



behavioral research & teaching

Product Name: Distributed Item Review (DIR)

Product Description

A web-based system for presenting *test items* to *experts* across a *broad geographic region* so they can review them for important dimensions of *bias, sensitivity, and alignment with standards*.

List of Essential Features

- a. Diverse Test Items
- b. Content and Common Core Standards
- c. Bulk Uploading Functionality
- d. Customizable Review Questions
- e. Pertinent Resources
- f. Track (Item and Participant) Managing
- g. Data and Report Functioning (web- and spreadsheet-based)

Audience

- a. Expert study participants – from a national pool
- b. Education researchers – BRT and potentially outside the shop
- c. Practitioners – district and school leaders

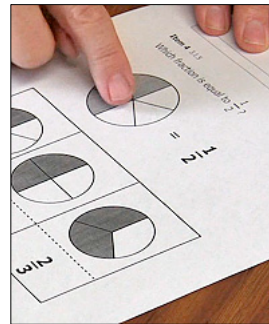
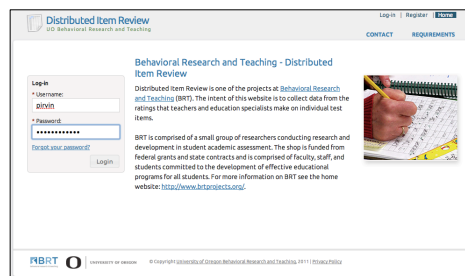
Distributed Item Review

Distributed Item Review (DIR)

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Description and Purpose

A web-based system for presenting *test items* to experts across a *broad geographic region* so they can *review* them for important dimensions of *bias, sensitivity, and alignment with standards*.



Intended Audience

- **Expert study participants** – from a national pool
- **Education researchers** – BRT and potentially outside the shop
- **Practitioners** – district and school leaders

Essential Features

- **Test items**, with individual and bulk item uploading capacity
- **Standards**, state academic content, common core (individual/bulk UL)
- **Review questions**, customizable to study
- **Associated resources** (text-based, audio, video – e.g., webinar training, study context, key population)
- **Track manager**, question and participant assignment
- **Single-file report function**, statistical analysis software compatible

Test Items (individual or bulk uploading)

The screenshot displays the 'Distributed Item Review' web application. The top navigation bar includes 'CONTACT', 'REQUIREMENTS', and 'ITEM'. The main content area is titled 'easyCBM Early Reading Alignment: Phoneme Segment - R' and 'PS-M1 - 1 - able'. On the left, a 'Test item list' is shown with items like 'PS-M1 1 - able' and 'PS-M1 2 - apron'. The 'TEST ITEM' field contains the word 'able'. Below it, the 'ITEM REVIEW QUESTIONS' section asks for the 'Number of syllables' (options: 1, 2, 3, 4) and provides a text box for syllable segmentation, with the example 'a / ble'.

e.g., *Beginning Reading Measures Alignment Study – Phoneme Segmenting Grades K-1 Fall-Winter 2011-2012*

Test Items (individual or bulk uploading)

The screenshot shows the 'Science Field Test Item Review' interface for 'Extended Assessments - Science - Fall 2011' in 'Elementary Science - 4'. The main content area contains a question: 'In what type of weather would you most likely get a sunburn? (Point to answer choices as you read them.)'. Below the question are three icons: a sun labeled 'sunny', a cloud with rain labeled 'rainy', and snowflakes labeled 'snowy'. A red box highlights this entire question area, and a red arrow points to it from the right with the text 'Test item'. To the right of the screenshot, the text reads: 'e.g., Science Field Test Item Review Study - Oregon Extended Assessment Fall 2011'.

Standards

This screenshot shows the same test item as above, but with a red box highlighting the 'ITEM REVIEW QUESTIONS' section. This section includes 'Alignment of Item to Standards' (0 = not at all, 1 = major link, 2 = substantial link, 3 = essential), 'S.E.1.1 Domain: Interaction and Change: Force, energy, matter, and organisms interact within living and nonliving systems. Standard: Explain how the energy from the sun affects Earth's weather and climate.', and checkboxes for 'Item is Accessible to SPED Students' and 'Item is Free of Bias'. A red arrow points to this section from the right with the text 'Common Core Standard, gauging 5th grade item alignment'. To the left of the screenshot, the text reads: 'e.g., Science Field Test Item Review Study - Oregon Extended Assessment Fall 2011'.

Bulk Uploading Functionality

Bulk Upload Items

Use this tool to upload multiple items from a spreadsheet or csv file.

To include images, add the *exact case-sensitive image name including file extension* to the *image name* column, and enclose all your item images in a single .zip file. Alternately, images may be uploaded manually with help from a technical administrator or one by one in the [Items](#) administration table.

Your column names must be in the following order. All fields are optional, but all columns must be included. Leave column blank if there is no data.

Item ID	Item Group / Task	Item Image Name	Item Description	Scoring Protocol	Standard ID	Standard	Domain	Additional Notes
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[Click here to download item csv template.](#)

If there are any questions, please contact the technical administrator, Tyler Stewart, at tvs@uoregon.edu.

Review

easyCBM Early Reading Alignment: Phoneme Segment

CSV File

no file selected

Bulk uploading allows project manager(s) to *efficiently import diverse item types and standards* into DIR for *current and future study use*.

Customized Review Questions

Browsing Questions [24 Records]

Type	Text	Response Format	Edit	Delete
Domain	Alignment of Item to Domain	Score: 0, 1, 2, 3		
Domain	Rate the Domain Depth of Knowledge	Score: 1, 2, 3, 4		
Item	Alignment of Item to Standards	Score: 0, 1, 2, 3		
Item	BASE CONSONANT - blend:	Text Box		
Item	BASE CONSONANT - digraph:	Text Box		
Item	BASE VOWEL - long vowel - common:	Text Box		
Item	BASE VOWEL - long vowel - final-e:	Text Box		
Item	BASE VOWEL - short vowel:	Text Box		
Item	BASE VOWEL - vowel team - other:	Text Box		
Item	Comments	Comments		
Item	Did you have concerns about this item after your review? If yes, please explain your concerns in the comment box so we can continue to examine test item quality.	Comments		
Item	Did you use the Internet or other reference(s) to support answers provided in your review? If yes, please paste website links and describe reference(s) in the comment box so we can include them in our>>>	Comments		
Item	Does this word have an irregular spelling?	Yes / No		

ITEM REVIEW QUESTIONS

Number of syllables:
 1 2 3 4

Type each syllable part into the text box. Separate syllables using a slash (/).
Example: dinner: dn / nr

Number of phonemes:
 1 2 3 4 5 6 7 8

Type each phoneme sound unit into the text box. Separate phoneme units using a slash (/).
Example: dinner: d / i / nn / nr

Did you have concerns about this item after your review? If yes, please explain your concerns in the comment box so we can continue to examine test item quality.

Issues with specific word:

Indicate if you are uncomfortable with your judgment/response.

Admin question design and selection

User question response

Pertinent Resources

- PS-M1 24 - clink
 ✓ PS-M1 25 - clown

Resources
[Phoneme Segmenting Grades K-1 Review Example](#)

Did you have concerns about this item after your review? If yes, please explain your concerns in the comment box so we can continue to examine test item quality.

Did you use the Internet or other reference(s) to support answers provided in your review? If yes, please paste website links and describe reference(s) in the comment box so we can include them in our description of methods used. You need only answer this question once as long as the websites and/or methods used. I used dictionary.com.

Save and Continue

Resources

Phoneme Segmenting Grades K-1, Review Example

Instructions:
 Please provide the following information for all words presented:
 Questions 1-2: Total number of syllables & corresponding syllable parts
 Questions 3-4: Total number of phonemes & corresponding phonemes
 Questions 5-6: Your feedback is important to us. Please respond to these two questions as appropriate.

Example word: dinner

- Number of syllables: 1 2 3 4
- Type each syllable part into the text box. Separate syllables using a slash (/).
- Number of phonemes: 1 2 3 4 5 6 7 8
- Type each phoneme sound unit into the text box. Separate phoneme units using a slash (/).
- Did you have concerns about this item after your review? If yes, please explain your concerns in the comment box so we can continue to examine test item quality.
- Did you use the Internet or other reference(s) to support answers provided in your review? If yes, please paste website links and describe reference(s) in the comment box so we can include them in our description of methods used. You need only answer this question once as long as the websites and/or methods used are included in the review.

I used the Merriam-Webster online Dictionary to assist with the review.
<http://www.merriam-webster.com/>

Downloadable Review Example – Participant Guide

Pertinent Resources

Science Field Test Item Review - Extended Assessments - Science

Welcome Tyler
[Item Reviews](#)
[Edit account information](#)

Subject: Science
Grades: 5, 8, 11
Open Date: October 21, 2011
Close Date: February 29, 2012
Number of Items: 30

Resources

- Science Grade 5 Standards
- Science Grade 8 Standards
- Science High School Standards
- Extended Assessments Reduced in Depth, Breadth, and Complexity
- Power Point for Field Test Item Review

Videos

- Oregon Extended Assessment Student Population
- Webinar of Field Test Item Review - 11/09/2011

Adobe PDFs of **crucial documents** (e.g., academic content standards)

Embedded Audio-Video for providing **study context** and **student population**, as well as reinforcement video **training**

Efficient Track Manager

Wendice Sevier
 Tyler Stewart
 Elizabeth Tricquet
 Kristen Vasquez
 Katie Waugh
 Jaclyn Wernersbach
 Pamela White

Track Items

WR-M1 1 - action
 WR-M1 10 - anyone
 WR-M1 11 - astronaut
 WR-M1 12 - back
 WR-M1 13 - ball
 WR-M1 14 - base
 WR-M1 15 - become
 WR-M1 16 - believe
 WR-M1 17 - below
 WR-M1 18 - better
 WR-M1 19 - bill
 WR-M1 2 - adapt

Study participant selection to control “looks” at items

Test item selection to frame reporting and analysis

Data Report Functioning

Item ID	Item & Question	Participant	Score
1	easyCBM Early Reading		
2	Item & Question	Shawn Irvin	
3	PS-M1, 1 - able, C		2
4	PS-M1, 1 - able, C a / ble		
5	PS-M1, 1 - able, C		3
6	PS-M1, 1 - able, C a / b / le		
	Issues with specific word.		
	Indicate if you are uncomfortable with your judgment/response.		
7	PS-M1, 1 - able, C		2
8	PS-M1, 1 - able, C I used dictio		
9	PS-M1, 2 - apron,		2
10	PS-M1, 2 - apron, a / pron		
11	PS-M1, 2 - apron,		5
12	PS-M1, 2 - apron, a / p / r / o /		
13	PS-M1, 2 - apron, I thought mi		
14	PS-M1, 2 - apron,		4
15	PS-M1, 3 - bake, C		3

XLS Report offers compatibility with statistical software

Web Report offers a “quick view” of completeness and quality

Track	Closing Date	Report (XLS)	Report (Web)
easyCBM Early Reading Alignment: Phoneme Segment - Grades K-1 - Measure 1	February 16, 2012	Export to Excel	View
easyCBM Early Reading Alignment: Phoneme Segment - Grades K-1 - Measure 2	February 16, 2012	Export to Excel	View
easyCBM Early Reading Alignment: Phoneme Segment - Grades K-1 - Measure 3	February 16, 2012	Export to Excel	View
easyCBM Early Reading Alignment: Phoneme Segment - Grades K-1 - Measure 4	February 16, 2012	Export to Excel	View
easyCBM Early Reading Alignment: Phoneme Segment - Grades K-1 - Measure 5	February 16, 2012	Export to Excel	View

Participant	Score
Shawn Irvin	2
a / ble	3
a / b / le	
Issues with specific word. Indicate if you are uncomfortable with your judgment/response. I used dictionary.com.	2
a / pron	5
a / p / r / o / n	
I thought maybe there should be 4 phonemes instead of 5... / on	3
hi	4
hola	
que tal?	

Current Studies

Beginning Reading Measures Alignment

- Type and # of participants = 30 Teachers
- # of items reviewed = 549 test items, grades K-2
- Participant geographic range = national
- Study time range = 3 months

Math Measures Alignment

- Type and # of participants = 45 Math experts (teachers, school- and district-level coordinators)
- # of items/standards reviewed = 315 test items, grades K-8
- Participant geographic range = national
- Study time range = 2 months

DIR Product Demonstration

<http://www.brtemreview.com/>

also found at: <http://www.brtprojects.org/labs>