# Assessment Analysis - EDUC 525 - Week 8

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tara Cozens** | **8th Grade** | **Assessment Date: 03/29/11** | **Algebra I** | **Assessment Quadratics Test** | **Number of Items: 35** |
| **The Knowledge Dimension (Item Distribution)** |
| **Factual**  | **Conceptual** | **Procedural** | **Metacognitive** |
| **1** | **21** | **14** | **0** |
| **The Cognitive Process Dimension (Item Distribution)** |
| **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** |
| **11** | **7** | **14** | **1** | **2** | **0** |
| **Score Distribution (Number of Students by Percentage Correct)** |
| **Below 50%** | **50-59%** | **60-69%** | **70-79%** | **80-89%** | **90-100%** |
| **3** | **2** | **6** | **5** | **4** | **1** |

**Knowledge Dimension Distribution Reflection**:

I do think this test represents well the material that was covered and is distributed well across the Knowledge Dimensions for an Algebra test. I like that the majority of the questions are conceptual and procedural questions rather than basic factual questions, because this better helps gauge how much of the material the students understand.

**Cognitive Process Dimension Distribution Reflection**:

As much as I’d like to see an exam with more questions in the Evaluate or Create domain, this Algebra class is very much geared towards teaching “to the test” (the California standardized test that the students have to pass in order to go on to Geometry next year). The focus of the exam that the students are given is to make sure they are prepared to take the CST, so the exam is given in standard, multiple-choice format with questions that are nearly identical to the released test questions we are given from the standardized test and there are very few questions outside the realm of remembering and applying.

**Score Distribution Reflection**:

Because this was probably the most difficult exam the students have been given all year, I would say the scores are right around what I expected. Though it seems the scores are very low with the majority of the student scoring between 60% and 69%, over three-fourths of the class scored well enough to receive what would be a “proficient” score on their CST, which is the ultimate goal for these 8th graders. Based on the questions that were most missed, and the distractors that were chosen most on these questions, f I were to re-teach the material, I would spend much more time clarifying the Discriminant vs. the Quadratic Formula, and why the Discriminant affects the number of solutions the way it does. I think deeper understanding like this will greatly improve scores on exams.