

Item Bank for Outcome Measurement Guidance

The following learning objectives, goal statements and accompanying outcome items were prepared by the Ohio Department of Health Rape Prevention Education Team to assist you in aligning your project's learning objectives with items to measure participant changes in knowledge, attitudes, behaviors, and skills. The items are generally geared toward youth ages 12-21 and you should modify the language for younger participants. The outcome items are based on levels one and two of the Spectrum of Prevention. Other important points for using this guidance are presented below.

- ✓ Make sure the items that you choose align with your curriculum. That is select the items that match the content that you present/teach.
- ✓ Make sure the items are age appropriate in language and life experiences for your participants.
- ✓ Make sure your items are aligned with the type of outcome you want to measure. For example, the guidance includes measures for knowledge, attitudes, behaviors and skills. The outcome level is in parenthesis next to the response category. If you are interested in measuring changes in participant attitudes, choose items that are indicated as those that measure attitude. You may also adapt the response categories by using Table 1 in the appendix so the response category aligns with the outcome level you intend to measure.
- ✓ Make sure that you have a method for linking pre and post test results to the individual through a unique identifier if your intent is to determine individual change. A unique identifier is a combination of numbers and/or letters that match between the pre and post-test for each respondent.
- ✓ If your intent is to determine overall classroom or group change, make sure you have a way to link the pre and post test results to that classroom or group by using a unique identifier for the class or group that you can match between pre and post-tests.

Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
A. Sexual Assault, Coercion & Consent	Differentiate between sexual assault, sexual harassment, coercion and consent.	Increase students' ability to differentiate between sexual assault, sexual harassment, coercion and consent.	Knowledge/Attitudes
<i>Outcome Items for Sexual Assault, Coercion & Consent</i>			
Item Stem		Item Response Categories	
<ol style="list-style-type: none"> 1. Rape is never the fault of the victim. 2. Consent is informed, freely and actively given, mutually understandable words or actions that indicate a willingness to engage in agreed upon activity. (High school & older) <ol style="list-style-type: none"> b. Consent is a freely given agreement to be involved in a relationship. (Middle school & younger) 3. Consent can be revoked at any time. 4. Sexual harassment is: 5. Sexual assault is about the offender's need to have power and control. <ol style="list-style-type: none"> b. Sexual violence is about the offender's need to have power and control and NOT about sexual desire. c. Intimate partner violence is about the offenders need to have power and control and NOT about impulsive anger. d. The consequences for those that abuse others may include: 		<ol style="list-style-type: none"> 1. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude) 2. True/False (Knowledge) <ol style="list-style-type: none"> b. True/False (Knowledge) 3. True/False (Knowledge) 4. a) intimidation, bullying or coercion of a sexual nature, b) the unwelcome or inappropriate promise of rewards in exchange for sexual favors c) both a & b d) neither a or b. (Knowledge) 5. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude/Knowledge) 6. a) alienating friends and family b) losing respect of peers c) being kicked out of school, d) getting a criminal record e) all of the above (Knowledge) 	

Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
B. IPV/SV Attitudes	Identify (#) attitudes that support gender equity and healthy relationships.	To increase students' attitudes that support gender equity and healthy relationships.	Knowledge/Attitude/ Skills
<i>Outcome Items for Attitudes Supporting Intimate Partner and Sexual Violence</i>			
Item Stem		Item Response Categories	
<ol style="list-style-type: none"> 1. Males and females should share the expenses of a date. 2. It is important for all community members to play a role in keeping everyone safe. 3. As long as a guy thinks he is being funny or giving a compliment it is not a problem if he makes sexual comments to a girl. 4. I am confident in sharing the decision making in my friendships and dating relationships including where to go out, who to go out with, how long to stay out and who pays for it. 5. I feel confident challenging norms that represent women as submissive or passive and males as dominant and in control. 		<ol style="list-style-type: none"> 1. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude/Knowledge) 2. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude/Knowledge) 3. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude/Knowledge) 4. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Skill) 5. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Skill) 	

Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
C. Bystander Behavior	Cite (#) examples where they would safely intervene in an unhealthy relationship.	To increase the participant's ability to safely intervene in unhealthy relationships.	Knowledge/Attitudes/ Skills
<i>Outcome Items for Bystander Intervention Behavior</i>			
Item Stem		Item Response Categories	
<ol style="list-style-type: none"> 1. How confident do you feel talking to a friend who you suspect is in an abusive relationship? 2. If I intervene in an unhealthy situation, I can potentially prevent someone from being hurt. 3. I can help prevent violence against women and girls in my community. 4. In my school, I feel confident speaking up when someone was picking on or making fun of another student, even when the student was not my friend. 5. Your classmates are being mean to someone. How confident are you that you would speak up for the person even if your friends thought it was not cool to speak up? 		<ol style="list-style-type: none"> 1. Very Confident, Somewhat Confident, Not Sure, Not Very Confident, Not at All Confident (Skill) 2. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude) 3. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Knowledge/Attitude) 4. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Behavior/Skill) 5. Very Confident, Somewhat Confident, Not Sure, Not Very Confident, Not at All Confident (Skill) 	

Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
D. Communication	Demonstrate respectful communication with others.	To increase respectful gender and sexuality communication between students.	Knowledge/Attitudes/ Skills
<i>Outcome Items for Respectful Communication</i>			
Item Stem		Item Response Categories	
<ol style="list-style-type: none"> 1. If I'm having a problem with someone, I feel confident that I can stay calm and talk out the disagreement with them. 2. Listening to what others say is important to me. 3. To what extent do you feel confident that you and your peers communicate respectfully with others regardless of race, gender or sexual orientation? 4. I feel confident that I could solve an argument or conflict with a good friend in a way that will help us stay friends. 5. I know it is OK to disagree with someone and still care about them. 		<ol style="list-style-type: none"> 1. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Skill) 2. True/False (Attitude) 3. Very Confident, Somewhat Confident, Not Sure, Not Very Confident, Not at All Confident (Skill) 4. Always, Most of the time, Some of the time, Never (Skill) 5. True/False (Knowledge) 	

Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
E. Gender Stereotyping in Media & Culture	Recognize how stereotypes and societal factors contribute to sexual and intimate partner violence.	To increase knowledge about how stereotypes and societal factors contribute to sexual and intimate partner violence.	Knowledge/Skills
Item Stem		Item Response Categories	
<ol style="list-style-type: none"> 1. Images used in advertising are often misleading in that they: 2. Stereotypes can be defined as an over-exaggerated belief about members of a group or class. 3. Gender stereotypes can lead to sexual and intimate partner violence. 4. When I watch TV or look at advertisements, I notice the hidden messages (both positive and negative) about how men and women are supposed to act. 		<ol style="list-style-type: none"> 1. a) promote stereotypes of gender roles, b) sexualize women and c) promote objectification of women and girls d) all of the above (Knowledge) 2. True/False (Knowledge) 3. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude/Knowledge) 4. Definitely Yes, Probably Yes, Probably No, Definitely No (Skill) 	

Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
F. Violence & Oppression	Identify (#) how violence against women is linked to other forms of violence and oppression.	To increase the youths knowledge of how violence against women is linked to other forms of violence and oppression.	Knowledge/Attitudes

Outcome Items for Linking Violence & Oppression

Item Stem	Item Response Categories
<ol style="list-style-type: none"> 1. I want to help promote equality and reduce racism and prejudice. 2. Which of the following is not part of the equality wheel? 3. Oppression is any act that attempts to control another person and reduce their dignity. 4. One form of abuse is interfering with someone’s job performance through harassing activities such as frequent phone calls, frequent texts or unannounced visits. 5. The potential for human trafficking increases in communities with: 6. The potential for human trafficking decreases in communities with: 	<ol style="list-style-type: none"> 1. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude) 2. a) Communication, b) Dependent, c) Independence or d) Accountability e) all of the above are part of the equality wheel. (Knowledge) 3. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude/Knowledge) 4. True/False (Knowledge) 5. a) Lack of jobs b) women aren’t seen as equal c) high demand for cheap labor and jobs under the table, d) limited education opportunities e) all the above (Knowledge) 6. a) Sufficient job opportunities, b) women are seen as equals to men, c) equal education opportunities for women d) strong families, e) all of the above (Knowledge)

Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
G. Healthy Relationships	Demonstrate # ways to build healthy relationships.	To increase student understanding of ways to build healthy relationships.	Knowledge/Attitudes/Skills
<i>Outcome Items for Demonstrating Healthy Relationships</i>			
Item Stem		Item Response Categories	
<ol style="list-style-type: none"> 1. Healthy relationships feel safe, honest and respectful. 2. How confident do you feel that you could identify the signs of power and control in a relationship? 3. I really care about how my actions might affect others. 4. Healthy relationships include: 5. An unhealthy relationship is characterized by: disrespect, fear, jealousy and possessiveness. 		<ol style="list-style-type: none"> 1. True or False (Knowledge) 2. Very Confident, Somewhat Confident, Not Sure, Not Very Confident, Not at All Confident (Skill) 3. Strongly Agree, Agree, Disagree, Strongly Disagree OR True/False (Attitude) 4. a) support b) trust in communication, c) equality d) freedom e) all of the above f) none of the above. (Knowledge) 5. True or False (Knowledge) 	

Learning Objectives & Goal Statements by Content Area

Content Area	Learning Objective	Goal Statement	Outcome Level
H. Conflict Management	Demonstrate communication techniques to manage conflict.	Increase student knowledge of communication techniques to manage conflict.	Knowledge/Attitudes/ Skills
<i>Outcome Items for Understanding & Demonstrating Conflict Management</i>			
Item Stems		Item Response Categories	
<ol style="list-style-type: none"> 1. How confident do you feel to speak up and tell someone about an unjust (unfair or inappropriate) situation, even when you're being pressured by others to remain silent? 2. I am sensitive to other people's feelings, even if they are not my friends. 3. When you're having a problem with someone, how easy is it to understand his or her point of view? 4. When I am not getting my way, I am able to negotiate with the other person to make the situation a win-win even if I have to give up some of the things I want. 5. Ensuring fairness and using negotiation are two ways to manage conflict. 		<ol style="list-style-type: none"> 1. Very Confident, Somewhat Confident, Not Sure, Not Very Confident, Not at All Confident (Skill) 2. Strongly Agree, Agree, Disagree, Strongly Disagree (Attitude) 3. Very Easy, Somewhat Easy, Not Easy at All, Never Would be Able to Do It (Attitude/Skill) 4. Strongly Agree, Agree, Disagree, Strongly Disagree (Skill) 5. True or False (Knowledge) 	

Table1. Menu of Response Items for Outcome Measurement

Response Categories for Outcome Measurement Items	Awareness	Knowledge	Attitude, Belief, Value	Skill, Ability, Competence	Behavior or Behavioral Intention	Behavior Action
Very Likely, Likely, Unlikely, Very Unlikely					X	
Definitely Yes, Probably Yes, Probably No, Definitely No	X		X	X	X	
Very Confident, Somewhat Confident, Unsure, Not Very Confident, Not at all Confident				X		
Not at all, Very little, Somewhat, Very Much	X		X	X		
Never, Seldom, Sometimes, Always						X
Never, 1 or 2 times, 3 or more times (or other frequency intervals)						X
Not at all harmful, Somewhat harmful, Harmful, Very Harmful	X	X	X			
True/False		X				
Poor, Fair, Good, Excellent				X		
Strongly Agree to Strongly Disagree 1 2 3 4 5 6 7	X		X	X	X	
Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree	X		X	X	X	
Agree, Somewhat Agree, Somewhat Disagree, Disagree	X		X	X	X	
To what extent has program X helped you do X No difference, Somewhat better prepared, Much better prepared, More confused (hence less prepared)		X		X		X

Table 2: Outcome Type, Response Format and Measurement Methods

Outcome Type	Typical Method: Questionnaire Item/Response Formats	Other Outcome Measurement Methods
Knowledge	Multiple choice, true/false, or short answer “quiz” (open-ended) items	Test scores
Awareness	“Have you ever heard of...?” or “strongly agree” – “strongly disagree” to awareness statements	Focus group interviews, Document reviews
Attitudes, Values, Beliefs	“strongly agree” – “strongly disagree” to attitude statements	Focus group interviews, Key-informant interviews
Behavioral Intentions	“very unlikely” to “very likely” to do specific behaviors; “I have decided that...,” “I plan to...,” “I intend to...”	Signed pledges
Behaviors, actions	Self-report of the behavior, such as “during the past 30 days, have you...?”	Follow-up Questionnaires, Trained observers, Observation by parent or teacher, Records
Skills, competence, abilities	“how confident are you...?” or “how easy is it for you to...?”, etc.	Trained observers, Situational assessments
Status	“Is the child currently living at home?” or “Are you currently employed?”	Administrative records