



SAMPLE MATERIAL

Student Objective Analysis—“The Cutting of My Long Hair”

MacArthur Ninth Grade School, Texas

Topic: Using Student Achievement Data to Support Instructional Decision Making

Practice: Student Use of Data

Students at MacArthur Ninth Grade School use their assessment data to conduct an item analysis, noting specific items they missed and the objective each item addressed. Students complete this *Student Objective Analysis* after taking the reading benchmark assessment on the story “The Cutting of My Long Hair.” Students note items answered correctly and add up the total correct items per objective. They then reflect on three open-ended statements:

1. I did really well on . . .
2. I would like to improve on . . .
3. My goal score for the next test is . . .

Lastly, students graph their results.

Each subject area uses a similar template, tailored to the subject area, for students to analyze assessment results. Teachers are expected to routinely engage students in analysis.

Routinely conducting an item analysis, noting specific objectives mastered, setting learning goals, and graphing progress gives students a greater sense of ownership over their learning.

Schools can design a similar template to help their students conduct item analysis and track progress.

Name: _____

MacArthur Ninth Grade School
The Cutting of My Long Hair
Student Objective Analysis - Multiple Choice

Directions: Place an X in the box beside the number of the correct question.
Count the total number of correct and put that number in the indicated box.

Basic Understanding

Question	Correct
Objective 1	
6 [F]	<input type="checkbox"/>
7 [B]	<input type="checkbox"/>
11 [C]	<input type="checkbox"/>
Obj. 1 # Correct	

Literary Elements

Question	Correct
Objective 2	
1 [B]	<input type="checkbox"/>
2 [H]	<input type="checkbox"/>
3 [A]	<input type="checkbox"/>
5 [B]	<input type="checkbox"/>
10 [G]	<input type="checkbox"/>
12 [G]	<input type="checkbox"/>
Obj. 2 # Correct	

Analysis

Question	Correct
Objective 3	
4 [G]	<input type="checkbox"/>
8 [J]	<input type="checkbox"/>
9 [D]	<input type="checkbox"/>
Obj. 3 # Correct	

Revising & Editing

Question	Correct
Objective 6	
13 [C]	<input type="checkbox"/>
14 [F]	<input type="checkbox"/>
15 [C]	<input type="checkbox"/>
16 [G]	<input type="checkbox"/>
17 [B]	<input type="checkbox"/>
18 [J]	<input type="checkbox"/>
19 [D]	<input type="checkbox"/>
Obj. 6 # Correct	

Highlight each objective mastered.

Skills For Objectives 1-16

1. Figurative Language	9. Inferences	17. verbs
2. Figurative Language	10. Simile	18. error free writing
3. Conflict	11. Details	19. combining sentences
4. Characterization	12. symbolism	20. commas
5. Theme	13. Spelling	
6. Main Idea/Supporting Details	14. Spelling	
7. Context Clues	15. grammar	
8. Character Analysis	16. commas	

I did really well on _____

I would like to improve on _____

My goal score for the next test is _____

10 20 30 40 50 60 70 80 90 100

Skills For Objectives 1-33

1. context clues
2. main idea
3. main idea
4. supporting a main idea
5. main idea
6. conflict
7. text evid. to supp. a concl. abt. a char.
8. metaphor
9. character analysis
10. text evid. to def. a concl. abt. foresh.
11. point of view
12. character analysis (feelings/emotions)

I did really well on _____

I would like to improve on _____

My goal score for the next test is _____