

AGGREGATE TASK PERFORMANCE FEEDBACK REPORT

Marshall University

all core

Version: Core 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.

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

YOUR STUDENTS	
Closed Session(s)	Combined
Gender(s)	All
Major(s)	All ¹
Class(es)	All ²
Examinees	265 selected, 230 reported
REFERENCE GROUP	
Examinees	2079 from all years

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				
Choose a research topic according to specific criteria and explain your choice (Finding a Topic: Vietnam Project)	You chose a research topic that fulfilled all of the criteria given	101 of 230	44%	44%
	You correctly reported the criteria fulfilled by the research topic selected	62 of 230	27%	28%
Answer three questions to clarify a research project (Clarifying a Project: CollegeFund)	You selected the best initial question to help clarify the project	171 of 230	74%	79%
	You selected the best database variable to provide useful information for the project	156 of 230	68%	67%
	You chose the best research question	129 of 230	56%	59%
ACCESS Skill Area				
Search a store's database in response to	You chose the correct store database on your first search	213 of 230	93%	92%

a customer's inquiry (Finding an Item: <i>Veni Video Vici</i>)	You chose the best search expression for the category selected	195 of 230	85%	86%
	You selected all of the appropriate items for the customer	108 of 230	47%	58%
	You did not select any inappropriate items for the customer	46 of 230	20%	29%
Locate two Web pages for a research project (Finding Information: <i>Living Wage Debate</i>)	You used search terms that were precise and useful in your Web searches	142 of 230	62%	54%
	You received a high percentage of relevant returns in one or two searches	66 of 230	29%	8%
EVALUATE Skill Area				
Evaluate a database in order to determine its usefulness for a project about opposing viewpoints (Evaluating a Database: <i>Privacy and the Media</i>)	You evaluated the database correctly and selected sources with authority and objectivity	118 of 230	51%	58%
	You selected current sources from the database	112 of 230	49%	47%
	You selected relevant sources from the database	97 of 230	42%	43%
	You correctly determined whether the database was useful for your project and selected the best articles	59 of 230	26%	31%
	You correctly evaluated the usefulness of the database without needing explicit criteria	181 of 230	79%	78%
Judge the usefulness of Web pages for a research project (Finding Information: <i>Living Wage Debate</i>)	You selected the best Web pages to visit the first time they were returned in a Web search	90 of 230	39%	18%
	You chose the best Web pages as most useful for the research project	19 of 230	8%	6%
	You judged Web pages correctly with regard to relevance	36 of 230	16%	11%
	You judged Web pages correctly with regard to authority	37 of 230	16%	20%
	You judged Web pages correctly with regard to point of view	136 of 230	59%	52%
	You judged Web pages correctly with regard to currency	96 of 230	42%	43%
Judge the probable usefulness of sites returned in a Web search for a particular research topic (Evaluating Search Results: <i>Horse Farm</i>)	You selected the best sites for the research topic	103 of 230	45%	55%
	You judged sites correctly with regard to authority	152 of 230	66%	64%
	You judged sites correctly with regard to bias	136 of 230	59%	60%
	You judged sites correctly with regard to currency	145 of 230	63%	67%
MANAGE Skill Area				
Fill in an organizational chart to reflect the structure of a new business (Creating a Chart: <i>New Business</i>)	You represented all required elements in the organizational chart	170 of 230	74%	72%
	You represented all elements in the right relationships	153 of 230	67%	67%
	You appropriately deleted unused cells	148 of 230	64%	66%

Organize files into folders on a hard drive (Managing Files: <i>Electronic Game Company</i>)	You moved all files into proper folders	38 of 230	17%	19%
	You deleted all unnecessary folders	65 of 230	28%	34%
INTEGRATE Skill Area				
Fill out a spreadsheet in order to determine the season records of teams in a volleyball league (Keeping Records: <i>Volleyball League</i>)	You selected proper headings for spreadsheet rows and columns	139 of 230	60%	64%
	You represented information in spreadsheet cells accurately	146 of 230	63%	67%
	You accurately interpreted the information presented	157 of 230	68%	66%
Complete a table comparing potential checking accounts according to specific criteria (Summarizing Emails: <i>Checking Account</i>)	You selected correct column headings for the table	77 of 230	33%	34%
	You accurately represented information in the table	112 of 230	49%	50%
	You ranked the checking accounts correctly	125 of 230	54%	56%
CREATE Skill Area				
Create a data display (Creating a Graph: <i>Music Trends</i>)	You selected the necessary content for the data display	145 of 230	63%	63%
	You organized the layout of the data display logically and effectively	177 of 230	77%	80%
	You created the data display very efficiently	172 of 230	75%	78%
	You drew a correct conclusion based on the data display	194 of 230	84%	83%
Create a slide for a group presentation (Creating a Slide: <i>Jupiter's Moon</i>)	You chose the best layout to create the slide	133 of 230	58%	55%
	You chose the best title for the slide	142 of 230	62%	67%
	You chose the best text for the slide	17 of 230	7%	6%
	You chose the best image for the slide	132 of 230	57%	65%
	You formatted the finished slide effectively	65 of 230	28%	31%
COMMUNICATE Skill Area				
Select and organize slides for two distinct presentations to different audiences (Choosing Presentation Slides: <i>U-Serve</i>)	You selected the best slides and titles for the first presentation	17 of 230	7%	9%
	You sequenced the slides correctly for the first presentation	59 of 230	26%	27%
	You selected the best slides and titles for the second presentation	34 of 230	15%	20%
	You sequenced the slides correctly for the second presentation	66 of 230	29%	36%
	You made a correct decision regarding the delivery mode for the two presentations	99 of 230	43%	42%
	You indicated an awareness of the different needs of the two audiences	4 of 230	2%	2%

Select the best way to advertise products to users of an electronic mailing list (Communicating to a Group: <i>Mystery Fiction Mailing List</i>)	You correctly analyzed the key details of all the advertisements	106 of 230	46%	49%
	You correctly applied the mailing list policy to the advertisements	44 of 230	19%	21%
	You chose an advertisement with language and tone suitable for the audience	176 of 230	77%	72%
	You selected the best advertisement for the mailing list	167 of 230	73%	67%

DEFINITIONS OF ICT LITERACY SKILL AREAS

DEFINE	<p>Understand and articulate the scope of an information problem in order to facilitate the electronic search for information, such as by</p> <ul style="list-style-type: none"> ● 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	<p>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</p> <ul style="list-style-type: none"> ● 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	<p>Judge whether information satisfies an information problem by determining authority, bias, timeliness, relevance, and other aspects of materials. Tasks include</p> <ul style="list-style-type: none"> ● 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	<p>Organize information to help you or others find it later, such as by</p> <ul style="list-style-type: none"> ● 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	<p>Interpret and represent information, such as by using digital tools to synthesize, summarize, compare, and contrast information from multiple sources while</p> <ul style="list-style-type: none"> ● 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	<p>Adapt, apply, design, or construct information in digital environments, such as by</p> <ul style="list-style-type: none"> ● 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	<p>Disseminate information tailored to a particular audience in an effective digital format, such as by</p> <ul style="list-style-type: none"> ● 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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