AGGREGATE TASK PERFORMANCE FEEDBACK REPORT

Marshall University   adv   Version: Advanced Level

This report shows the number and percentage of students in your students reporting group who achieved the *highest score* for each of the components of the tasks and skills areas. The percentage of students from the reference group achieving the highest score of each of the components is also presented.

Important notice: Statistics computed for small numbers of students (e.g., 50 or fewer) may not generalize to other, similar groups of students. The smaller the number of students included in the statistics, the less likely that another group of students would have performed similarly.

YOUR STUDENTS	
Closed Session(s)	Combined
Gender(s)	All
Major(s)	All[1]
Class(es)	All[2]
Examinees	75 selected, 70 reported
REFERENCE GROUP	
Examinees	1184 from all years

Students who completed fewer than 4 tasks, or spent less than 10 minutes, in either of the two sections of the test are *excluded* from this report.

1 **Majors** include Agriculture or Natural Resources; Architecture or Environmental Design; Arts: Visual or Performing; Biological Sciences; Business; Communications; Computer or Information Sciences; Education; Engineering; English Language and Literature; Foreign or Classical Languages; Health Services; Home Economics; Library Sciences; Mathematics; Military Sciences; Philosophy, Religion, or Theology; Physical Sciences; Public Affairs and Services; Social Sciences and History; Technical and Vocational; Other and Undecided

2 **Classes** include 10th grade; 11th grade; 12th grade; College Freshman; College Sophomore; College Junior; College Senior; Grad Student and Other

What students were asked to do	Feedback on highest-scoring response	# of your students who provided highest-scoring response	% of your students who provided highest-scoring response	% in reference group who provided highest-scoring response
DEFINE Skill Area				
Answer three questions to clarify a research project (Clarifying a Project: *DoRight Foundation*)	You selected the best initial question to help clarify the project	34 of 70	49%	59%
	You selected the best database variable to provide useful information for the project	26 of 70	37%	43%
	You chose the best research question	34 of 70	49%	50%
Choose a research topic according to specific criteria and explain your choice (Finding a Topic: *Journalism Class*)	You chose a research topic that fulfilled all of the criteria given	29 of 70	41%	33%
	You correctly reported the criteria fulfilled by the research topic selected	9 of 70	13%	9%
ACCESS Skill Area				
Install a video player in	You installed the video player and played the video	57 of 70	81%	87%

order to download a video file (Downloading a File: *Great Garloo*)	file successfully			
	You selected no unnecessary links when installing the video player	37 of 70	53%	52%
	You saved the video file to the proper folder on the hard drive	31 of 70	44%	52%
Locate a Web page and two database abstracts for a research project (Researching a Topic: *Child Psychology Class*)	You used search terms that were precise and useful in Web searches	19 of 70	27%	26%
	You used search terms that were precise and useful in database searches	23 of 70	33%	38%
	You used proper search delimiters in database searches	29 of 70	41%	37%
Search a store's database in response to a customer's inquiry (Finding an Item: *Vinylove*)	You chose the correct store database on your first search	47 of 70	67%	86%
	You selected the most appropriate category for searching	24 of 70	34%	29%
	You chose the best search expression for the category selected	45 of 70	64%	54%
	You selected all of the appropriate items for the customer	25 of 70	36%	32%
	You did not select any inappropriate items for the customer	24 of 70	34%	32%
EVALUATE Skill Area				
Judge the probable usefulness of sites returned in a Web search for a particular research topic (Evaluating Search Results: *Vegetarianism*)	You selected the best site for the research topic	22 of 70	31%	51%
	You judged sites correctly with regard to authority	33 of 70	47%	55%
	You judged sites correctly with regard to bias	12 of 70	17%	28%
	You judged sites correctly with regard to currency	53 of 70	76%	81%
Judge the usefulness of Web pages and article abstracts (Researching a Topic: *Child Psychology Class*)	You visited only promising Web pages	8 of 70	11%	17%
	You selected the best Web page to visit the first time it was returned in a Web search	24 of 70	34%	41%
	You bookmarked the best Web page for the assignment	31 of 70	44%	42%
	You selected the two best abstracts from the article database	12 of 70	17%	16%
MANAGE Skill Area				
Organize files into folders on a hard drive (Managing Files: *Professor Konstantakis*)	You moved all files into proper folders	19 of 70	27%	21%
	You deleted all unnecessary folders	20 of 70	29%	24%
Place e-mails into correct folders and identify those requiring	You moved e-mails into proper folders	11 of 70	16%	24%

later action (Managing Emails: *Nature Center***)**	You properly handled e-mails requiring later action	20 of 70	29%	33%

INTEGRATE Skill Area				
Combine several electronic suggestions in order to plan a scientific experiment (Planning an Experiment: *Candle***)**	You organized the experiment correctly	23 of 70	33%	33%
	You distinguished the steps and results of the experiment correctly	29 of 70	41%	38%
	You correctly identified the conclusion in the experiment plan	26 of 70	37%	44%
	You accurately cited the source of the experiment	29 of 70	41%	57%
Compare several reviews in order to choose the best product (Summarizing Product Research: *Minivans***)**	You created table rows that represented your needs effectively	24 of 70	34%	27%
	You filled in table cells accurately	30 of 70	43%	41%
	You ranked products correctly	58 of 70	83%	81%

CREATE Skill Area				
Choose material to create a Web page (Creating a Web Page: *Toy Store***)**	You selected the necessary and desirable content for the Web page	41 of 70	59%	57%
	You organized the Web page logically and effectively	41 of 70	59%	49%
	You observed ethical or legal considerations	48 of 70	69%	77%
Create a data display (Creating a Graph: *Movie Trends***)**	You selected the necessary content for the data display	17 of 70	24%	27%
	You organized the layout of the data display logically and effectively	12 of 70	17%	22%
	You created the data display very efficiently	11 of 70	16%	19%
	You drew a correct conclusion based on the data display	22 of 70	31%	37%

COMMUNICATE Skill Area				
Make a slide arguing a position on telecommuting based on information presented in an e-mail (Creating a Presentation Slide: *Telecommuting***)**	You included all key points necessary for effective communication	17 of 70	24%	26%
	You included no points irrelevant to the audience's needs	8 of 70	11%	20%
	You chose the most effective title for the presentation slide	31 of 70	44%	44%
Select the best way to advertise an event to the users of an electronic mailing list (Communicating to a Group: *Reality Television Mailing List***)**	You correctly analyzed the key details of all the advertisements	11 of 70	16%	16%
	You correctly applied the mailing list policy to the advertisements	12 of 70	17%	33%
	You chose appropriate advertising content for the audience	29 of 70	41%	57%
	You chose an advertisement with language and tone suitable for the audience	22 of 70	31%	54%
	You selected the best advertisement for the mailing	20 of 70	29%	44%

	list				

DEFINITIONS OF ICT LITERACY SKILL AREAS

DEFINE

Understand and articulate the scope of an information problem in order to facilitate the electronic search for information, such as by
- Distinguishing a clear, concise, and topical research question from poorly framed questions, such as ones that are overly broad or do not otherwise fulfill the information need
- Asking questions of a "professor" that help disambiguate a vague research assignment
- Conducting effective preliminary information searches to help frame a research statement

ACCESS

Collect and/or retrieve information in digital environments. Information sources might be web pages, databases, discussion groups, e-mail, or online descriptions of print media. Tasks include
- Generating and combining search terms (keywords) to satisfy the requirements of a particular research task
- Efficiently browsing one or more resources to locate pertinent information
- Deciding what types of resources might yield the most useful information for a particular need

EVALUATE

Judge whether information satisfies an information problem by determining authority, bias, timeliness, relevance, and other aspects of materials. Tasks include
- Judging the relative usefulness of provided web pages and online journal articles
- Evaluating whether a database contains appropriately current and pertinent information
- Deciding the extent to which a collection of resources sufficiently covers a research area

MANAGE

Organize information to help you or others find it later, such as by
- Categorizing e-mails into appropriate folders based on a critical view of the e-mails' contents
- Arranging personnel information into an organizational chart
- Sorting files, e-mail's, or database returns to clarify clusters of related information

INTEGRATE

Interpret and represent information, such as by using digital tools to synthesize, summarize, compare, and contrast information from multiple sources while
- Comparing advertisements, e-mails, or websites from competing vendors by summarizing information into a table
- Summarizing and synthesizing information from a variety of types of sources according to specific criteria in order to compare information and make a decision
- Re-representing results from an academic or sports tournament into a spreadsheet to clarify standings and decide the need for playoffs

CREATE

Adapt, apply, design, or construct information in digital environments, such as by
- Editing and formatting a document according to a set of editorial specifications
- Creating a presentation slide to support a position on a controversial topic
- Creating a data display to clarify the relationship between academic and economic variables

COMMUNICATE

Disseminate information tailored to a particular audience in an effective digital format, such as by
- Formatting a document to make it more useful to a particular group
- Transforming an e-mail into a succinct presentation to meet an audience's needs
- Selecting and organizing slides for distinct presentations to different audiences
- Designing a flyer to advertise to a distinct group of users

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