# How to use the Toolkit Template to TABULATE, conduct the ITEM ANALYSIS and SCORE the Level-2 Evaluation Results (For Assistants)

# I. What you need to know/have to get started

#### A. When to use the template and when NOT to use it:

- 1. Once the participants have returned their completed pre- and post-test forms, you use the template. Your role is to enter the data into the template. Then, it will automatically conduct the item analysis and score the test.
- 2. You can use the template for the tabulation of up to:
  - > 50 multiple-choice test items (each with only one correct answer) on the pre-test;
  - > 50 multiple-choice test items (each with only one correct answer) on the post-test; and
  - 254 respondents.
- 3. If you are not in this case, the template would not work. You should use your own scoring means. (If all previous Toolkit guidelines were followed, you should be in this case, and you should use the template.)

## B. What you should have before starting:

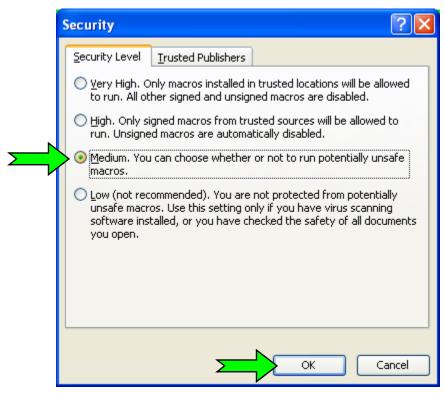
- 4. You should have all of the Pre-Test and Post-Test forms completed by your participants. (If you are missing a few forms that are expected to come later, you could tabulate your temporary results. When you receive the missing forms, you would enter their data and re-run the macro to get the final results.) If you want to get started before receiving the forms, you could go up to IV.
- Your computer should have Excel. (The template and the guidelines have been developed on Excel 2000. Theoretically, they should work with newer versions of Excel, but this was not fully tested.)

#### C. How to use the Guidelines:

- 6. Follow the instructions given in these guidelines in order.
- 7. The green arrow over a picture, points to where to look/click.
- 8. The sign warns you against potential mistakes to avoid. Please follow the warnings or you could end up with inaccurate results or no results at all.
- 9. The text within { } indicates how to perform the action with your computer.
- 10. The text in *italics* indicates the situations in which you may find yourself. Only follow those that are relevant to you and skip the others.
- 11. Unsure about the meaning of a term? Click the Level-2 Evaluation Toolkit Glossary of Terms.

#### II. Download the template and create your tabulation file

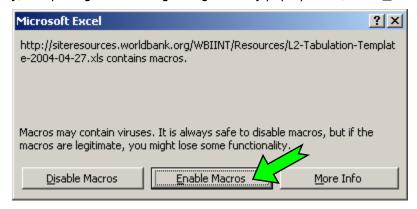
- 12. You need to download the tabulation template, a large Excel file that includes a macro. Depending on your Excel security settings, various warning windows may appear on your screen, as in the examples below. You may see other versions of these warnings. In any case, you should choose to enable the macro (i.e., allow the macro to be installed while you download and open the template). This macro only performs the item analysis and scoring of your test. It only appears when you use this template. It does not affect other files or macros.
- 13. In Excel, pull down the "Tools" menu option, then click "Macro" and then select "Security..." A "Security" dialog box resembling the picture below will appear. If the Security Level is higher than Medium, set the Security Level to Medium by clicking the "Medium" radio button. Then click "OK." You will return to your original security level after having enabled the macro, so remember your original security level. If your Security Level is Medium or lower, don't change it, and Click OK.



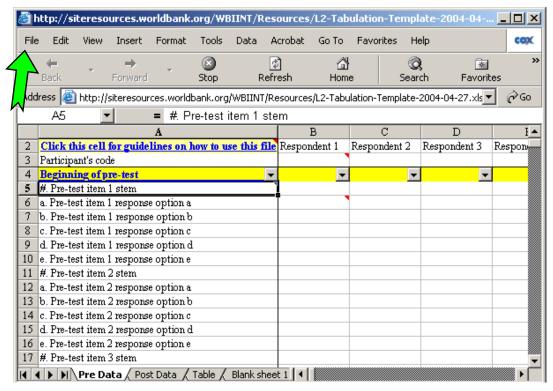
- 14. Close Excel (after saving every other file you may have open).
- 15. Go to: <u>Level-2 Evaluation Tabulation Template</u> (by clicking the hyperlink of the current guidelines or the hyperlink on step 11 of the Toolkit's list of Tools). Opening this 2.8 MB large template file may take several minutes.
- 16. On opening the following dialog box may pop-up. If so, click "Yes" and skip to point 18 below.



17. Alternatively, on opening the following dialog box may pop-up. If so, click "Enable Macros."



18. The following window will open. Pull down the "File" menu and select "Save as..."



- 19. Save the file in the directory of your choice and give it the name of your choice. In these guidelines, we will use the following name "My-Course-L2-Tabulation.xls" as an example.
- 20. Close the Internet window (shown above) and open Excel.
- 21. In Excel, open the file: "My-Course-L2-Tabulation.xls" (or whatever you named your file.) On opening a warning dialog box resembling those in points 16 and 17 above may pop-up. If so, click the option that would allow the macro to run.
- 22. Now that you have accepted the macro, if you had changed you security level in point 13 above, follow the same path to reset your security level as what it was before point 13.

# III. Get familiar with your tabulation file

## A. The toolbar:

23. On opening, the following toolbar was loaded: If the icon: is not on your screen, go back to Chapter II). The Toolkit toolbar includes the icons that perform the functions you may need during the tabulation.

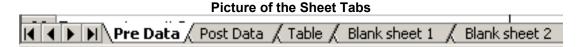
	Icon's name: Function in tabulating your results							
	Item Analysis Macro: To computes your results. Use it after your entered all data.							
	Save: To save your document. (Use it often.)							
	Copy: To copy your selection.							
12	Paste Values: To paste only the values you copied. (Use instead of regular paste.)							
3**	Insert Rows: To use only in "Table" sheet for formatting, if you want.							
	Page Break Preview: To adjust where the pages of the "Table" sheet breaks.							
	Print Preview: To preview your results on the "Table" sheet before printing.							
	Normal View: To display the normal view.							
	Print: To print your results.							

# B. The worksheets:

- 24. The workbook contains six visible sheets that you will use to tabulate your results:
  - a. "Pre Data" In this sheet you will type or paste the pre-test items (stem and response options) and the participants results using 1 or 0, where 1 means the participant selected the option, and 0 if s/he did not select the option.
  - b. "Post Data" In this sheet you will perform the same operations as above for the posttest.
  - c. "Table" This sheet presents the results. You may adjust its format slightly, if you wish.
  - d. **Blank sheet 1, 2, and 3.** These sheets enable to paste your test items and adjust the layout safely without affecting the rest of the template

The template includes several hidden sheets. Please <u>do not delete any sheet</u> (hidden or visible) at any point because it would cause your results to disappear. Also, <u>do not rename any sheet</u> (hidden or visible) because the macro would not run. The only exceptions are "Blank sheet 1", "Blank sheet 2", and "Blank sheet 3"

25. To move from one sheet to another, click the tab at the bottom of your screen that corresponds to the sheet that you want to see. You can identify which sheet you are using by the color of the tab. The sheet on which you can work has the same color as its tab (most often white). When you are not working on a sheet, its tab has a different color (most often gray).

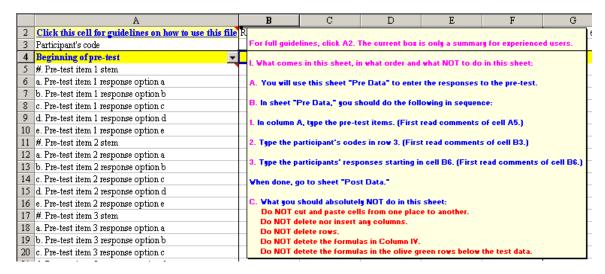


## C. The frozen panes:

- 26. To prevent data entry mistakes, the "Pre Data" and "Post Data" sheets use the "Freeze Panes" function.
- 27. When you scroll down, the rows showing the respondent number and the participant codes remain visible, even if the first test items disappear from the screen. To view the latter rows again, scroll back up.
- 28. When you scroll to the right, Column A that shows the items remains visible, even if the first respondents disappear from the screen. To view the latter columns again, scroll back to the left.

#### D. The comments:

29. When you place your cursor (without clicking) over a cell with a small red triangle on the upper right, a comment may pop-up, e.g., in cell A2 below. These are warnings or short instructions that you may use once you have tabulated results following these guidelines at least once. However, at least for your first time using the tabulation template, please follow the guidelines instead of the comments. The guidelines are more complete and will prevent you from making mistakes.



#### E. The security features:

30. The values of some cells are restricted. When you type something inadequate in some cells, a dialog box will pop-up and direct you to retry to enter the correct value or to cancel, as in the example below.



31. When you type in some cells, they (and several others) may turn red. This means that you entered an incorrect number. You should check your data and re-enter the correct value.

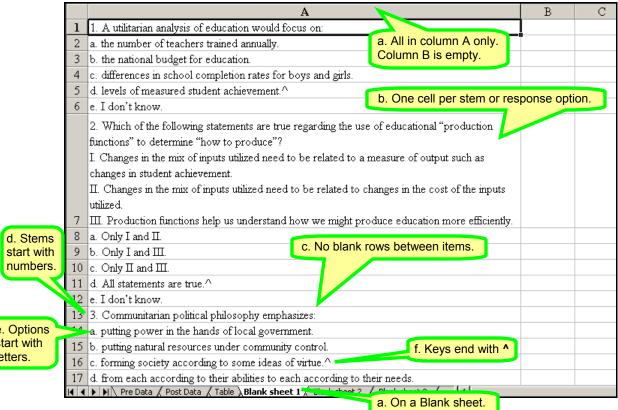
#### IV. Input the text of the test items in the tabulation file

- 32. Open the Word file that includes the version of your pre-test where the correct answers end with "^" (as was mentioned in the guidelines on how to prepare the test forms point 17).
- 33. Select and copy all pre-test items.
- 34. Go to your Excel tabulation file.
- 35. Click the sheet tab "Blank sheet 1."
- 36. Click to paste the values of the copied selection.
- 37. Your test items may be split all over the sheet. In this Blank sheet, you will safely arrange them in the following way:



- a. All items must be in column A only of a "Blank sheet".
- b. Each element of the item must be in a different cell and one cell only.
- There must be **no blank cells between the items**.
- The stems (beginning of the test questions) must all **start with their numbers**.
- The response options must start with a. or b. etc., without item number or other character.
- The correct option (key) should end with ^. There should be **nothing after ^**, not even a dot, a space or any other character.

#### Example of correct item layout



e. Options start with letters.



If you make a mistake, you can undo by pressing {Ctrl Z} together.

It is faster to perform the same type of operations on all cells, then go back to the top and do another type of operation on all cells, etc.

First, check if some text—that should be in one cell—is spread over several cells. If so, consolidate these cells. Go to the cell with misplaced text. Press F2 to edit this cell. Highlight and cut the content of the cell. Press Enter. Go to the cell where the text should be. Press F2 to edit it. Within the cell put your cursor where the text should be pasted. Paste the text. Press Enter.

To create a paragraph break within a cell (see A7 in the example above), press the keys {Alt Enter} together.

Besides the paragraph breaks, don't bother formatting, sizing or wrapping the text in these cells. Format does not matter. The system will overwrite your formatting and create its own.

Fix all misplaced text of all cells before moving to the next operations, i.e., deleting all empty/unneeded rows.

To delete a row, put your cursor in the row to delete. Pull down the "<u>E</u>dit" menu, and select "Delete..." In the Delete dialog box, click "Entire row" then click "OK."

Put your cursor in the next row to delete. Press F4. (F4 repeats the last action.) Use this method without interruption, until the last unneeded row is deleted. (**Only** the clean list of items should be left in this sheet at this time.)

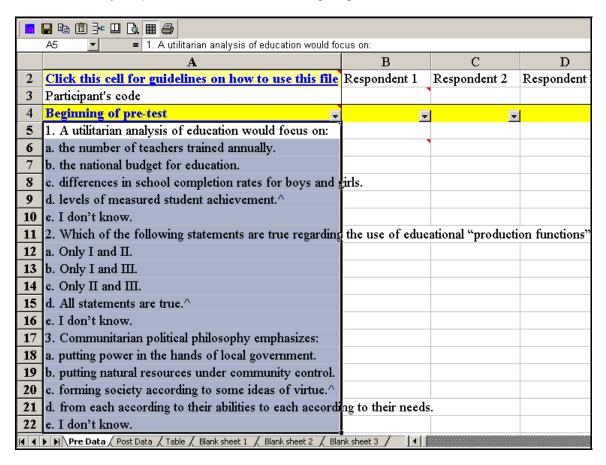
Make sure that all item stems start with the question number with nothing, not even a space, a quote or a dot, before the number.

Make sure that all response options start with the corresponding letter: a. b. c. d. or e. with nothing, not even a space, a quote or a dot, before the letter.

Make sure that the correct answers end with ^ (and that nothing is typed after ^). Pressing F2 automatically places the cursor after the last character of the cell. If you notice a space after ^, delete it.

- 38. Your list of items should be clean and ready to be pasted where it will become operational.
- 39. Highlight your **full list of items, but nothing else!** You should **not** select any **empty** rows at the bottom of your item list. (Tip: Go to A1 and press the three keys {Shift Ctrl Down arrow} together.)
- 40. Copy your highlighted list of items.
- 41. Go to sheet "Pre Data."
- 42. Put your cursor on cell A5.
- 43. Click 🔨.

44. Your pre-test items should be pasted in column A only. However, if the text is larger than the cell, it may appear in columns to the right. Your paragraph breaks may also seem to have disappeared. (See cell A11 in the picture below). Don't bother changing the layout, cell wrap, or other format. This layout will help you while your enter the data. Then, the template will automatically wrap the text in the final formatting stage.



- 45. Click in a cell that is not highlighted to deselect the list of item.
- 46. Save your file.
- 47. Repeat all operations in Chapter IV for the post-test. The only differences are that you:
  - a. Start with the Word file that includes the **post**-test (with correct answers showing)
  - b. Paste and clean up the post-test items in "Blank sheet 2"; and
  - c. Once they are clean, copy and paste their values in sheet "Post Data" cell A5.
- 48. Save your file.

## V. Sort, match and number your test forms

The course's Learning Gain is computed on **matched** respondents, i.e., participants who answered both pre-and post-tests and whose answers to both tests could be matched by their codes. In this chapter, you will sort, match and number the forms in preparation for the data entry.

- 49. Take all the (paper) test forms completed by participants to evaluate your course.
- 50. Divide them in two piles: one with the pre-test and the other pile with the post-test. At all times during the sorting and tabulation, **keep the pre- and post-test forms separate**.
- 51. Turn the pages to put the matching code on the top page of each test form. Participants should have written their codes on the first page of the pre-test. However, the code on the post-course questionnaire should be on the first page of the post-test that is after the Level-1 evaluation form. Do not un-staple the forms yet.
- 52. Sort the pre-test forms by alphabetic/sequential order of the participant code. If a participant did not write a code, put the form at the back of the pile.
- 53. Repeat the sorting with the post-test pile of forms.
- 54. Put both piles in front of you. Check if the code on the first pre-test form is the same as the code on the first post-test form. If it is, put the forms face down creating two additional piles.
- 55. Check if the code on the second pre-test form is the same as the code on the second posttest form. If it is, lay them face down behind the first test forms you checked. Repeat the operations until the bottom of the piles.

# What if the codes don't match?

- a. If the codes of the top two forms don't match, put the form with the first sequential code in a separate pile for unmatched forms. (The first sequential code could be either on the pre-test or the post-test.)
- b. Once you finished the piles, check all unmatched forms and try to match them in other ways:
- Two forms may have about the same codes, and the same filling patterns and handwriting. If you are confident that they were answered by the same participant, change the code to make them identical and re-insert them in the piles of matched respondents.
- Look at any comments any participants make. In addition to the codes and handwriting, some participants expressed the same ideas, sometimes in the same word on both forms.
- If several participants used the same code, try to distinguish them through their handwritings or logical deductions (e.g., responses to demographic questions against the participant list). Then, add a −1 and −2 to their respective codes.
- c. Despite these tips, you may not be able to match all pre- and post-tests. If so, put the unmatched forms at the bottom of their respective pile of forms.
- 56. For WBI Courses: Number each post-course form to associate the Level-1 evaluation and post-test answers for each participant: write 1 on each page of the first form, 2 on each page of the second form, etc. Then, separate the Level-1 evaluation forms (that WBIEG will process) from the post-test forms that you will tabulate. Tell WBIEG that the course was evaluated at Level-2.

#### VI. Type the participant codes in your tabulation file

57. Go to the sheet "Pre Data" on your Excel tabulation file and take your pre-test pile of forms.

IF YOU TYPE A MISTAKE IN THE SHEETS "PRE DATA" OR "POST DATA", NEVER CUT AND PASTE; UNDO OR TYPE OVER INSTEAD. If you notice your mistake early, you could undo your last few operations: Press {Ctrl Z} together repeatedly. (These sheets are linked to other sheets that contain formulas to calculate your results. Cutting and pasting can change the cell references of linked formulas. Consequently, without being able to notice it, you could produce inaccurate results.)

58. In row 3, type the codes that enable the pre-and post-tests to be matched for individual participants. Look at the pre-test file of forms and type the first participant code in cell B3. Type the next participant code in C3, etc. (See example below). Type the codes in the order in which you just matched the forms. The codes for the unmatched forms will be entered last.

	A	В	C	D	E	F
2	Click this cell for guidelines on how to use this file	Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5
3	Participant's code	AM89	AP78	BD02	BL97	BT99
4	Beginning of pre-test ▼	▼	₩.	₩	₩	₩
5	1. A utilitarian analysis of education would focus on:	_				

- 59. Go to the sheet "Post Data" and take your post-test pile of forms.
- 60. In row 3, type the codes found on the post-test forms, in the same way as for the pre-test.

_							
	A		В	C	D	E	F
2	Place your cursor over here for a glance of this sheet.		Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5
3	Participant's code		AM89	AP78	BD02	BL97	BT99
4	Beginning of post-test	v	F	₹	₹	V	₹
5	A utilitarian analysis of education would concentrate on:						

To match a respondent, type the same code in corresponding columns of the "Pre Data" and "Post Data" sheets. For example, if a participant had the code AM89, and if you typed AM89 in column B of the sheet "Pre Data," you should type the same code AM89 in column B of the sheet "Post Data." If you made a mistake in typing the code, the cell would turn red.

## What to do with the unmatched forms?

- a. Responses of unmatched respondents should also be typed. Some of the statistics use them.
- b. If you typed the code of unmatched respondents in the Pre Data sheet, we recommend that you leave the corresponding columns of the Post Data sheet blank. Start typing the codes of the unmatched post-test respondents in the columns to the right of those reserved for the unmatched pre-test respondents. Only if you don't have enough columns, start re-using the same columns for the unmatched respondents. (If you reuse the same column for the pre-and post-tests, the code numbers will turn red. Your results will still be accurate, but the layout may not be as clear.)
- 61. Save your Excel file.

#### VII. Type the participant responses

- 62. Go to the sheet "Pre Data" on your Excel tabulation file and take your pre-test pile of forms.
- 63. Click on the cell B6, i.e., the cell on the right of the first response option of the first item.
- 64. Take the pre-test paper form with the code you typed on cell B3. All information you type in column B will be data from the participant with this code.
- 65. Look at the respondent's answer to the first pre-test question.
- If the participant chose option a, type 1 in cell B6 and press {Enter}. If the {Enter} key does not put your cursor in the cell immediately below, press the {down arrow} key.
- If the participant did not choose option a, type 0 in cell B6 and press {Enter}. If the {Enter} key does not put your cursor in the cell immediately below, press the {down arrow} key.
- 66. In cell B7, type 1 if the participant chose the corresponding option b or 0 if s/he did not.
- 67. Go to the cell immediately below and repeat the same operation. When you reach the end of the first item, skip the row with the stem of the item and go to the row corresponding to option a of the second item. It should be in B12.
- 68. Type in the response to the second item, in the same way. Then, move to the next item, and the next, until the last item of the pre-test. Leave any unused rows at the bottom blank. Do **not** delete the blank rows.
- 69. Take the pre-test form of the second respondent. Go to the next column (C). Check that the code typed in this column corresponds to the code on the paper form. Enter the responses of this participant in the same way. Then move to the next column, and the next, and repeat the same operations until the responses on all pre-test forms are typed.

#### What if a cell turns red?

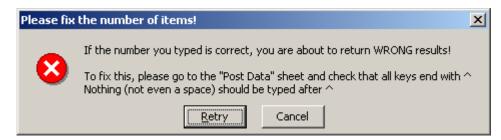
The file flags issues in turning cells red. Red cells indicate one or several of the following cases:

- a. You typed 1 in the row reserved for a stem. If so, delete your response and type it where it belongs.
- b. You typed several 1 for a respondent to one item. Participants should have chosen only one response per item. If they selected several options, read the item and see if you could fix the answer logically. For example, a participant may have marked, a, b and c, but option d may be "all of the above" (equivalent to a, b, and c). In such case, type 1 in option d, and 0 in a, b, and c. If you can't fix the response with this logic, type 0 for all responses of this respondent to this item.
- c. Some Toolkit directions were not followed. Your test may not have five response options for each item. The items may not have been laid out as explained in chapter IV above. In such cases, the red cells appear randomly even without data entry issues. Your results will still be accurate. However, you can't rely on this safety feature to help you type the data accurately. So, ignore the color of the cells and pay extra attention to your data entry.
- Double-check all of the typed data against the paper forms and save your file.
- 71. Go to the sheet "Post Data" and take your post-test forms. Repeat points 62-70.

# VIII. Launch the computation of your results, locate and print them

- 72. Go to the sheet "Table."
- 73. Go to cell A1 and type in it the title of the course. Press Enter. The cell will turn white.
- 74. In cell A2, type the course's city, country, start and end dates, WB P0# and schedule code.
- 75. In cell B4, type the number of participants in the course. (This may not be the same as the number of test forms, since some participants may not have answered.)
- 76. In cell B5, type the number of items in the pre-test.
- 77. In cell H5, type the number of items in the post-test.

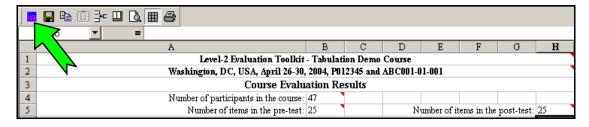
If you get an error message resembling the picture below, the number of items that you typed is different from the number of items recognized by the system.



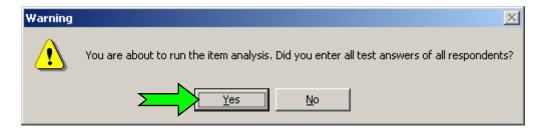
If so, check if the number you typed is correct. If it is correct. Click Cancel. Go to the "Pre Data" or "Post Data" as asked in the box, and check that all test items have <u>one and only one</u> correct answer indicated with ^ at the <u>very end</u> of the correct answer. Add the missing ^, delete the extra ^ or other characters that followed the ^, if any.

Once done, go back to the sheet "Table" and re-enter the correct number of items.

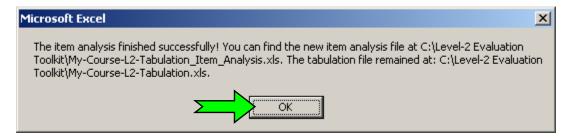
78. Click the Item Analysis macro icon from your Toolkit toolbar.



79. The following dialog box pops-up. If you entered all test answers of all respondents, click "Yes." *If you are missing a few forms, but want to get the temporary results*, click "Yes." Once you get the final forms, you'll be able to enter them in this file and re-run the macro to get the final results. However, this macro is not meant to provide the results of only one participant or only one item, as the statistics provided apply to groups, not individuals.



80. The macro will run between one and five minutes, depending on the speed of your computer and whether you already ran the latest version of the macro before. You may work on something else while it runs. When the macro finishes to compute the results, the following dialog box pops-up. It gives you the location of your tabulation file and a new item analysis file (in the same directory as your tabulation file, with the same name except that "Item Analysis" was added). Click OK.



81. The file with the Item analysis results will appear as in the example below.

	Α	В	С	D	E	F	G	Н	-	J	K	M	N
1			Leve	I-2 Evaluatio	n Toolkit - Ta	bulat	tion D	)emo	Cour	se			
2			Washington	, DC, USA, Ap	ril 26-30, 2004	4, P01	2345	and A	BC0	01-01	-001		
3	Item Analysis Summary												
4	Pair	Item	Difficult	y index³	Discrimination	Dist	ractor <sup>5</sup>	analys	sis (all	resp.	counts	s) <sup>7, 2</sup>	ок
5	ID <sup>1</sup>	No. <sup>2</sup>	matched respondents	all respondents	Index <sup>4</sup> (all resp.)	Key <sup>6</sup>	а	b	С	d	е	Total	items <sup>9</sup>
6													
7	Pre-te	st: 25 ite	ms, 44 respond	ents (of which 42	2 were matched)								
8	1	Pre1	40.5%	40.9%	0.12	d	3	13	1	18	4	39	OK
9	2	Pre2	11.9%	11.4%	0.41	d	3	8	20	5	4	40	OK
10	3	Pre3	9.5%	9.1%	0.48	С	1	6	4	21	10	42	OK
11	4	Pre4	47.6%	45.5%	0.14	b	6	20	2	10	4	42	
12	5	Pre5	28.6%	27.3%	0.15	d	10	3	7	12	7	39	OK
13	6	Pre6	47.6%	45.5%	0.31	а	20	3	1	15	4	43	OK
14	7	Pre7	23.8%	25.0%	0.08	а	11	16	1	8	2	38	
15	8	Pre8	47.6%	45.5%	0.24	b	2	20	6	11	2	41	OK
16	9	Pre9	57.1%	56.8%	0.04	С	7	0	25	7	2	41	ΟK
17	10	Pre10	64.3%	65.9%	0.26	d	2	4	2	29	3	40	οĸ
18	11	Pre11	57.1%	56.8%	0.10	d	5	9	0	25	0	39	OK
19	12	Pre12	42.9%	43.2%	0.25	d	13	3	1	19	1	37	OK
20	13	Pre13	69.0%	65.9%	0.18	b	4	29	2	3	5	43	
21	14	Pre14	31.0%	29.5%	0.40	d	4	1	4	13	20	42	οĸ
22	15	Pre15	52.4%	52.3%	0.35	b	4	23	4	2	9	42	ΟK
23	16	Pre16	28.6%	27.3%	0.16	d	1	1	5	12	11	30	ΟK
24	17	Pre17	61.9%	61.4%	0.15	С	4	7	27	0	2	40	οĸ
   <b>4</b>	18 	Pro19    <b>Item A</b>	२२.२०८ nalysis ∕ Additi	31.8% onal Statistics /	U 33	2	1/1	1	5	?	10	//∩  •	ΩK

- 82. Print this sheet (typically 3 page long). The first page gives the item analysis of the pre-test. The second page of the post-test. The last page explains the numbers you see in these tables. Reviewing these numbers helps to understand the strengths and weaknesses of the course and of the test that was used to evaluate the course.
- 83. Click the sheet tab "Additional Statistics." Results as in the example below will appear.

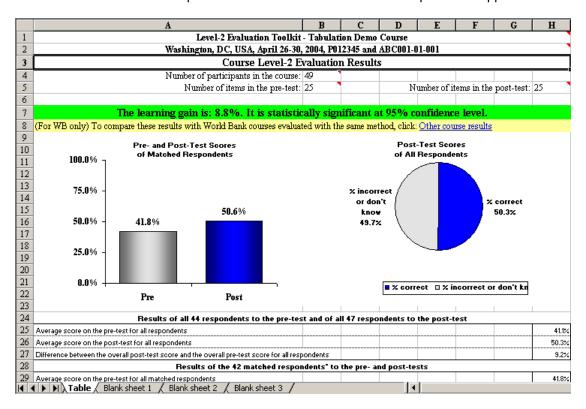
	А	В	С	D	Е	F
1		Matched R	espondents	All Resp	ondents	
2	Characteristics	Pre-test	Post-test	Pre-test	Post-test	
3	Mean Test Score (% correct)	41.8	50.6	41.1	50.3	
4	Median Test Score (% correct)	40.0	50.0	40.0	48.0	
5	Standard Deviation	15.5	18.9	15.5	18.1	
6	Standard Error of Mean	2.4	2.9	2.3	2.6	
7	Skewness Ratio	0.07	0.35	0.16	0.39	
8	Cronbach's Alpha	0.67	0.78	0.67	0.75	
9	Measurement Error	8.9	8.8	8.9	9.0	
10	Number of Respondents	42	42	44	47	
11	Response Rate	86%	86%	90%	96%	
12	Number of Items	25	25	25	25	
13	Note: For definition of terms, click:	<u>Definitions</u>				
16	Total Number of Participants	49				
17	Learning Gain	8.8	(in percentage	point)		
18						
		Pre-test	Post-test	Pre-test	Post-test	
		Score	Score	Score	Score	Matched
19	Respondents	Matched	Matched	All	All	Gain
20	Respondent 1	48.0	48.0	48.0	48.0	0.0
21	Respondent 2	52.0	52.0	52.0	52.0	0.0
22	Respondent 3	44.0	40.0	44.0	40.0	-4.0
23	Respondent 4	48.0	48.0	48.0	48.0	0.0
24	Respondent 5	28.0	36.0	28.0	36.0	8.0
25	Respondent 6	36.0	24.0	36.0	24.0	-12.0
26	Respondent 7	56.0	64.0	56.0	64.0	8.0
27	Respondent 8	40.0	48.0	40.0	48.0	8.0
28	Respondent 9	24.0	40.0	24.0	40.0	16.0
29	Respondent 10		56.0	40.0	56.0	16 0,
<b>K</b> I⊀	▶ ▶ \ Item Analysis \Additional	Statistics /				

- 84. You may also print this sheet. It is set up automatically to print only one page. You don't need to print the remaining numbers at the bottom of the sheet.
- 85. To understand these statistics, click "Definitions" in cell B13. The following dialog box may pop-up. *If so*, click OK. *If not*, go to 86.



86. A one-page long PDF file with definition will open from the web. You may print this file.

87. Your tabulation file is still open. Click it. The results as in the example below appear.



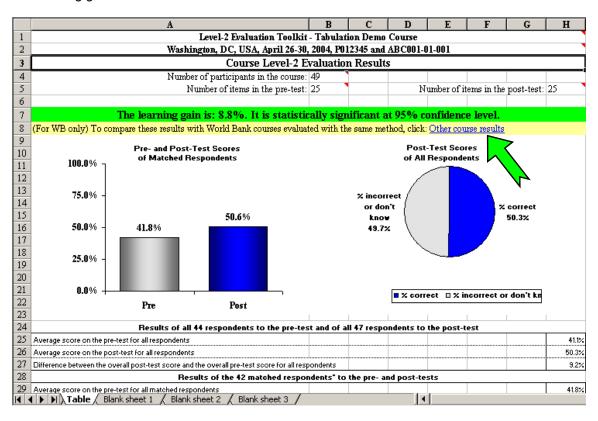
- 88. Click the icon (on the Toolkit toolbar) to see the page break view.
- 89. Scroll down until you see a blue line across the screen. The line may be full or dotted. This line indicates where the page breaks when you print your results. To read the results more easily, we recommend that you set the page breaks, so that the printout won't cut an item into two pages. In the example below, the page will break in the middle of item 8.

	A	В	С	D	E	F	G	Н
109	d. The latest thinking about what works in education reform				8	18.2%	8	19.0%
110	e. I don't know.				2	4.5%	2	4.8%
	8. When you are attempting to build political support for an education r		h an oppos	sing				
	stakeholder, which of the following are recommended bargaining appro	aches?						
	I. Seek to create value for your opponent							
	II. Focus your efforts primarily on dividing equally the gains III. Build trust by being willing to structure successive rounds of negoti	ation						
		ation				4.5%	0	4.01/
112	a. Only I and II						-	4.0%
113	b. Only I and III*				20	45.5%	20	47.6%
114	c. Only II and III				6	13.6%	5	11.9%
115	d. All				11	25.0%	11	26.2%
116	e. I don²t know.				2	4.5%	2	4.8%
	9. Which of the following statements are true regarding change in educa	ation syst	ems?					
	I. Education systems typically resist change when the rewards to under	take differ	ent action	s are	4			
	unpredictable.				<b>N</b>			
117	ll. Old, proven methods work best because behaviors are often uncons	cious.						
118	a. Only I and II.				7	15.9%	7	16.7%

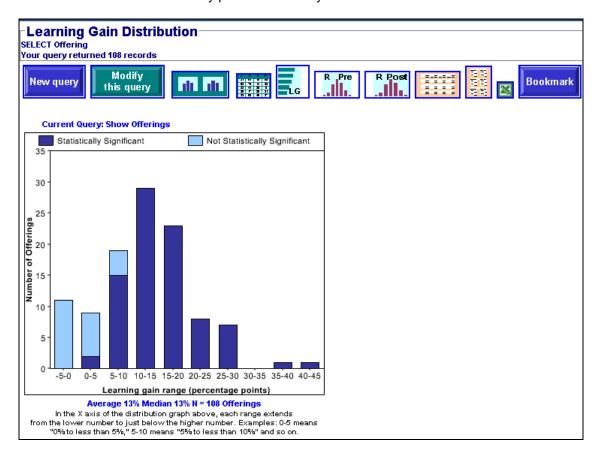
90. Click on the line and drag it up, just before the beginning of item 8. *If dotted*, the line will turn full. (This means that you manually set the page break.)

	A	В	С	D	E	F	G	Н
109	d. The latest thinking about what works in education reform				8	18.2%	8	19.0%
110	e. I don't know.	2	4.5%	2	4.8%			
	8. When you are attempting to build political support for an education r stakeholder, which of the following are recommended bargaining appro I. Seek to create value for your opponent II. Focus your efforts primarily on dividing equally the gains III. Build trust by being willing to structure successive rounds of negoti	aches?	h an oppos	sing				
112	a. Only I and II				2	4.5%	2	4.8%
113	b. Only I and III^				20	45.5%	20	47.6%
114	c. Only II and III				6	13.6%	5	11.9%
115	d. All				11	25.0%	11	26.2%
116	e. I don't know.				2	4.5%	2	4.8%
	<ol> <li>Which of the following statements are true regarding change in educ.</li> <li>Education systems typically resist change when the rewards to undertunpredictable.</li> <li>Old, proven methods work best because behaviors are often uncons</li> <li>Only and II.</li> </ol>	take differ		s are	7	15.9%	7	16.7%

- 91. Keep scrolling down and setting the page breaks until the end of the document.
- 92. Click on the Toolkit toolbar to preview the results. If they are fine, print them.
- 93. Return to the normal view by clicking Normal View (from the print preview screen) or from the Toolkit toolbar.
- 94. Click the web link in cell E8 "Other course results" to view a chart showing the distribution of learning gains of courses evaluated with the same method.



95. The chart below and the remaining information in the database are only accessible from the World Bank Intranet. You may print this chart if you wish.



96. Congratulations! You have produced the tabulation of the results and the item analysis. *If your course was sponsored by WBI*, report the results (both files) to your course team, your Divisional Evaluation Coordinator, and to WBIEG.

#### Contact:

If you have any question, please **contact the WBI Evaluation Help Desk** at Ext.: 36430, or via e-mail at "WBI Evaluation Help Desk."