**Facilitator Guide for Assessment Literacy Module 5**

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| **After Slide 1:**  Use the “Anticipation Guide—Module 5: Data Analysis” found in the Module 5 Training Set to preview participant knowledge regarding assessment data analysis. (Answers to Agree/Disagree are provided here, but not in the Training Set for Module 5.)   |  | | --- | | **Anticipation Guide—Module 5: Data Analysis** |   Use the following Anticipation Guide to preview your current knowledge about assessment data analysis. Before you begin Module 2, mark whether or not you agree or disagree with each statement. After completing Module 5, fill in the slide number where you found information to support learning of the statement, tell whether or not you were right, and reflect on what you found.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Statement | Agree/ Disagree | Slide # | Were You Right? | Reflection | | 1. A test-taker’s “true score” is dependent on the test taken. | *Disagree* | 7 |  | *Test takers come to the test with a true score of abilities; a test can only measure an observed score.* | | 2. Item discrimination for multiple choice questions is defined as the number of distractors found to have bias written in them. | *Disagree* | 9 |  | *Item discrimination is defined as the degree to which students with high overall exam scores also get a particular item correct.* | | 3. Items with low “p-values” are more difficult than items with high “p-values.” | *Agree* | 19-21 |  | *P-value means percent correct. The fewer percent of students who answer an item correctly, the more difficult the item is presumed to be. Difficulty, however, does not always reflect cognitive challenge. The item might be difficult because it is poorly written.* | | 4. Students who know the content should be able to answer test items correctly. | *Disagree* | 22-24,  31-33 |  | *Point biserial correlation statistics can help find items that do not distinguish between students who know the content and those who don’t. Distractor comparison can help find if the best students are being drawn to an incorrect answer.* | | 5. The reason for a student to skip a question is because he or she does not know the answer. | *Disagree* | 25-27 |  | *Test taker fatigue and item type may affect omission rates.* | | 6. Test-taker responses to a given item can be influenced by gender. | *Agree* | 28-30 |  | *Statistical analysis regarding gender, ethnic, ELL and other groupings of test-takers can signal bias in the wording of test items.* | | 7. Students who do well on multiple choice items may not do well on short answer items. | *Agree* | 34-36 |  | *Item type comparison will demonstrate any unique differences in student performance based on the item type.* | | 8. Human scorers tend to drift to the center score values when rubrics are poorly written. | *Agree* | 37-39 |  | *Poorly written rubrics provide less opportunity to distinguish one score from another, so raters tend to be somewhat non-committal and drift to the center scores.* | |

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| **After Slides 21, 24 and 27**  Identify selected items from the graphs found in either the slides or the handouts that should be reviewed based on difficulty, discrimination and omission statistical analysis.  Item Analysis Matrix   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | M  1 | M  3 | M  5 | M  7 | M  9 | M  11 | M  13 | M  15 | M  17 | M  19 | M  22 | M  24 | M  26 | M  28 | | Difficulty | ? |  |  |  |  | √ |  |  | √ |  |  |  |  |  | | Discrimination | √ |  |  |  |  | √ | √ | √ |  | √ |  |  |  |  | | Omission | √ |  |  |  |  |  |  |  |  |  |  |  |  |  | |