

Examining Student Learning: Pre-unit and Midterm Scores

- Key Ideas:
1. Communicate useful information in an organized way.
 2. Find ways to disaggregate data.
 3. Ask questions.
 4. Plan instruction based on data.

Student Objective:

Indiana Core U.S. History (grade 9): Interpret, synthesize, and use information from primary and secondary sources to identify historical trends and the interrelationships between and among ideas, and issues. Identify cause and effect relationships including the multiple causation. Compare and contrast multiple perspectives on issues and events

- A. How is this table useful? What does the table tell you? What is the context?
- B. How is the data arranged?
- C. This table represents relationships and patterns. What patterns do you notice?
- D. Data is disaggregated for boys and girls. What is the relationship between gender and scores?
- E. What is another way to disaggregate this data?
- F. What is missing from this data? What else do you want to know?
- G. Given this information, what ideas do you have for planning this unit, and why would you differentiate curriculum, instruction, or a final exam?

Reference: Green & Johnson. (2010). *Assessment is essential*. NY: McGraw Hill.

Pre-unit Assessment and Midterm Scores for American Revolution Unit		
Boys	Percent Correct on Pre-unit Assessment (10 items)	Percent Correct on Midterm Exam (50 items)
JaMarcus	10	66
Toby	10	50
Sam	20	60
William	40	84
Buzz	40	45
Boys' mean	24	61
Girls		
Eleanor	30	84
LaKendra	40	95
Leah	50	90
Carol	50	90
LaTrellini	60	86
Girls' mean	46	89
Class mean	35	75