**Data-Based Decision Making**

**Pre/Post-Assessment**

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| District: |  | School: |  |

The pre- and post-test provided with this module can be used to measure the gains made in participants’ knowledge of the training content. They can also be used to guide the trainer in knowing which concepts were well taught and which concepts need additional time and/or revision in delivery.

**Directions: The following questions have only ONE right answer. Circle the correct answer.**

1. What must occur before the start of a DBDM cycle?
   1. Select a common learning standard
   2. Create a common formative assessment
   3. Administer a common formative assessment
   4. All of the above
2. In Step 2 of the DBDM process (Analyze and Prioritize) which group would NOT have strengths identified:
   1. Close to Proficient
   2. Far but Likely
   3. Intervention
   4. None of the Above
3. How is the target goal in the SMART goal determined in Step 3?
   1. Proficient + Close + Far but Likely/Total Number
   2. Proficient + Close/Total Number
   3. All groups added together/Total Number
   4. Team determined
4. Which of the following would be considered “cause data” as opposed to “effect data”?
   1. The percentage of students scoring proficient on a CFA
   2. Number of students who completed a homework assignment
   3. Number of minutes teachers spend in reading instruction
   4. Dropout rate
5. Data-Based Decision Making includes all of the following except:
   1. Disaggregated Data
   2. Student Learning Goals
   3. Monitoring instruction and student learning
   4. A grading process for students

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**Pre/Post Assessment KEY**

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