

## Module III

### Reading and Analyzing Item Analysis Data

This post-test will assess your understanding of each component presented in Module III and provide you with an opportunity to comment on the course's overall quality. Coupled with your pre-test, your responses will also help D3A2's external evaluators assess Module III's impact on your knowledge of various topics related to the state testing system.

**Name:** \_\_\_\_\_

**Date of course:** \_\_\_\_\_

### Culture Questions

- a. I feel that student performance data are important to the instructional process.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- b. Staff members in my school are in agreement that student performance data are important to the instructional process.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- c. Using student performance data has had a positive impact on instruction in my classroom.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- d. Using student performance data has had a positive impact on instruction in my building.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- e. State tests provide useful data for guiding my instruction.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- f. Staff members in my school examine data together to identify areas for improvement.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A

### Session Delivery Questions

**1. Please indicate your level of agreement with the following statements.**

- The accompanying visual materials contributed to my learning experience.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- The course facilitator(s) was/were well-prepared.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A

- The session agenda was clear.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- When participating in the session, I had the opportunity to learn from my peers.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- Overall, the session was informative to me.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- The course facilitator(s) used presentation techniques that made concepts easy to understand.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- Overall, the session was useful to me.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- I would recommend this session to my colleagues.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- This session tried to cover too much material.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- The stated competencies accurately reflect what I can now do as a result of this session.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- The facilitator(s) used instructional strategies that were appropriate for my learning needs.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- I learned best practices that I can apply in my current position.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A
- This session tried to cover material too quickly.  
 Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree  N/A

**2. Did this module interest you in learning more about D3A2?**

- Yes  No

**3. After participating in today's session, about how often do you think you will use D3A2?**

- Never  Once a week  Once a month  Once a semester  Once a year or less

## Assessment Terminology Match – ANSWER KEY

Directions: As a post-assessment activity, review the list of terms below and compare the results to your pre-assessment. Ask your session facilitator for clarification if there are terms you are still unclear on now that the session is complete.

- |                      |                           |  |
|----------------------|---------------------------|--|
| <u>    </u> <b>K</b> | 1. Root Cause Analysis    | A. Tells what percentage of students correctly answered this question (multiple choice) or the average score earned (short answer/extended response) at the building level.  |
| <u>    </u> <b>H</b> | 2. Distractor             | B. A set of controls that permits users to “drive” the display of data on the screen.  |
| <u>    </u> <b>E</b> | 3. Raw Score              | C. Something taken for granted or accepted as true.  |
| <u>    </u> <b>F</b> | 4. Test Scale Score       | D. Notes the range of scaled scores necessary to attain a designation (limited, basic, proficient, accelerated, or advanced).  |
| <u>    </u> <b>D</b> | 5. Cut Scores             | E. The sum of points a student has earned.   |
| <u>    </u> <b>C</b> | 6. Assumption             | F. The conversion of a raw score to a standard score.  |
| <u>    </u> <b>N</b> | 7. D3A2                   | G. A process by which groups construct their understanding of problems and potential solutions through asking questions, analyzing data, and engaging in dialogue.           |
| <u>    </u> <b>M</b> | 8. Item Type              | H. Term used to describe an incorrect answer choice on a multiple choice item.   |
| <u>    </u> <b>J</b> | 9. Class % Correct/Avg    | I. Last year’s student results for this year’s class list.   |
| <u>    </u> <b>B</b> | 10. Prompt Selections     | J. Tells what percentage of students correctly answered this question (multiple choice) or the average score earned (short answer/extended response) at the classroom level. |
| <u>    </u> <b>I</b> | 11. Re-rostered Data      | K. Finding the most basic reason for a problem and dealing with it rather than continuing to deal with the symptoms.   |
| <u>    </u> <b>G</b> | 12. Collaborative Inquiry | L. The month and the year the test was administered.   |

A   13. Bldg % Correct/Avg

M. The type of question, including multiple-choice, short-answer (*worth two points*) and extended response (*worth four points*)

  L   14. Test Admin Name

N. Data Driven Decisions for Academic Achievement

**Demographic Data**

**Please enter your district:**

**Please enter your school:**

**What is your gender?**

- Female
- Male

**How many years of teaching experience do you have?**

- Less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 or more years

**Which grade level do you teach? (Please check only one)**

- Primary (grades PK-3)
- Elementary (grades 4-5)
- Middle (grades 6-8)
- Secondary (grades 9-12)
- Other

**If other, please specify:**