



[Home](#)
[ASPIRE](#)
[Value-Added](#)
[Support](#)
[Recognize](#)
[Partner](#)
[My ASPIRE](#)

[My ASPIRE](#) > [My Learn](#) > [VA 0117](#) > [Assessment](#) > Posttest

## Posttest

[◀ Previous](#)
[Next ▶](#)
[Syllabus](#)

The following posttest will help you gauge your understanding of the objectives and content addressed in this question and click **Submit, I'm Done**. If you start the posttest, but cannot complete it during a session, click bottom of the page.

To receive credit for this course, you must answer at least 7 of the 10 questions correctly. Upon submitting immediately see your test results and each question's correct answer. If you don't pass the first time, review the test again. These questions are randomly selected from a larger pool to increase comprehension when

You answered 8 out of 10 correctly for a score of 80%.

### Question 1 Required

Where on the table portion of the school diagnostic report can you find out how each of the compared to other students across the state in the same quintile?

- a. In the "Std Err" row.
- b. In the "No. of Students" row.
- c. In the "Gain" row.
- d. In the "% of Students" row.

### Question 2 Required

What would happen if you clicked on one of the links associated with any of the quintiles on

- a. You will see the State NCE scores for each student in the quintile.
- b. You will see the range of scores for students in each quintile.
- c. You will see the list of the students who are in each quintile.
- d. All of the above.

### Question 3 Required

In this course, the lowest 20 percent of students from the large pool are placed into which q

- a. First quintile.

- b. Second quintile.
- c. Fourth quintile.
- d. Fifth quintile.

**Question 4** Required

**If you click on the “Yes” button at the top of the school diagnostic report, what are you able**

- a. View a list of the students who are in each quintile.
- b. Produce a diagnostic report for a particular student subgroup.
- c. Compare your diagnostic information to information from other schools.
- d. Both a and b.
- e. None of the above.

**Question 5** Required

**Generally speaking, which of the following situations indicates a more precise gain?**

- a. A gain with a relatively small standard error.
- b. A gain that’s exactly equal to the standard error.
- c. A gain with a relatively large standard error.
- d. All of the above are precise estimates.

**Question 6** Required

**If you click on the “State NCE” header in the list of students in each quintile, how will those**

- a. From lowest to highest State NCE score.
- b. From highest to lowest State NCE score.
- c. From most accurate State NCE score to least accurate.
- d. From least accurate State NCE score to most accurate.

**Question 7** Required

**In the following report, how did students in the second quintile score in 2007 compared to o pool in the same quintile?**

			Prior-Achievement Subgroups				
			1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Reading	Reference Line		0.0	0.0	0.0	0.0	0.0
	2007	Gain		14.2	8.8	4.9	3.0
		Std Err		3.1	3.3	4.0	2.9
		No. of Students	3	10	14	9	16
		% of Students	5.8	19.2	26.9	17.3	30.8
	Previous Cohort(s)	Gain	10.4	8.8	6.0	3.6	-0.9
		Std Err	5.7	2.8	1.7	2.0	4.6
		No. of Students	5	9	18	17	9
		% of Students	0.0	0.0	0.0	0.0	0.0

- a. Significantly worse than expected.
- b. These students seemed to just meet expectations.
- c. Significantly better than expected.
- d. None of the above.

**Question 8** Required

In the following report, how did students in the fourth quintile score in 2007 in comparison to larger pool in the same quintile?

			Prior-Achievement Subgroups				
			1 (Lowest)	2	3 (Middle)	4	5 (Highest)
Reading	Reference Line		0.0	0.0	0.0	0.0	0.0
	2007	Gain		14.2	8.8	4.9	3.0
		Std Err		3.1	3.3	4.0	2.9
		No. of Students	3	10	14	9	16
		% of Students	5.8	19.2	26.9	17.3	30.8
	Previous Cohort(s)	Gain	10.4	8.8	6.0	3.6	-0.9
		Std Err	5.7	2.8	1.7	2.0	4.6
		No. of Students	5	9	18	17	9
		% of Students	0.0	0.0	0.0	0.0	0.0

- a. The 9 students' average score was 4.9 NCEs higher than expected.
- b. The 9 students' average score was 8.8 NCEs higher than expected.
- c. The 9 students' average score was 3.0 NCEs below what was expected.
- d. The 9 students' average score was 4.3 NCEs below what was expected.

**Question 9** Required

Where can you learn about terms on the school diagnostic report that you might not understand?

- a. The "Contact Us" menu.
- b. The "Help" menu.

- c. The "Reports" menu.
- d. The "Search" menu.

**Question 10** Required

**As a rule for interpreting diagnostic reports, which of the following defines statistically signi**

- a. Mean growth larger than two standard error units in size.
- b. Mean growth less than one standard error unit in size.
- c. Mean growth larger than one standard error unit in size.
- d. Mean growth less than two standard error units in size.

Current User: Krohn, Allan R Logout

Copyright © 2007 - 2008, Houston Independent School District, Battelle for Kids.

VA 117

What is the magnitude of the standard error influenced by

Answer: D (b and c)

In the school diagnostic report represented in this course, how is the large

Answer: a divided in to quintiles

From which quintile subgroup were these students drawn?

Answer: B second quintile

How is the info on the top of the school diagnostic report represented?

Answer: a In a graphic

How can you access your school diag report?

Answer: D Both B and C

How can you reorganize the list of students in each quintile to clearly.....

Answer: C Click on the "State NCE" header

If you click on the "State NCE header in the list of students in each.....

Answer: A from lowes to highest

What information is shown in the blue bars on the top of the .....

Answer: A The same gains.....