Ohio Department of Educations' (ODE) Alignment Toolkit, available at: [http://http://ims.ode.state.oh.us/ODE/IMS/RRT/Tools/Content/tools\\_to\\_understand\\_academic\\_content\\_standards.asp](http://http://ims.ode.state.oh.us/ODE/IMS/RRT/Tools/Content/tools_to_understand_academic_content_standards.asp)
- Bloom's Taxonomy chart

## VARIATIONS &amp; EXTENSIONS

Investigate the data individually instead of in grade level or content area teams.

Chart responses to the guiding questions as a whole group activity. Look for patterns and trends and review the guiding questions.

Use the Success Web site as a resource when completing the **Skills Needed** column.

## NOTES