Wednesday – May 14, 2014

**Data Analysis: Class Item Response Record and Class Item Analysis**

Please view the Item Analysis PowerPoint as a CLT first. Then work on the remainder of this document.

Please have a recorder from your CLT complete this document electronically and print a hard copy to be placed in your data folder. It does not have to be completed in order. You can look at the two reports in whatever order makes the most sense to your CLT. Complete this form for each test you have to time to analyze. Feel free to edit this form to fit your CLTs needs.

**Class Item Analysis Report**

Determine which **Tests/Domains/Cognitive Levels** have produced the lowest scores. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Within the skill area your group identified, what specific questions did IKM-Manning students perform relatively weakest as shown by the largest difference between national and district correct response percentages? (Note: if no questions have a negative difference, take the least positive differences) Read the questions in the test booklet. Complete the table for questions identified as weakest. Add rows to the table as necessary. After identifying the weaknesses complete the reflective questions in preparation of developing an action plan to address the weaknesses.

|  |
| --- |
| Test Title: |
| Item Number | Item Description | % Correct | Comments/Observations  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. Read the questions and accompanying text. What similarities exist among the identified questions? (This might include text type and subskill)
2. Read the questions again and discuss possible distracters. Why might students choose a wrong answer?
3. What “ah-hahs” did you discover?
4. What possible “opportunities for improvement” might be considered? (Think about things that could be developed in to a goal and action plan)

**Class Item Response Record Report**

After analyzing this report respond to the following:

1. Did any student have a high number of omits, or many items incorrect at the end of the test? Who are these students?
2. Are there items/skills that many students responded to incorrectly? Which items/skills are these? Did students have the same incorrect response?
3. For items/skills listed in #2, read the questions and accompanying text. What conclusions can you draw about why students may have answered these questions incorrectly?
4. Without “teaching to the test” what curricular modifications could be made to address problem areas? (Think about things that could be developed in to a goal and action plan)