

Shared Question and Assignment Banks and Analysis

Quick Links

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One of the key features of Classroom is the ability for educators to **share content** in the form of questions and assignments they have created. Classroom uses a shared resource (**banks**) to make this content widely available. And just like a real bank, educators can make deposits of their questions and assignments or assessments.

These repositories have a bank manager who is responsible for reviewing the deposits. They may check for accuracy or relevancy. They may read passages to ensure paragraphs are correctly identified in questions and may ensure formulae can be solved, and in general, they carefully and critically examine new content. In this manner, educators can be assured of quality.

Classroom allows districts to build as many banks as they need. They can be categorized by subject, school, and grade level. There can be banks for support teams and curriculum development groups. There can be assessment banks and banks which develop content for certain standards. Because of this flexibility, SDS recommends key personnel consider the purpose and use of each bank before creating them, as all of the banks and their content are available to any educator in the district.

Algebra Question Bank Middle and High School Algebra	7 Questions
Claremont Middle School Question Bank Contact M. Smith for issues about this bank.	4 Questions
District Approved Question Bank These questions are approved for use in progressing monitoring assessments.	64 Questions
English Language Arts Questions	4 Questions
Beaumont Elementary Question Bank Second and third grade support team questions.	5 Questions

Classroom also supports third-party question banks, like the one created by the NWEA (Northwest Evaluation Association). The NWEA item bank is not part of the standard subscription to Classroom and must be purchased at an additional cost per student. It may prove cost-effective for your district, as the **NWEA has over 75,000 questions aligned with state standards**. Staff can begin using Classroom immediately without first generating their own questions.

Question Template

Type: Multiple Choice

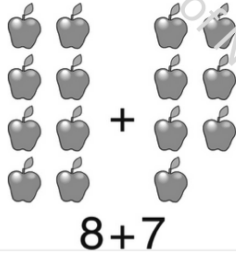
Grade Level: Grade 1

Subject: Math

Difficulty Level: Medium

Standards: CCSS.Math.Content.1.OA.A.1

Question: Dora picked eight apples. Then she picked seven more.



Close

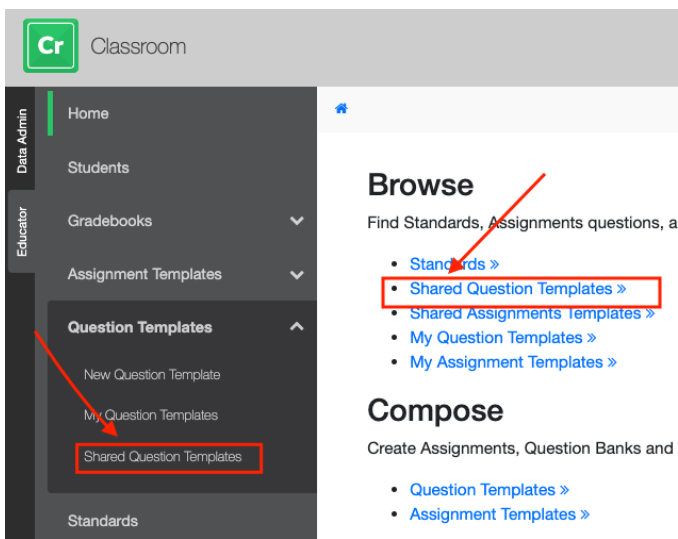
If your district has purchased the NWEA item bank and you have any content issues or questions, please contact us at support@schooldata.net. We will do whatever we can to find a resolution.

Browse (back to [Quick Links](#))

Click the blue hyperlink. Select the question and click the magnifying glass at the end for more information or to edit.

Filtering Questions or Assignments (back to [Quick Links](#))

From the Classroom Home screen, select **Shared Question Templates** from the directory tree on the left or the links under **Browse**.



The screenshot shows the Classroom interface. On the left is a navigation menu with a 'Classroom' header and a 'Cr' icon. Below it are sections for 'Data Admin' (Home, Students) and 'Educator' (Gradebooks, Assignment Templates, Question Templates, Standards). The 'Question Templates' section is expanded, showing 'New Question Template', 'My Question Templates', and 'Shared Question Templates' (highlighted with a red box). On the right, the 'Browse' section is visible, with a red arrow pointing to the 'Shared Question Templates' link in the list. Below 'Browse' is the 'Compose' section with links for 'Question Templates' and 'Assignment Templates'.

You will see a list of banks created by your district and populated with questions and assignments created by other educators in your district. Your district bank managers review these questions and assignments for quality and content before being added.

Shared Assignment Template Banks



Select an Assignment Template Bank

Olympic Assignment Template Bank	23 Assignments
Worthington Elementary Assignment Template Bank Assignment Templates for use by Worthington Elementary School staff and PLC teams.	14 Assignments
Sunset Assignment Template Bank Assignment Templates for use by Sunset Elementary School staff and PLC teams.	4 Assignments
Southwest Assignment Template Bank Assignment Templates for use by staff and PLC meetings.	16 Assignments
Northwest Assignment Template Bank Assignment Templates for use by Northwest Middle School staff and PLC teams.	2 Assignments
District Approved Assessment Bank This bank contains assessments required by the state or district.	25 Assignments

If your district purchased it, you may also see the NWEA question bank, which has over 79,000 questions aligned to the CCSS.

Shared Question Template Banks



Select a Question Template Bank

NWEA Item Bank The Formative Assessment Item Bank provides the flexibility and item variety necessary to create custom assessments at the district and classroom levels. Educators can select items that most closely reflect their curriculum and instruction and are most appropriate for their student population and the time of year the test is given. - NWEA	79,824 Questions
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Select a shared bank. Once you select a bank, you can filter it by subject or grade.

If you do not see the filters, click the Filter Actions gear to the right and select the Filter Display Mode and/or the **Available Filters**.

Filters

Search (optional) Scored Answer Question 10

Grade Levels (optional) Select

Subjects (optional)

Assignment Question Types (optional) Select

Standards (optional) Select

Difficulty Levels (optional)

Complexity (optional) Select

Knowledge Types (optional) Select

Depth of Knowledge (optional)

Filter Actions

Reset Filters

Filter Display Mode

Overlay

Above

Hidden

Available Filters

Search

Grade Levels

Subjects

Assignment Question Types

Standards

Difficulty Levels

Complexity

Knowledge Types

Depth of Knowledge







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The filter options include locating standards by **Keyword Search, Grade Level, Subjects, Assignment Question Types, Standards, Difficulty Levels, Complexity, Knowledge Types, and Depth of Knowledge**. If you select multiple options, you will narrow the resulting list accordingly. However, if you use too many options, you may have no results. Also, some questions and assignment templates may not have any standards attached to them, so using the standards filter option may reduce the results.

Once you locate the content you are interested in, you can see details about the question or assignment by selecting one of two magnifying glasses to the right.

NWEA Item Bank

Filters

Type	Text	Grade Level	Content Area	Difficulty	
Multiple Choice	What is "Flying High" mainly about?	Grade 1	Language Arts!	Medium	 
Multiple Choice	What must a child bring to the painting party?	Grade 1	Language Arts!	Low	 
Multiple Choice	In "Flying High," why did Wilbur and Orville work well together?	Grade 1	Language Arts!	Medium	 

The **first magnifying glass** opens a pop-up window of information.

Question Template x

Type
Multiple Choice

Grade Level
Grade 1

Subject
Math

Difficulty Level
Low

Standards
CCSS.Math.Content.1.NBTA.1

Question
Which number is sixty-four?

Answers

A. 40

B. 46

C. 60

D. 64

The **second magnifying glass** allows you to see an example of the assignment to view **details, reset the answer, flag or review, and submit**.

Example Assignment

Details

#1: 6895
Multiple Choice

Review & Submit

Show All

Question #1

Which number is sixty-four?

A. 40

B. 46

C. 60

D. 64

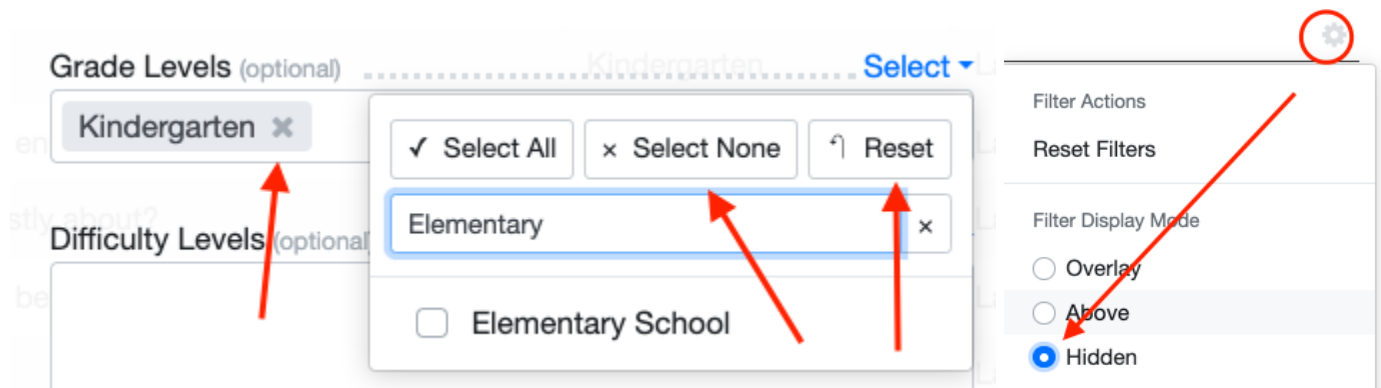
Flag Question

Reset Answer

< Details

Review >

Finally, to clear any filters chosen, select the "X" next to the search, select the **Select None** or **Reset** buttons, or deselect the filter option by selecting "Hidden" from the **Filter Actions** gear.



The screenshot shows filter controls for 'Grade Levels' and 'Difficulty Levels'. In the 'Grade Levels' section, 'Kindergarten' is selected with an 'X' to clear it. In the 'Difficulty Levels' section, 'Elementary' is selected with an 'X' to clear it. Above the 'Elementary' filter, there are buttons for 'Select All', 'Select None', and 'Reset'. To the right, a 'Filter Actions' gear icon is circled in red, with an arrow pointing to the 'Hidden' option in the 'Filter Display Mode' section.

Bank Managers (back to [Quick Links](#))

The manager of any district bank assumes responsibility for the bank and, in essence, "owns" the content. They can:

- **Approve or reject submissions** (if a submission is rejected, they can add a comment as to why)
- **Edit or delete items in the bank** (this is part of the quality control feature and ensures accurate content)
- **Lock assignments** to prevent them from being edited (if the bank contains district-wide assessments, this prevents inaccurate data)
- **Export assignments to gradebooks** by school, grade, or teacher (very helpful for pushing out district-wide assessments within a short window)

If you would like to create, modify or remove a shared bank and/or become a bank manager, contact us at support@schooldata.net.

Shared Banks Promote District and School-Level Analysis (back to [Quick Links](#))

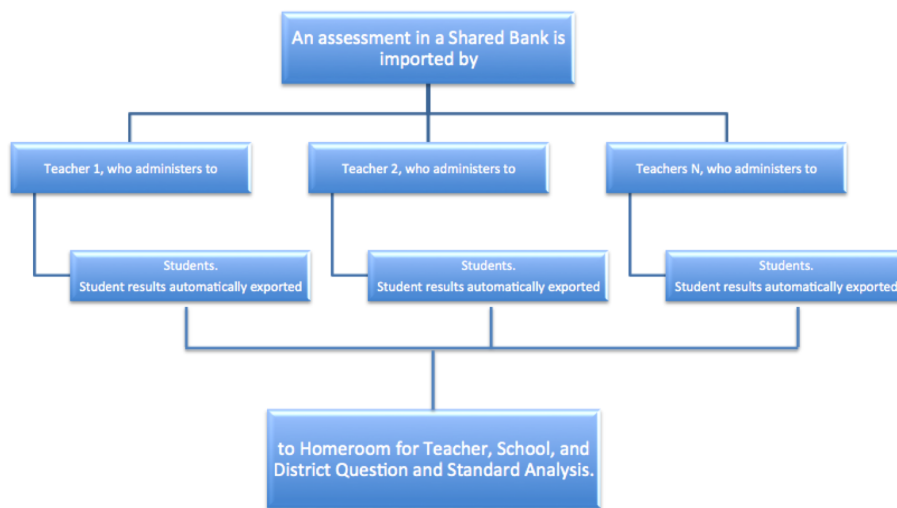
Teachers who use Classroom as their gradebook have access to both question and assignment analysis that shows whether their students are mastering the standards they teach. They also can export this information to an Excel

file and print out or save a PDF. And the result of certain assignments, like required grade level district assessments, are migrated to Homeroom nightly.

But true district-wide question (item) analysis comes from shared banks.

When an educator submits a question or assignment to a bank, and the manager approves it, a duplicate of the original question is created. This new question has new identification in Classroom, and all connection to the original question or assignment is lost. In effect, it becomes a "parent." While this may seem inappropriate, it is one of the **strongest features of shared banks, as analysis and reporting at the school and district level** on any question or assignment can occur.

If an educator goes to a bank and imports either a question or an assignment "parent" from the bank, that question or assignment is duplicated. It becomes an entirely new question or assignment which the educator owns. In essence, a child of the parent. However, the child's **connection** to the parent **remains** in this case. Additionally, the educator's question or assignment is **connected to all** the other educators who have also imported the parent question or assignment...the siblings. This architecture of parent to child and child to siblings means that the results of any student who encounters the questions or takes the assignments **can be compiled as a single unit...the family**.



Exporting these "family" assignments or assessments to Homeroom via a *nightly migration allows for comparison to state and third-party assessment results and student subgroup and profile information. Question-by-question analysis can be performed at the teacher, school, and district levels. Assignment and assessment results can be reviewed across grades, schools, and districts. Educators can see exactly which standards students are mastering. They can see whether or not questions prove to be good measures of the standards. And they can follow these trends across multiple school years.

*nightly migration happens to those Assignments the data admin has Linked using the Classroom Admin utility: "Link Classroom Assignment Template to Homeroom Assessment Tests."

Assessments

All 6th Grade Students (2014 / 2015)

Grade 6 Common Reading Assessment (Pre)

Grade 6 Common Reading Asses Item Analysis By Assessment Item Analysis By Learning Target

Grade 6 Common Reading Assessment (Pre) Include out of District: Yes

Item ID	Item Description	Score	MC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Q-9	CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and ph...	72/150 48%	MC	✓	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
Q-10	CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysi...	61/149 40.9%	MC	✗	✓	✗	✗	✓	✓	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗
Q-11	CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's pres...	124/150 82.7%	MC	✓	✓	✗	✓	✗	✓	✓	✗	✓	✓	✓	✓	✓	✓	✗	✓	✓
Q-12	CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysi...	134/150 89.3%	MC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓
Q-13	CCSS.ELA-Literacy.RI.6.9 Compare and contrast texts in different f...	132/150 88%	MC	✓	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓	✓
Q-14	CCSS.ELA-Literacy.RI.6.9 Compare and contrast texts in different f...	91/150 60.7%	MC	✗	✓	✗	✗	✓	✓	✓	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓
Q-15	CCSS.ELA-Literacy.RI.6.9 Compare and contrast texts in different f...	103/150 68.7%	MC	✓	✗	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓	✗	✓	✗	✓
Q-16	CCSS.ELA-Literacy.RI.6.2 Determine a theme or central idea of a te...	79/149 53%	MC	✓	✗	✗	✓	✗	✓	✓	✗	✓	✓	✓	✓	✓	✗	✗	✗	✗
Q-17	CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, chap...	48/149 32.2%	MC	✗	✓	✓	✓	✗	✗	✗	✗	✗	✗	✓	✓	✓	✗	✗	✓	✗

Assessments

All 6th Grade Students (2014 / 2015)

Grade 6 Common Reading Assessment (Pre)

Grade 6 Common Reading Asses Item Analysis By Assessment Item Analysis By Learning Target

Grade 6 Common Reading Assessment (Pre) Include out of District: Yes

Item ID	Item Description	Score	MC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Q-10	Which sentence or phrase provides the best evidence for the idea that: "Ro..."	42/99 42.42%	MC	✗	✓	✗	✗	✓	✓	✓	✓	✗	✗	✗	✓	✗	✗	✗	✗	✗
Q-12	What evidence supports the idea that robo-pets might be appealing to people with pet a...	92/100 92%	MC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓
Q-8	Which statement is the most important main idea that may be drawn from the selection &...	76/100 76%	MC	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✗
Q-22	Which statement best describes the main idea of this passage?	71/100 71%	MC	✓	✓	✓	✓	✓	✗	✗	✓	✓	✓	✓	✗	✗	✓	✓	✓	✓
Q-9	In the final paragraph, the author of "The Rise of the Robot Pet" stated, ...	50/100 50%	MC	✓	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓
Q-23	What is the meaning of the word common in line 2 of the passage above?	73/100 73%	MC	✓	✗	✓	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓
Q-24	Amelia said, "The idea of just going as extra weight did not appeal to me at all..."	59/100 59%	MC	✗	✓	✗	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓
Q-11	In both "The Robot Take-Over" and "The Rise of the Robot Pet" ...	85/100 85%	MC	✓	✓	✗	✓	✗	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✗	✓
Q-3	Which of these sentences from the text best supports the inference that Alien was help...	89/100 89%	MC	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓

Classroom and shared banks aid districts in generating a quality, long-lasting curriculum where students can gain competency on standards.