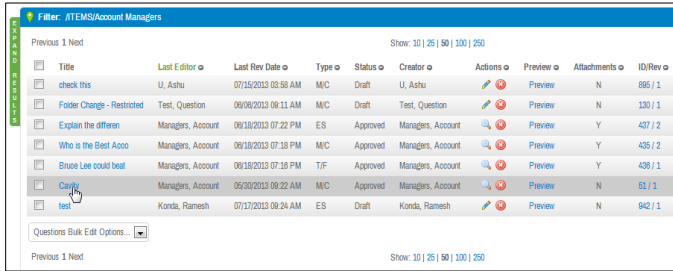
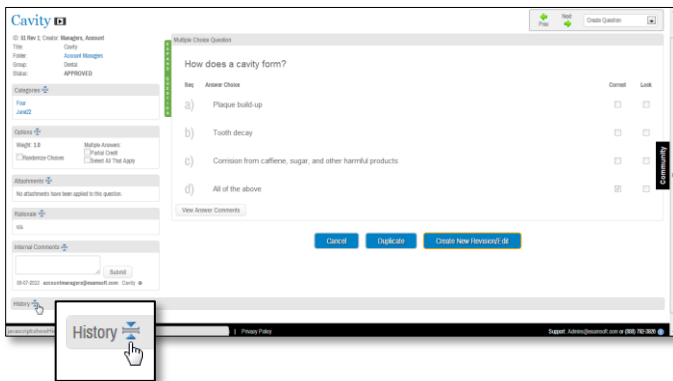


**Question Performance History** allows the user to view the data collected of the performance history of a question.

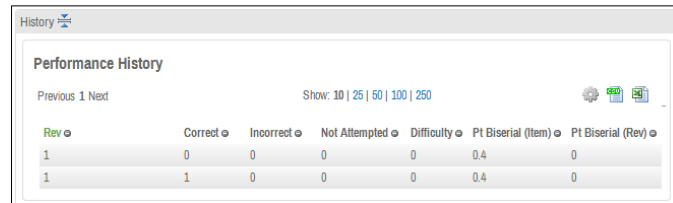
1. Navigate to the **Questions** tab.
2. Select the desired question.



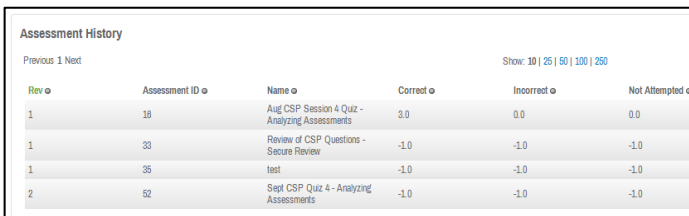
3. Scroll to the bottom of the page and click **History**.



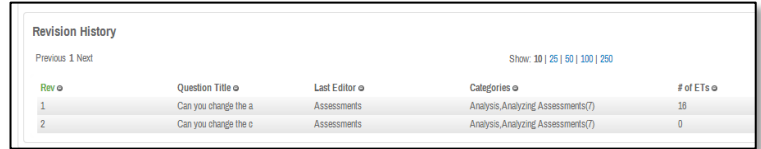
4. The performance history provides numbers for correct answers, incorrect responses and not attempted based on each revision. The difficulty index and point biserial are displayed side by side.



5. The assessment history provides the same information, however it includes a list of the specific assessments that the question was used in along with the corresponding data.



6. The revision history logs the changes that have been made and number of exam takers that have answered each revision.



## Best Practices: Question Performance

The **question performance history** provides a quick snapshot that includes two specific statistics that will help to analyze the effectiveness of the question as it was used in an assessment. To analyze more detailed information, users can run the question analysis report.

Understanding how to read these stats will provide valuable insight into the ability of the question to distinguish between knowledgeable students and those that guessed. Users can also make a decision on which questions need changes based on its performance and revisions.

The **question difficulty** is the measure of the proportion of students who have answered the question correctly. The more effective questions (meaning they distinguish between high and performing students) are answered correctly by about half of the students answering the question.

A number closer to 1 indicates that more students got the question correct. A number closer to 0 indicates that more students got the question incorrect.  
\* The higher the value, the easier the question.

The **discrimination index** provides a correlation between a student's response on an individual question and their total score on the assessment. It shows how well the questions are able to differentiate among students in terms of their knowledge base and understanding of the content.

The point biserial quantifies the relationship between students' scores on the question in relation to the overall assessment score. A Point biserial closer to -1 indicates that high-scoring students answered the question incorrectly more frequently than low-scoring students.  
A negative value suggests that a question may have been misleading, there may have been typographic errors, or the content was inadequately covered.