**Pre/Post Assessment: Data-Based Decision-Making for Behavior**

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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. Implementation data provides the team with
	1. Evidence that the plan is working
	2. Evidence that the adults are doing what they said they would do
	3. Information about the context, setting, or environment
	4. Evidence that the plan is having the desired effect on students
2. Why is it important to use a DBDM in schools?
	1. Decisions are more likely to succeed if they are based on data
	2. To select practices and strategies that are most likely to address needs
	3. To establish cycles of continuous improvement
	4. To monitor the impact of their efforts
	5. All of the above
3. An organization that uses data to solve problems in cycles of continuous improvement, and is able to use information from past data cycles to repeat past success can be described as
	1. Leveraging
	2. Lucky
	3. Learning
	4. Leading
4. According to Tilly (2008) a good DBDM cycle answers which questions:
	1. Do we have a problem? What is the problem? Where is the problem? Who is causing the problem?
	2. Do we have a problem? Why is the problem happening? What can be done about the problem? Did the plan work?
	3. Do the right people have the right data, at the right time, in the right format?
	4. What is the problem? What is causing the problem? What are mitigating factors?
5. The “A: Analyze” component of the GAINS acronym addresses which essential component?
	1. Do we have a problem?
	2. Educators establish collaborative process for collecting data.
	3. Educators implement a process for examining and interpreting data.
	4. Educators determine instructional action steps.
	5. Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.
6. To use filters to isolate data related to a specific context or subgroup is referred to as
	1. Aggregation
	2. Disaggregation
	3. Triangulation
	4. Analysis
7. When evaluating the plan, a team determines that they did not achieve their goal, and they did not implement their plan. What should they do?
	1. Return to their data, find a new problem and solve the new problem
	2. Reanalyze the data to determine whether they have identified the correct cause of the problem
	3. Select a new action step to address the problem
	4. Implement the original plan
8. The use of three or more data points to identify a root cause is called…
	1. Aggregation
	2. Disaggregation
	3. Triangulation
	4. Analysis
9. A common reason for student misbehavior in schools is…
	1. Students do not know the expectations
	2. Poverty
	3. Poor parenting
	4. Students want to control the adults
10. Results indicators are easily monitored data points that measure…
	1. Fluency and Acquisition
	2. Academics and Behavior
	3. Function and Behavior
	4. Implementation and Outcomes

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| **Question** Multiple choice questions; try to account for common errors/misconceptions in selecting distractors; highlight the correct answer(s) in yellow. | **Rationale** Provide rationale for correct answer |
| 1. Implementation data provides the team with
	1. Evidence that the plan is working
	2. Evidence that the adults are doing what they said they would do
	3. Information about the context, setting, or environment
	4. Evidence that the plan is having the desired effect on students
 | In order to determine whether a plan is working, or not, a team must monitor the extent to which the plan has been executed. |
| 1. Why is it important to use a DBDM in schools?
	1. Decisions are more likely to succeed if they are based on data
	2. To select practices and strategies that are most likely to address needs
	3. To establish cycles of continuous improvement
	4. To monitor the impact of their efforts
	5. All of the above
 | DBDM is empowering because teams tailor efforts to needs, and monitor the impact of these efforts on desired outcomes. |
| 1. An organization that uses data to solve problems in cycles of continuous improvement, and is able to use information from past data cycles to repeat past success can be described as
	1. Leveraging
	2. Lucky
	3. Learning
	4. Leading
 | A team that effectively uses data to solve problems is said to be “Leading” because it is more likely to make visible the connection between adult actions and student outcomes, and are more likely to repeat actions that result in salient student outcomes. |
| 1. According to Tilly (2008) a good DBDM cycle answers which questions:
	1. Do we have a problem? What is the problem? Where is the problem? Who is causing the problem?
	2. Do we have a problem? Why is the problem happening? What can be done about the problem? Did the plan work?
	3. Do the right people have the right data, at the right time, in the right format?
	4. What is the problem? What is causing the problem? What are mitigating factors?
 | Essential Function 2 includes using a standard protocol for using data to solve problems. While a good DBDM protocol may have more that these four steps, it must identify a problem, determine the cause of the problem, identify action steps to address the cause, and monitor plan implementation to determine if the actions are having the desired impact. |
| 1. The “A: Analyze” component of the GAINS acronym addresses which essential component?
	1. Do we have a problem?
	2. Educators establish collaborative process for collecting data.
	3. Educators implement a process for examining and interpreting data.
	4. Educators determine instructional action steps.
	5. Educators use and act upon data by incorporating teaching and learning data into instruction and adjusting instruction accordingly.
 | Essential Function 2 deals with using data to select a problem and analyzing the problem to determine the cause of the problem. |
| 1. To use filters to isolate data related to a specific context or subgroup is referred to as
	1. Aggregation
	2. Disaggregation
	3. Triangulation
	4. Analysis
 | Filters allow the team to remove extraneous data, so as to isolate a context or subgroup of interest and make visible aspects of the problem that would otherwise be hidden by extraneous information. This can help reveal problems to solve and identify possible causes. |
| 1. When evaluating the plan, a team determines that they did not achieve their goal, and they did not implement their plan. What should they do?
	1. Return to their data, find a new problem and solve the new problem
	2. Reanalyze the data to determine whether they have identified the correct cause of the problem
	3. Select a new action step to address the problem
	4. Implement the original plan
 | Teams cannot evaluate the effectiveness of a plan that they never implemented.  |
| 1. The use of three or more data points to identify a root cause is called…
	1. Aggregation
	2. Disaggregation
	3. Triangulation
	4. Analysis
 | By comparing three or more data points, the team can gain insight into possible causative factors and/or test hypotheses. |
| 1. A common reason for student misbehavior in schools is…
	1. Students do not know the expectations
	2. Poverty
	3. Poor parenting
	4. Students want to control the adults
 | We cannot expect students to follow behavior expectations if we have not taught them to fluency. |
| 1. Results indicators are easily monitored data points that measure…
	1. Fluency and Acquisition
	2. Academics and Behavior
	3. Function and Behavior
	4. Implementation and Outcomes
 | By monitoring plan implementation and progress toward desired outcome, the team can make timely midcourse corrections, if needed. |