

Individual Results:

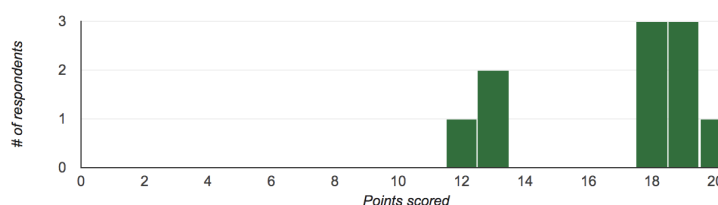
Student Name	Percentage	z Score	T score
Nikole	65%	-1.37	36.3
Jennifer	95%	.74	57.4
Jasmine Master	90%	.39	53.9
Olivia Graham	90%	.39	53.9
Greta Prairie	60 %	-1.72	32.8
Sara	100%	1.09	60.9
Brea	65%	-1.37	36.3
Martyna J	95%	.74	57.4
Yasmeen	90%	.39	53.9
Michelle Bresnahan	95%	.74	57.4

Class Results:

Mean	84.50 %
Median	90 %
Mode	Both 90 % and 95%
Range	40 %
Standard Deviation (Population)	14.22 %

Average 16.9 / 20 points	Median 18 / 20 points	Range 12 - 20 points
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Total points distribution



Whole Class Results

Overall, my students showed that they understood the material that was on the test. On average, the class received an 84.50% which definitely shows that the class did a great job and grasped the content that I taught them. A little over half of the class received a 90% or better on the test. All but three students had a positive z score and over half of the students received a 53.9 T score or better. The median of the class was a high percentage of 90% and the mode was 90 % and 95%. Also as shown on the chart, the range was 40% and the standard deviation of the whole class was 14.22%. Based on the analysis on the student's performance, there were common patterns and possible confusion as well. I first want to point out that I could have worded one of the questions differently to avoid confusion. Only two out of my 10 students got the correct answer so that shows me that there could have been confusion in the way I worded the question. The question was, "When Brayden was a baby, his mom would roll a ball around and sometimes it would roll down the hall to where Brayden couldn't see it anymore. Brayden still searched for the ball even though it was no longer in view. What stage is this an example of?" The answer was sensorimotor and a lot of people answered either concrete operational or preoperational. I believe that if I specified that Brayden was one years old then that may have helped the students know that it was the sensorimotor stage because sensorimotor stage happens from birth until two years of age. I also believe that because this problem was missed by most of the class, that tells me I need to do a better job of explaining that content. I think that it would be a good idea to review Piaget's four stages of development again to ensure my students have a better understanding of that content. Another common pattern that I noticed was that my questions about social development, physical development, and cognitive development were all answered 100% correctly. This tells me that the students in the class are very familiar with those different

types of development and when I create the next test I can try to make the questions a little more challenging. Based on my analysis of student performance in the assessment, my next step as a teacher is to first briefly review the content on the test that was lacking. Second, I will be sure to plan my lessons similar to how I taught the last lesson, but I want my next test to challenge my students a little more. I was very satisfied with the results of the test to see how positive they were, but I also want to ensure that my students are being challenged so that they will grow.

Focus Students:

Now let's take a look at the student with the highest score and the student with the lowest score. The student with the highest score will be called "focus student 1" and the student with the lowest score will be called "focus student 2." Focus student 1 received a 100% on the test which is very impressive. That student clearly showed that she understood the material completely and showed great detail on the essay questions as well. As she received a 100%, there were not any challenges presented. Focus student 2, on the other hand, received a low score of 60% unfortunately. It is clear by her result that she did not understand the material and needed additional attention. Focus student 2 struggled with the question about Piaget's theory of cognitive development and she also was not familiar with Vygotsky and Piaget's ideas of private speech. As the teacher there are some steps that I plan on taking for the next lesson and test. I will try to create more of a challenge for Focus student 1 and for Focus student 2 I will try to ask her more questions during class to see if she is understanding the material I am teaching in the lesson. Sometimes students who do not do well on tests just need to ask more questions, but they are afraid to. It is obvious from the grades on the test of both students that one of them was not challenged enough and the other needs more assistance. As their teacher I will prepare my future

lessons and tests in a way that challenges the students that need more of a challenge, as well as assist the students that need to develop a deeper understanding of the content.

Link to my test:

https://docs.google.com/forms/d/e/1FAIpQLSfQMLvUResIk0yuFwK4IigUlyVk687nKwG879XY2xBoB9VdNQ/viewform?usp=sf_link