

Module III Reading and Analyzing Item Analysis Data

We recommend that you take this pre-test to guide your facilitator in the choice of course materials for Module III. Your responses will help you evaluate the knowledge you already have and provide you with an overview of what you will learn. Your responses will also help D3A2's evaluators assess Module III's impact on your knowledge of various topics related to reading and analyzing item analysis data in D3A2.

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

- 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

- c. Using student performance data has had a positive impact on instruction in my classroom.
 Strongly Disagree Disagree Unsure Agree Strongly Agree

- d. Using student performance data has had a positive impact on instruction in my building.
 Strongly Disagree Disagree Unsure Agree Strongly Agree

- e. State tests provide useful data for guiding my instruction.
 Strongly Disagree Disagree Unsure Agree Strongly Agree

- f. Staff members in my school examine data together to identify areas for improvement.
 Strongly Disagree Disagree Unsure Agree Strongly Agree

Assessment Terminology Match

Directions: Match the term to the correct definition. Place your answer choice on the line. You have ten minutes to complete this exercise. The answers are listed on the next page. Please check your results.

- | | |
|---------------------------------|--|
| _____ 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. |
| _____ 2. Distractor | B. A set of controls that permits users to “drive” the display of data on the screen. |
| _____ 3. Raw Score | C. Something taken for granted or accepted as true. |
| _____ 4. Test Scale Score | D. Notes the range of scaled scores necessary to attain a designation (limited, basic, proficient, accelerated, or advanced). |
| _____ 5. Cut Scores | E. The sum of points a student has earned. |
| _____ 6. Assumption | F. The conversion of a raw score to a standard score. |
| _____ 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. |
| _____ 8. Item Type | H. Term used to describe an incorrect answer choice on a multiple choice item. |
| _____ 9. Class % Correct/Avg | I. Last year’s student results for this year’s class list. |
| _____ 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. |
| _____ 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. |
| _____ 12. Collaborative Inquiry | L. The month and year the test was administered. |
| _____ 13. Bldg % Correct/Avg | M. The type of question, including multiple-choice, short-answer (<i>worth two points</i>) and extended response (<i>worth four points</i>) |
| _____ 14. Test Admin Name | N. Data Driven Decisions for Academic Achievement |

Assessment Terminology Match -- ANSWER KEY

- K** 1. Root Cause Analysis
- H** 2. Distractor
- E** 3. Raw Score
- F** 4. Test Scale Score
- D** 5. Cut Scores
- C** 6. Assumption
- N** 7. D3A2
- M** 8. Item Type
- J** 9. Class % Correct/Avg
- B** 10. Prompt Selections
- I** 11. Re-rostered Data
- G** 12. Collaborative Inquiry
- A** 13. Bldg % Correct/Avg
- L** 14. Test Admin Name
- 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.
- B. A set of controls that permits users to “drive” the display of data on the screen.
- C. Something taken for granted or accepted as true.
- D. Notes the range of scaled scores necessary to attain a designation (limited, basic, proficient, accelerated, or advanced).
- E. The sum of points a student has earned.
- F. The conversion of a raw score to a standard score.
- G. A process by which groups construct their understanding of problems and potential solutions through asking questions, analyzing data, and engaging in dialogue.
- H. Term used to describe an incorrect answer choice on a multiple choice item.
- I. Last year’s student results for this year’s class list.
- 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.
- K. Finding the most basic reason for a problem and dealing with it rather than continuing to deal with the symptoms.
- L. The month and year the test was administered..
- M. The type of question, including multiple-choice, short-answer (*worth two points*) and extended response (*worth four points*)
- N. Data Driven Decisions for Academic Achievement