****

**Pennsylvania Department of Education**

**Assessment Literacy**

**Participant Materials**

**Module 5**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.   |  | | --- | | **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? Yes/No | Reflection | | 1. A test-taker’s “true score” is dependent on the test taken. |  |  |  |  | | 2. Item discrimination for multiple-choice questions is defined as the number of distractors found to have bias written in them. |  |  |  |  | | 3. Items with low “p-values” are more difficult than items with high “p-values.” |  |  |  |  | | 4. Students who know the content should be able to answer test items correctly. |  |  |  |  | | 5. The reason for a student to skip a question is because he or she does not know the answer. |  |  |  |  | | 6. Test-taker responses to a given item can be influenced by gender. |  |  |  |  | | 7. Students who do well on multiple choice items may not do well on short answer items. |  |  |  |  | | 8. Human scorers tend to drift to the center score values when rubrics are poorly written. |  |  |  |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |