

Assessment Analysis

Presented to: Dr. : *Hatem Anas Al-Khamra*

Presented by: Noora Saad Al-Sulaiti

(Special Education Diploma)

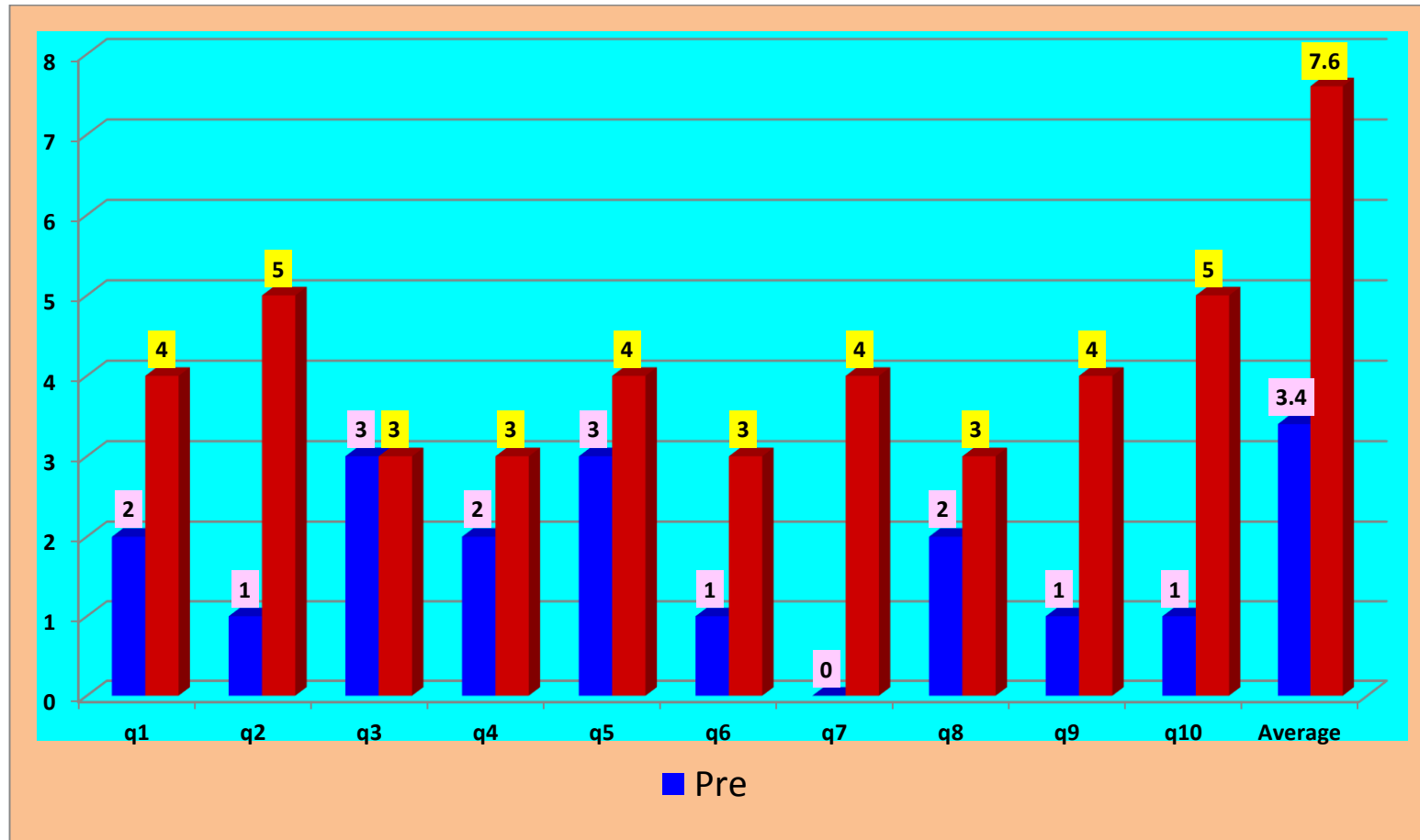
Analysis

As a special education teacher in Al-Shafallah center. I usually make assessment analysis; I applied this on five students. The level of the students were evaluated in the pre-test and then in a post- test which are a pre-test was prepared which aim was to know the level of the student's preparation to understand the subject. This helps to select the study goals to be put in the IEP. In addition, to assess the present level of performance. After teaching the subject, a post-test is put to know w how much achievement the learner gets. These tests help us to achieve the requested goals and this leads to other developed aims. The results indicated that there is high improvement in student's performance as the posttest results were higher and better than pretest. We have only two questions at 0.6 and four at 0.4 in the pretest while we have two questions at one and four questions at 0.8. This means that student's performance had been improved in the posttest. The frequency of correct responses to an individual item had been changed in the positive direction and the change was significant. At the first 8 questions we have the first three levels of Bloom taxonomy (knowledge – comprehension – application) and at the last two questions we have another level (analysis). The results indicated that there is high improvement in student's performance as the posttest results were higher and better than pretest. The group of items with the most correct responses got bigger and this means that there is high improvement in student's performance. This means that students did not understand the lesson correctly or the test instructions were clear. This means that students understood the lesson correctly and the test instructions were clear. I can conclude that these items were not clear enough to be answered. Most questions distributed on the first three levels of Bloom taxonomy (knowledge – comprehension – application) and at the last two questions, we have another level (analysis) .we have two questions (q. no 2) related to the first three levels of Bloom

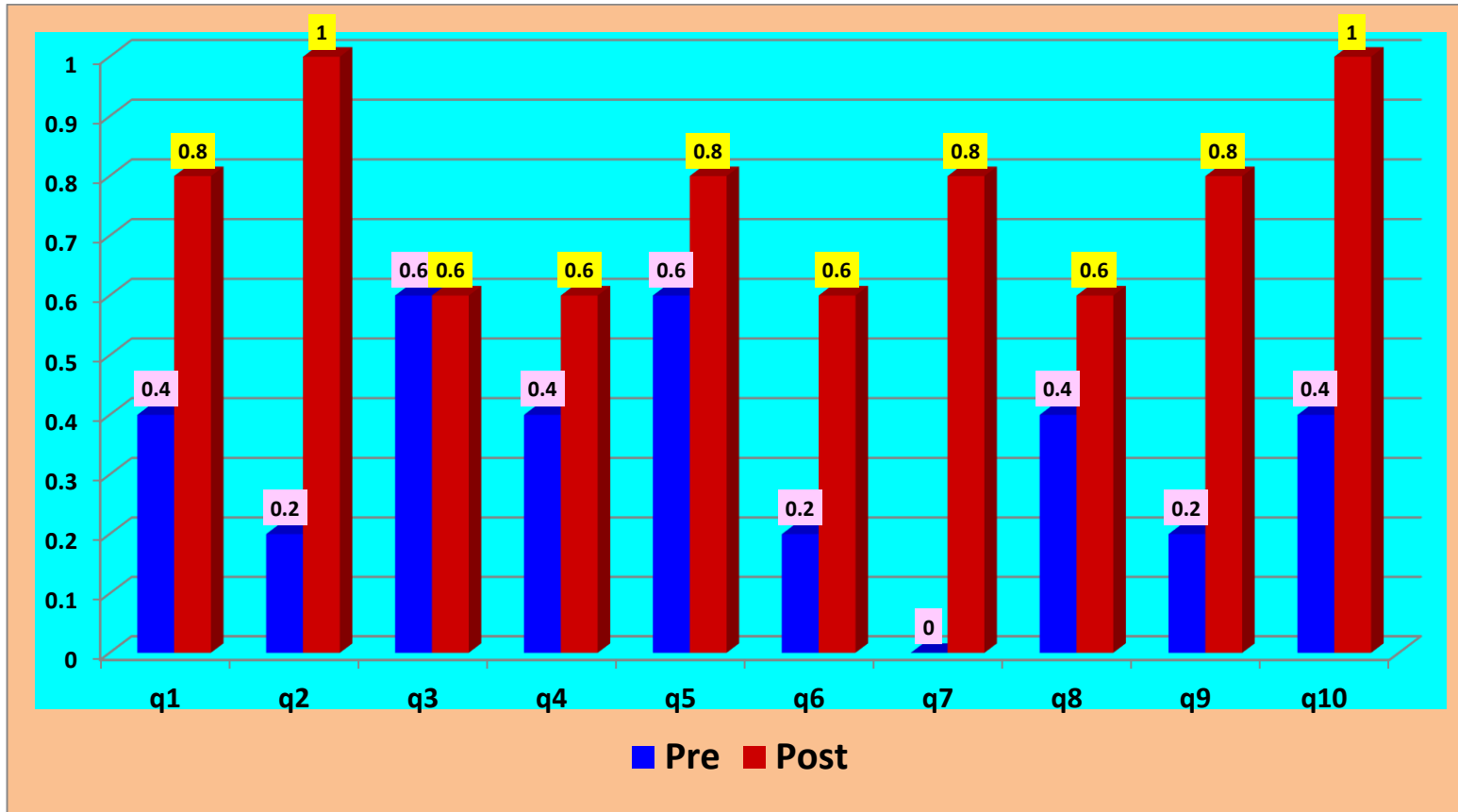
taxonomy (knowledge – comprehension – application) and (q.no10) related to the third level (analysis) .We have two types of content (the first 8 questions at 1 group and the questions no.9&10 at group content). The content the first 8 questions at one group related to the first three levels of Bloom taxonomy (knowledge – comprehension – application) and the questions no.9&10 at another group content related to the fourth level of Bloom taxonomy (analysis).

Question no. 2 in the first group content and question no. 10 in the second group content. It was so helpful to display the results in a table, graph, or chart as it classified the results and enabled us to compare between two tests and among the five students .I learned that it was so important to evaluate the performance and to have different levels of learning levels as mentioned in Bloom Taxonomy .I will use this information to get the excellent students rewarded to motivate them. I will redesign the statements that have wrong answer in the posttest and during the applying of task analysis. I realized the importance of pre- and post-test which tell us about the level of the students before and after explaining the lesson.

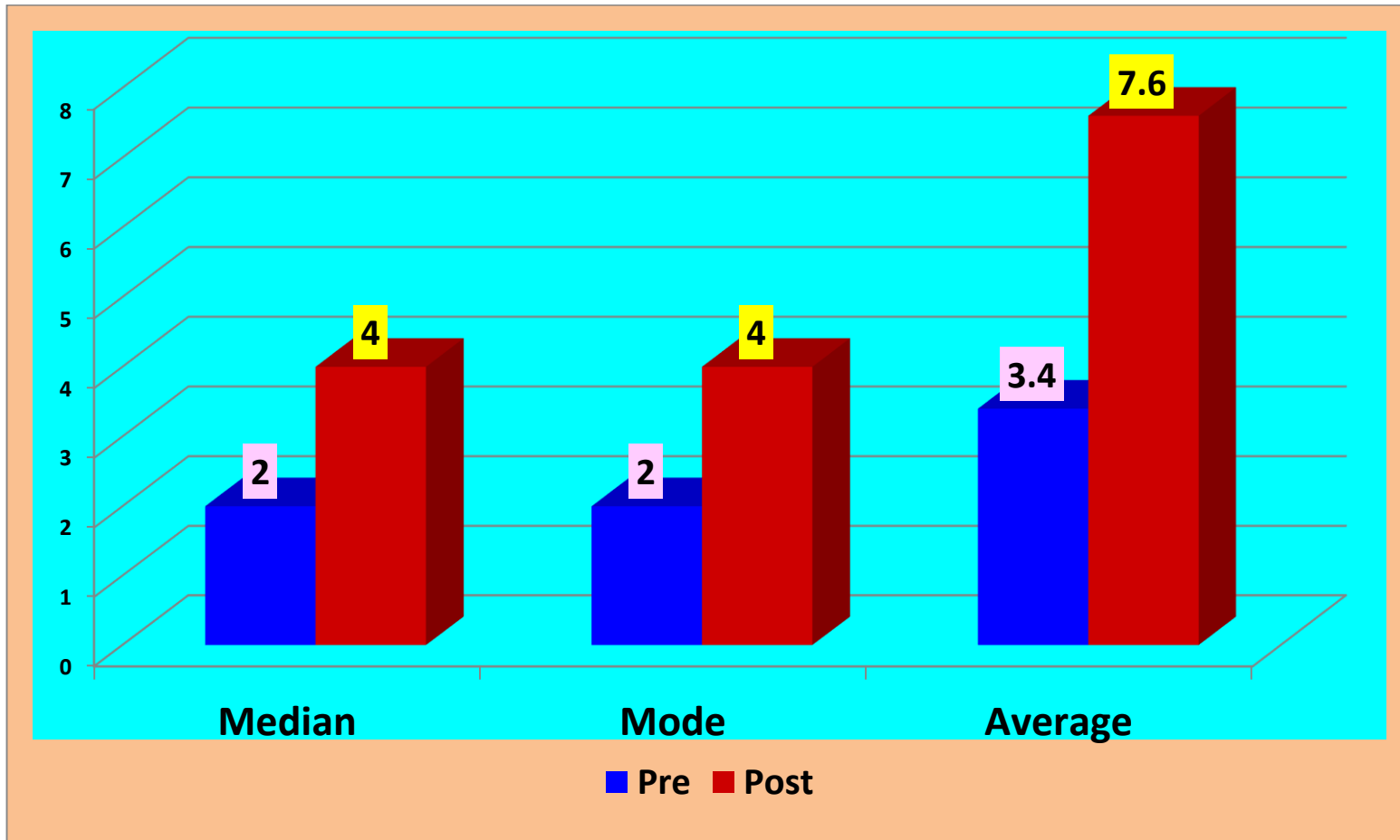
Sum pre and post test



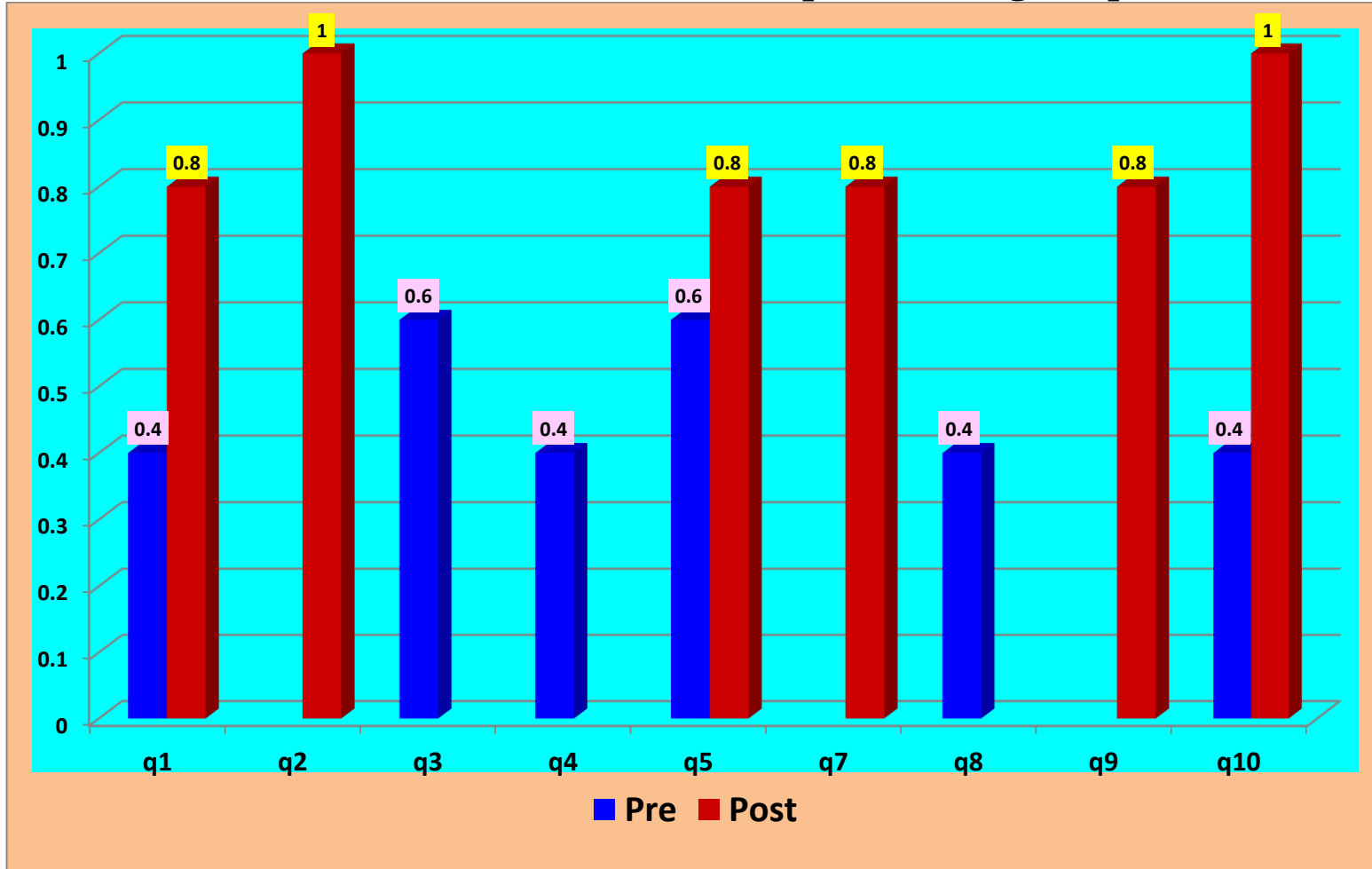
Average pre and post test



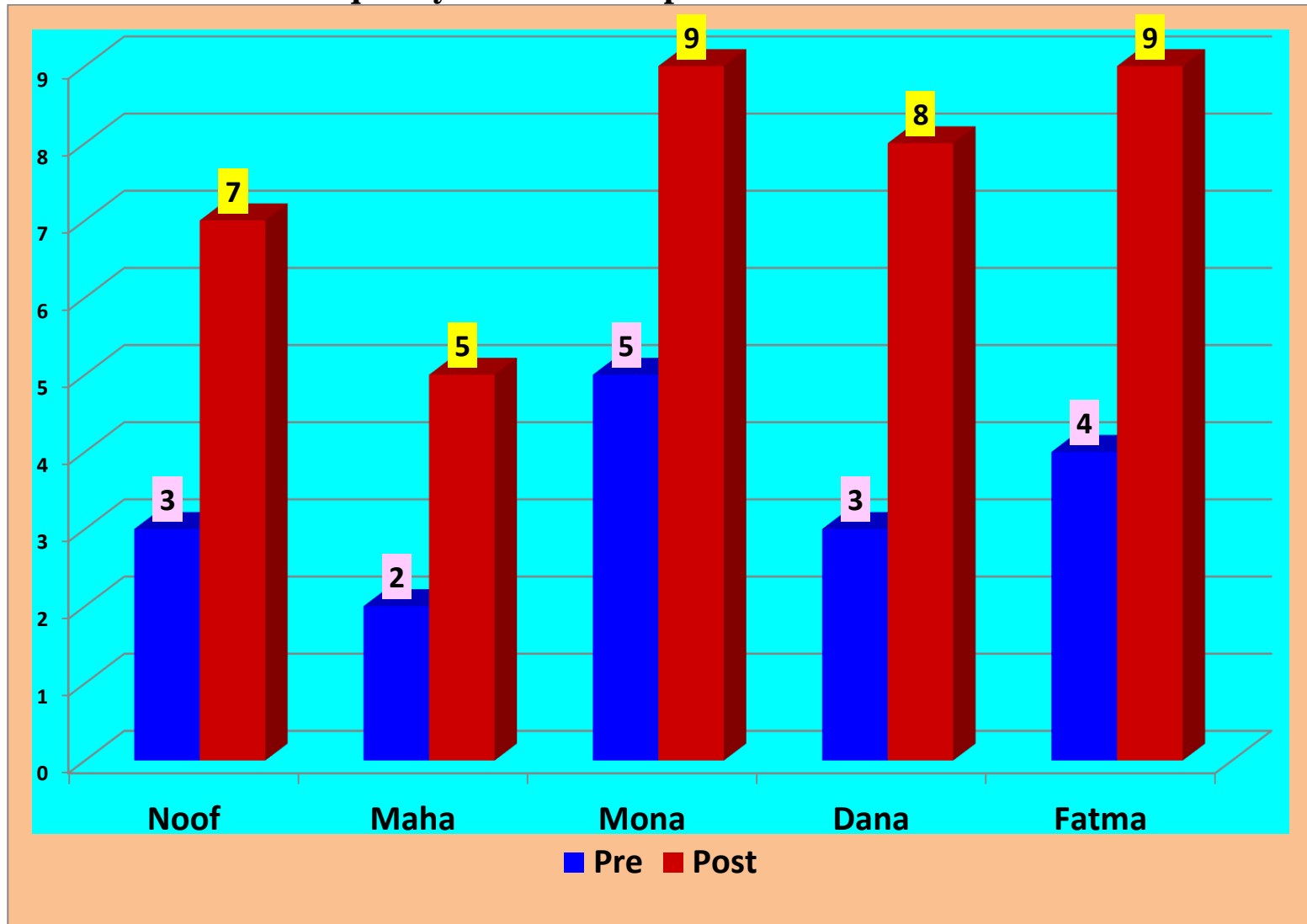
Mean and Median pre and post test



Most correct responses or highest points

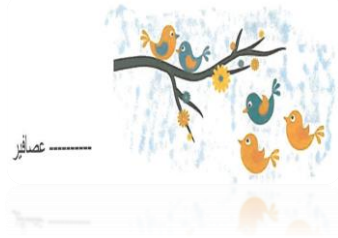


The frequency of correct responses to an individual item



اختبار الوحدة

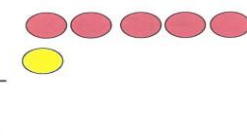
اختر الإجابة الصحيحة

المادة: رياضيات	رقم السؤال: 1
الدرجة: 1	
مفتاح الإجابة الصحيح: 3	
أوجدي المجموع ::	
	
$5 - 3$	$7 - 2$
	$4 - 1$

المادة: الرياضيات	رقم السؤال: 2
الدرجة: 1	

مفتاح الإجابة الصحيح: 1

أوجد المجموع ::

$$\begin{array}{r} 5 \\ + 1 \\ \hline \hline \hline \hline \end{array}$$


10-3

5 -2

6 -1

المادة: الرياضيات

رقم السؤال: 3

الدرجة: 1

مفتاح الإجابة الصحيح: 2

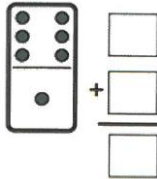
أوجد المجموع ::

$$\begin{array}{r} 0 \\ + 7 \\ \hline \hline \hline \hline \end{array}$$


9 -3

7 -2

5 -1

المادة: الرياضيات	رقم السؤال: 4
الدرجة: 1	
مفتاح الإجابة الصحيح: 1	
<p style="text-align: right;">أوجدي المجموع</p> 	
4 -3	9 -2
6 -1	

المادة: الرياضيات	رقم السؤال: 5
الدرجة: 1	
مفتاح الإجابة الصحيح: 3	
<p style="text-align: right;">أوجدي المجموع</p> <p>قرأ احمد يوم الأحد 7 صفحات من كتابه ويوم الاثنين قرأ 3 صفحات أخرى .كم عدد الصفحات التي قراها احمد خلال اليومين؟</p>	

8 -3	3 -2	7 -1
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المادة: الرياضيات		رقم السؤال: 6
الدرجة: 1		
مفتاح الإجابة الصحيح: 1		
أوجد المجموع		
<div style="border: 1px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> $=3+2$ </div>		
10 -3	0 -2	5 -1

المادة: الرياضيات		رقم السؤال: 7
الدرجة: 1		
مفتاح الإجابة الصحيح: 1		
أوجد المجموع		

$$3 + 2 = \text{-----}$$

$$2 - 3$$

$$7 - 2$$

$$5 - 1$$

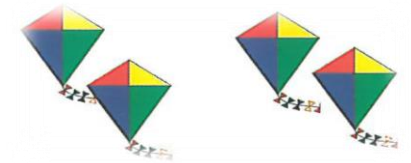
المادة: الرياضيات

رقم السؤال: 8

الدرجة: 1

مفتاح الإجابة الصحيح: 3

أوجدي المجموع



$$4 - 3$$

$$10 - 2$$

$$8 - 1$$

المادة: فيزياء

رقم السؤال: 9

الدرجة: 1

مفتاح الإجابة الصحيح: 1		
أوجدني المجموع		
-1 قطفت نوره 5 برتقالات من شجرة البرتقال. وقطفت أختها 4 تفاحات من شجرة التفاح. كم عدد حبات الفاكهة كلها التي قطفتها نوره وأختها؟		
8 -3	4 -2	9 -1

المادة: الرياضيات	رقم السؤال: 10
الدرجة: 1	
مفتاح الإجابة الصحيح: 1	
أوجدني المجموع	
-2 مزرعة فيها 4 بقرات و3 خراف كم مجموع الحيوانات في هذه المزرعة؟	
9 -3	1 -2
7 -1	



Assessment Analysis Assignment:

An Internship Course Requirement

Special Education Diploma

Fall 2013

For submission to: Dr. Hatem El-Khamra

Prepared by Student:

Mohamed Saber Kishta

Special Education Diploma,

Qatar University

Mk1002043

As a course requirement and in order to do this assignment, I have designed a test that reflects what I think my students should know, understand, and be able to do at the end of the chemistry unit in my subject, the Scientific English. For a better data analysis, I made the entire test true or false questions. Then I will administer this test (copy below) two times: one time prior teaching the unit (pre-test) and the other after teaching the unit (post-test) in order to measure students' understanding and how my teaching strategies are effective in attaining the best possible learning outcomes. I will compare the scores attained by the students in both the pre-test and post-test. Here is a copy of the test:

SCIENTIFIC ENGLISH 2013/2014
UNIT TEST (CHEMISTRY)
Grade 10

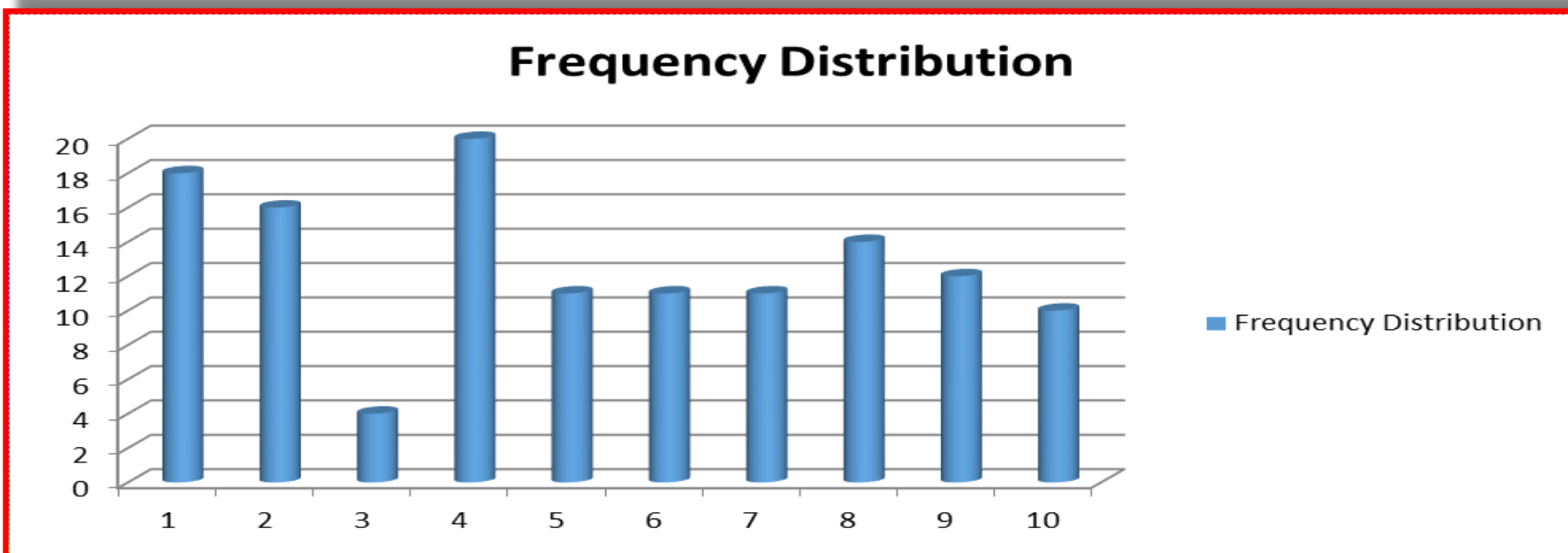
Show which of the following sentences is true and which is false:

- 1) Elements are the basic units of matter, but atoms are the building blocks of life.
- 2) The nucleus contains electrons.
- 3) Allotropy is when the same element exists in more than one form.
- 4) Diamond is a very soft stone.
- 5) Steel alloy is made up of Copper and Tin.
- 6) Vaporize means change into a gas.
- 7) A mass spectrometer can make ions move faster.
- 8) The vertical columns in the periodic table are called periods.
- 9) Simple distillation is a process used to separate complex mixtures that have different colors.
- 10) Filtration is when we separate a liquid and an insoluble solid – like sand and water.

Data Collection for Pre-Test:

Student	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total	Mean	Median	Mode	Mode arranged	Range
A	0	1	0	1	1	0	0	1	1	0	5	0.50	0.5	0	1	1
B	0	1	0	1	1	0	1	0	0	0	4	0.40	0	0	1	1
C	1	1	0	1	0	1	0	0	1	1	6	0.60	1	1	1	1
D	0	1	0	1	0	1	0	1	0	0	4	0.40	0	0	1	1
E	1	1	0	0	0	1	0	0	1	1	5	0.50	0.5	1	1	1
F	1	1	1	1	1	0	1	0	0	0	6	0.60	1	1	1	1
G	0	1	0	1	0	0	1	1	0	0	4	0.40	0	0	1	1
H	1	1	0	1	1	0	0	1	0	1	6	0.60	1	1	1	1
I	1	0	0	0	1	0	1	1	0	0	4	0.40	0	0	1	1
J	1	0	0	1	1	1	1	0	1	0	6	0.60	1	1	1	1
K	1	0	0	0	0	1	0	0	0	1	3	0.30	0	0	1	1
L	0	1	1	1	0	0	1	0	1	1	6	0.60	1	1	1	1
M	1	0	0	1	0	0	1	1	0	1	5	0.50	0.5	1	1	1
N	1	0	0	1	0	1	0	0	0	0	3	0.30	0	0	1	1
O	1	1	0	0	1	1	0	1	0	0	5	0.50	0.5	1	1	1
P	1	1	0	1	1	0	0	1	0	1	6	0.60	1	1	1	1
Q	0	1	1	1	0	1	1	1	1	0	7	0.70	1	1	0	1
R	1	0	0	1	0	1	0	1	0	0	4	0.40	0	0	0	1
S	0	1	0	1	0	1	1	0	1	1	6	0.60	1	1	0	1
T	1	1	0	0	1	0	1	0	1	0	5	0.50	0.5	1	0	1
U	1	0	0	1	0	0	0	1	0	1	4	0.40	0	0	0	1
V	1	1	0	1	0	1	0	1	1	1	7	0.70	1	1	0	1

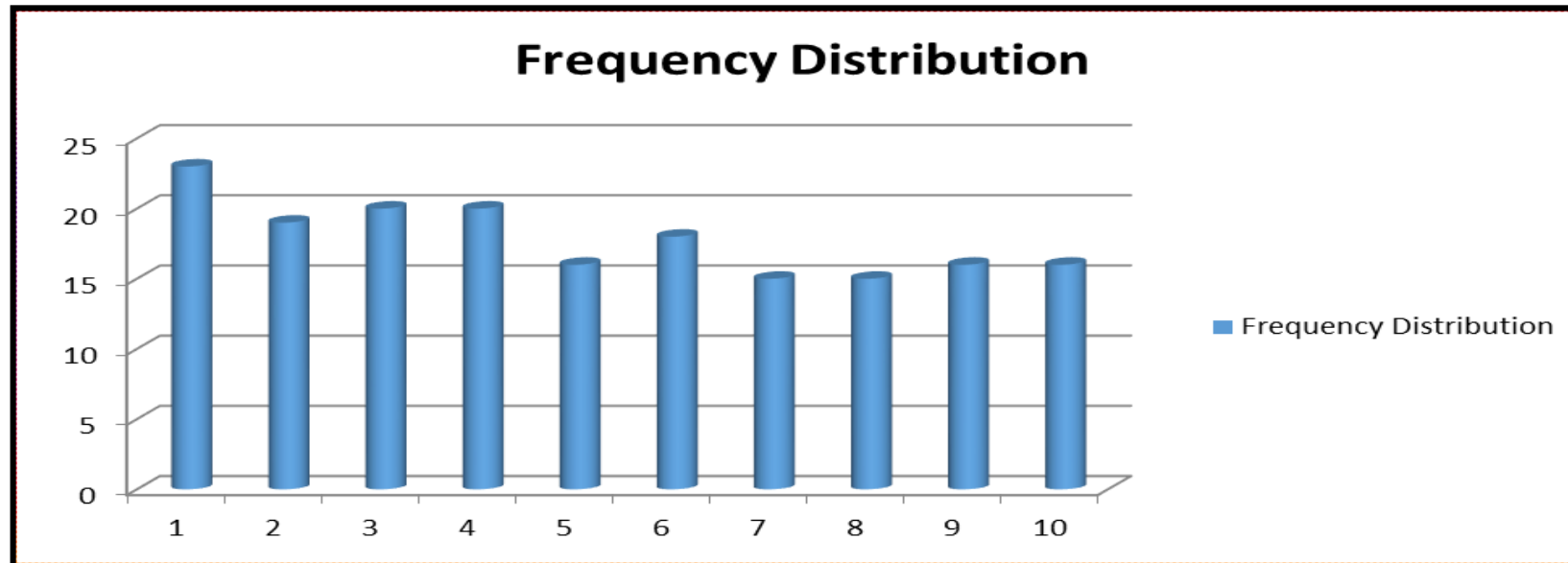
W	1	0	0	1	1	0	0	1	1	0	5	0.50	0.5	1	0	1
X	1	0	1	1	1	0	0	1	1	0	6	0.60	1	1	0	1
Y	1	1	0	1	0	0	1	0	1	0	5	0.50	0.5	1	0	1
Frequency Distribution												12.7	0.5	1		
	18	16	4	20	11	11	11	14	12	10		0.51	1	1		



Data Collection for Post-Test:

Student	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total	Mean	Median	Mode	Mode arranged	Range
A	1	1	1	1	1	1	0	1	1	1	9	0.90	1	1	1	1
B	1	1	0	1	1	1	1	0	1	0	7	0.70	1	1	1	1
C	1	1	1	1	1	1	0	0	1	0	7	0.70	1	1	1	1
D	1	1	0	1	1	1	1	1	0	1	8	0.80	1	1	1	1
E	1	1	1	0	1	1	1	0	1	1	8	0.80	1	1	1	1
F	1	1	1	1	1	1	1	0	1	1	9	0.90	1	1	1	1
G	1	1	1	1	0	0	1	1	1	1	8	0.80	1	1	1	1
H	1	1	1	1	1	0	1	1	1	1	9	0.90	1	1	1	1
I	1	0	1	0	1	0	1	1	1	1	7	0.70	1	1	1	1
J	1	1	1	1	1	1	1	0	1	0	8	0.80	1	1	1	1
K	1	0	1	0	0	1	0	0	1	1	5	0.50	0.5	1	1	1
L	1	1	1	1	0	1	1	0	1	1	8	0.80	1	1	1	1
M	1	0	1	1	0	1	1	1	0	1	7	0.70	1	1	1	1
N	1	0	1	1	1	1	0	1	0	0	6	0.60	1	1	1	1
O	1	1	1	0	1	1	0	1	0	0	6	0.60	1	1	1	1
P	1	1	0	1	1	0	1	1	0	1	7	0.70	1	1	1	1
Q	0	0	1	1	0	1	0	1	0	0	4	0.40	0	0	0	1
R	1	1	1	1	0	1	0	1	0	1	7	0.70	1	1	0	1
S	0	1	0	0	0	1	1	0	0	1	4	0.40	0	0	0	1
T	1	1	1	1	1	0	1	0	1	0	7	0.70	1	1	0	1
U	1	1	1	1	0	1	0	1	0	1	7	0.70	1	1	0	1
V	1	1	1	1	0	1	0	1	1	1	8	0.80	1	1	0	1

W	1	1	0	1	1	1	0	1	1	0	7	0.70	1	1	0	1
X	1	0	1	1	1	0	1	1	1	0	7	0.70	1	1	0	1
Y	1	1	1	1	1	0	1	0	1	1	8	0.80	1	1	0	1
Frequency Distribution												17.8	1	1		
	23	19	20	20	16	18	15	15	16	16		0.71	1	1		



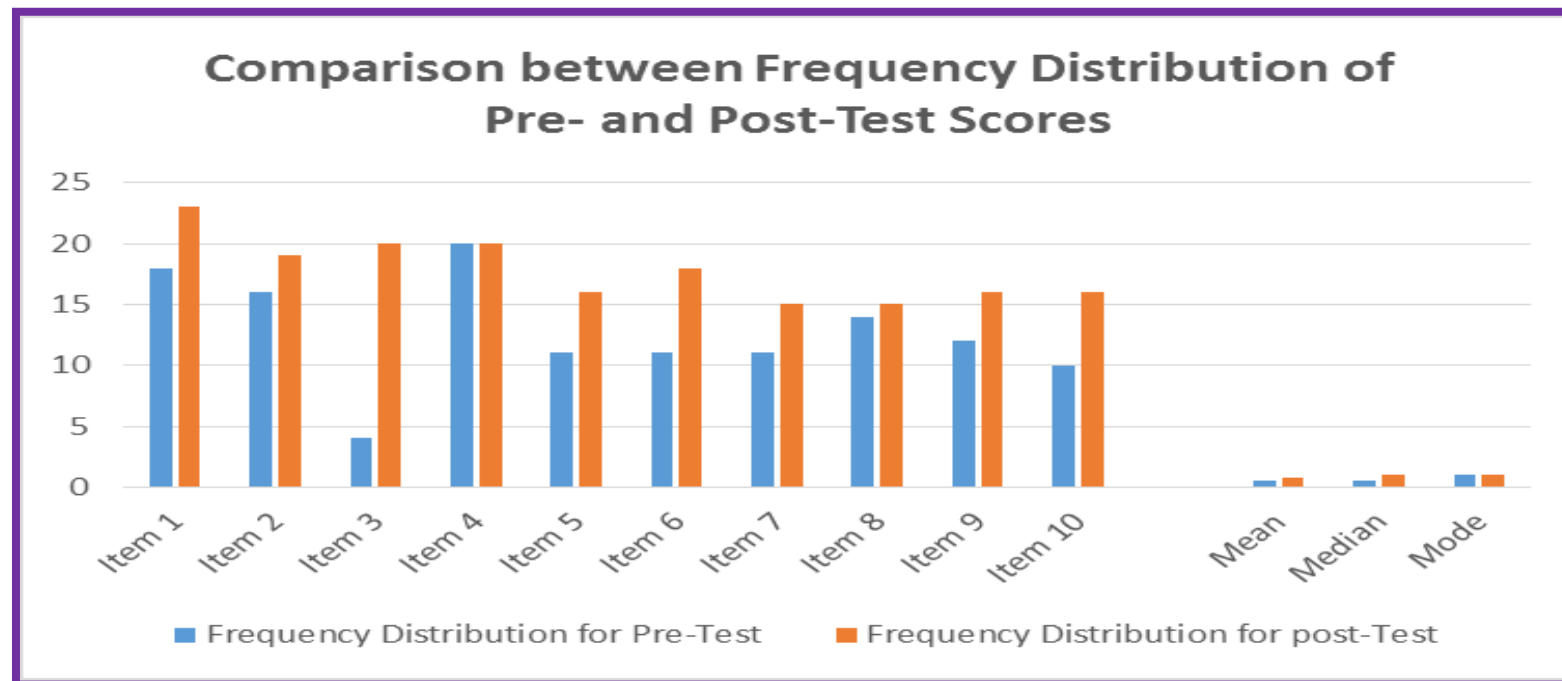
Data

Analysis for Pre-Test:

1. Mean, median, and mode for both pre-and post-test

a. How do they compare?

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10		Mean	Median	Mode
Frequency Distribution for Pre-Test	18	16	4	20	11	11	11	14	12	10		0.508	0.5	1
Frequency Distribution for post-Test	23	19	20	20	16	18	15	15	16	16		0.712	1	1



b. What does this tell you about the results?

From the above bar chart where the frequency distribution is represented in both pre-test and post-test, it is clear that the mean for all items (questions) changed from 0.508 in the pre-test to 0.712 in the post-test. That means that the average scores for all

items has steadily improved in post-test scores; however, there was a dramatic increase especially in item 3. It can be also clearly seen that no question has been answered correctly by all students in both tests except for item 1 which was answered correctly by 23 students in the post test. That means that around 20% of the students did not input correct answers in all items in either tests. This can lead us to think that this class is an average or little above-average class as far as performance is concerned.

2. Items with the most correct responses or highest points

a. In the pre-test, what does this mean?

It means that these items attains the highest frequency distribution among all items in the pre-test.

b. In the post-test what does this mean?

It means that these items attains the highest frequency distribution among all items in the post-test.

3. The frequency of correct responses to an individual item

a. Did it change or stay the same?

It changed dramatically.

b. Was the change positive or negative?

The change was positive.

4. Items addressing individual levels of Bloom's Taxonomy

a. What type of question appeared most often?

b. How do these items compare to the frequency distribution you did for #2 in the data collection?

Display the Results: Data was represented in tables and graphed in the above bar charts.

Implications:

1. When comparing the mean, median, and mode of the pre- and post-tests, what might this indicate?

When comparing the mean, median, and mode of the pre- and post-tests, this indicates that the mean for all items (questions) has changed from 0.508 in the pre-test to 0.712 in the post-test. That means that the average scores for all items has steadily improved in post-test scores; however, there was a dramatic increase especially in item 3.

2. Did the group of items with the most correct responses get smaller, stay the same, or get bigger? What does this indicate?

The group of items with the most correct responses (highest frequency distribution) got bigger. This may indicate that the students mastered the content in a way that it was easy for them to input correct responses.

3. When comparing the items from the pre-test to the same items on the post-test:

a. What does it mean if fewer students answered correctly after the instruction?

That may indicate that either the instructional strategies were not effective enough so that the teacher needs to change his instructional approaches and uses continuous assessments on a constant basis. On the other hand, the questions might be hard so that the teacher needs to restructure or re-design the questions so that they can measure what intends to measure; in other words, the validity of the test questions.

b. What does it mean if more students answered correctly after the instruction?

This may indicate that the instructional strategies and activities developed by the teacher was very effective.

c. If there were items that showed no change in score from pre- to post-test, what might you conclude?

Some questions such as question or item number 4 showed no change from pre- to post-test. This may indicate that the area of knowledge from which this question was taken is quite understandable to students. This is in case that the question/s is easy and attains high frequency distribution as in item number 4. However, if there is a slight or no change shown in the low scores from pre- to post-test, that may indicate that the instructional strategies were not effective and that area of knowledge - from which this question is taken need to be strengthened or the question may need to be re-structured.

4. What are some implications of the analysis of the test items distributed on Bloom's taxonomy?

a. Which level of the taxonomy levels had the most questions?

Most of the questions were in the levels of knowledge and comprehension. The true-false item used here typically present a declarative statement that the student must mark as either true or false. Instructors generally use true- false items to measure the recall of factual knowledge. But this format has the potential to measure higher levels of cognitive ability, such as comprehension of significant ideas and their application in solving problems.

b. Which level of questions had the most correct responses?

Both the questions that use the knowledge and comprehension attained the most correct responses.

Extended analysis

1. Use the spreadsheet array to do a content analysis.

a. Which items are related to the same content?

Items from 1 through 4 are related to the same content.

b. Which content items were aligned with which level of Bloom's taxonomy?

Items

Items 1 and 9 are aligned with the comprehension levels of Bloom's Taxonomy,

c. How many correct responses were associated to each of the items of the same or similar content?

For those items 1 through 4 which have the same content the correct responses increased from 18, 16, 4, and 20 in a row in the pre-test to 23, 19, 20, and 20 in the post-test.

Reflection

1. How helpful was it to display the results in a table, graph, or chart?

I think that using visual representations to present data makes them easier to understand. The bar graphs I used were an excellent way to illustrate collected information. Graphs and charts condense large amounts of information into easy-to-understand formats that clearly and effectively communicate important points. With just a look at the tables or bar charts in this paper, you can have a quick impression and make comparisons between the students' test scores in both the pre- and post-tests. You can also easily know which questions in both tests attained a high frequency distribution. You can guess the reasons why these test scores are high or low. Overall, graphing the data made it easy to understand.

2. What did you learn about student learning from doing this activity?

I learned that assessment of students learning is very important in order to assess students' learning needs in particular areas of the curriculum as well as assessing if teacher's strategies are effective or not. Also analyzing, reflecting upon, and summarizing assessment information, and making judgments and decisions based on the information collected will help me design the teaching strategies and activities that best suits the students' learning needs. I have learnt also that assessment and evaluation should be an ongoing process and an integral part of the teaching and learning processes.

3. How would you use this information in planning future lessons?

The information collected, graphed, and analyzed will help me take decisions about students' learning in future lessons.

It will be very beneficial to provide my students with a feedback about my reflections on data collection and analysis. By doing that, I will communicate their progress with them. Before designing my future units or lessons, I will also consider some questions such as the following:

- What can the student do now that he could not do at the time of my last data collection or the last unit exam?
- What has the student learned about the last set of lessons?
- What areas need attention in the next stage of the student's learning?
- What are the future learning goals for the student?

End of Assessment Analysis

Assignment**LESSON PLAN FOR TECHNOLOGY PROJECT**

Name Mohammed Osman **Date:** 22/12/2013 **Observer's Name** Dr. Khalid Hassan

Mentor Teacher: Dr. Khalid Hassan **# of Students:** 22

Grade Level: Grade 10 **Subject:** Physics **Time Frame:** 50 min

<p>Qatar Standards</p> <p>Define resistance and solve problems using the relationships $V = IR$ and $R = \rho l/A$ for multiple resistances connected in series and in parallel.</p>	<p>Objective</p> <ol style="list-style-type: none"> 1- To describe the concept of resistance. 2- To verify Ohm's law
<p>Materials</p> <p>Virtual Labs Electricity DL – Computers –worksheet – graph paper</p>	<p>Resources</p> <p>Physics book –Advance physics for you –Complete physics</p>
<p>Focus (Motivation)</p> <p>I'll show students short animation about Georg Ohm, the history of scientist with his discoveries.</p>	
<p>Teacher Strategies</p> <p>Demonstrating: I'll describe the lesson objectives; I'll explain the concept of resistance.</p> <p>After distribute students to computers lab, I'll ask students to open electricity virtual</p>	<p>Student Activities</p> <p>Brain storming: students will try to answer the questions by the teacher.</p> <p>Cooperative learning: in groups students will verify Ohm's law by create electrical circuit contain (variable resistance –voltmeter –ammeter –battery –key</p>

<p>lab on the computer.</p> <p>I'll show students how the program works by make virtual circuit.</p> <p>I'll ask students to verify Ohm's law.</p> <p>Give assistance: (such as a cue or hint) to help students work on the edge of their current competence.</p>	<p>–lamp –wires)</p> <p>Students will change the resistance and record the voltmeter and ammeter reading.</p> <p>Students will draw graph between voltage versus electric current to verify the relation and find the slope.</p> <p>Self-learning: students will try individually to crate Ohm circuit.</p> <p>Students able to solve the worksheet individually.</p>
<p>Differentiation / Modifications</p> <p>I'll assist special student to create virtual circuit.</p> <p>I'll choose the role inside the group for special student.</p>	<p>Lesson Extension</p> <p>I'll ask students to bring online search about Ohm discoveries.</p>
<p>Closure</p> <ul style="list-style-type: none"> - I'll ask students what the relation between voltage and electric current? - Ask them to create virtual circuit? 	
<p>Assessment</p> <ul style="list-style-type: none"> - The worksheet gives it to students in the end of the lesson. - The students answers - The teacher observation. 	
<p>Reflective Evaluation of Lesson</p> <p>For the first time I try virtual program, I think the lesson was interested for the students.</p> <p>The virtual program give students chance to try many circuit connections.</p> <p>The virtual program increases the students learning for the concept of resistance and Ohm's law.</p> <p>Students interact very well and quickly with the virtual program.</p>	

Examples of students work:

The image shows a screenshot of a circuit simulation software interface. The main workspace is a green breadboard with a circuit built on it. The circuit consists of a 12V battery on the left, connected to a network of resistors and a light bulb. A voltmeter is connected across a resistor in the top wire. The interface includes a left sidebar with component categories (Batteries, Switches, Lights, Audio, Resistors, Capacitors, Breakers, Other) and a central toolbar with icons for a hand, undo, redo, and a battery. Below the sidebar are buttons for 'Labs', 'Open', 'Tour', 'Save', 'Sci-Clopedia', 'Snapshot', 'Ideas', and 'Print'. At the bottom, there are buttons for 'Clear', 'Undo', 'View Charges', and 'View Schematic'. Three data readouts are visible: 'Volts' showing -12 Volts, 'Amps' showing 0.433 Amps, and 'Ohms'.

Volts
-12 Volts

Amps
0.433 Amps

Ohms

The image shows a virtual circuit simulation environment. On the left, a sidebar contains a component palette with categories: Batteries, Switches, Lights, Audio, Resistors, Capacitors, Breakers, and Other. Below the palette are navigation buttons: Labs, Open, Tour, Save, Sci-Clopedia, Snapshot, Ideas, Print, and Exit. The main workspace is a green breadboard with a circuit. The circuit includes a 9V battery, a light bulb, a switch, a resistor, and a red buzzer. At the bottom, there are three measurement meters: Volts, Amps, and Ohms, each with a corresponding icon and a scale. Control buttons for Clear, Undo, View Charges, and View Schematic are also present.

“Assessment Analysis”

After analyzing student’s grades, one can notice the following:

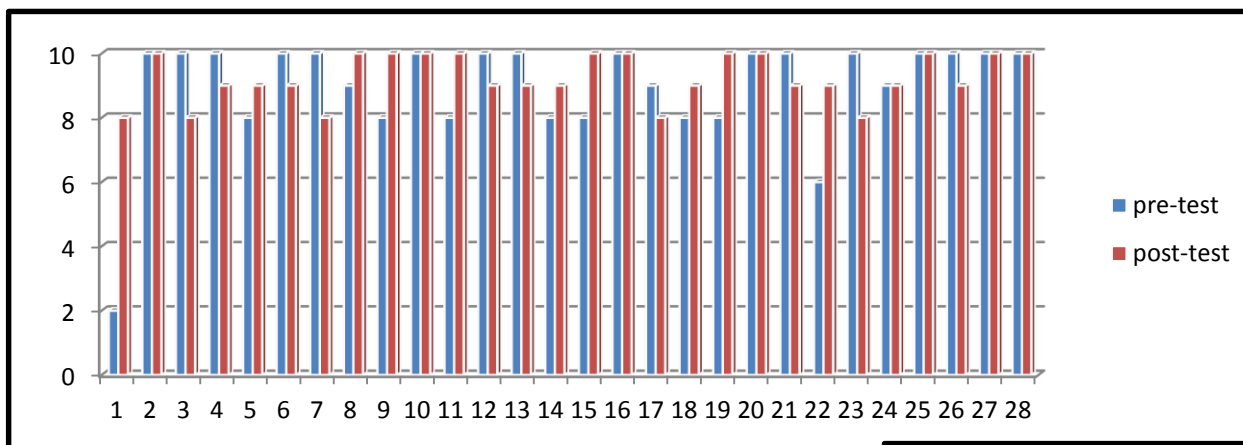
Pre-test:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	
Student	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total		Mean		Median		Mode		
1 A	0	0	0	0	0	0	1	0	0	1	2		2		2		2	1	
2 B	1	1	1	1	1	1	1	1	1	1	10		10		6		6	1	
3 C	1	1	1	1	1	1	1	1	1	1	10		10		8		8		
4 D	1	1	1	1	1	1	1	1	1	1	10		10		8		8		
5 E	1	1	1	1	0	1	1	1	0	1	8		8		8		8		
6 F	1	1	1	1	1	1	1	1	1	1	10		10		8		8		
7 G	1	1	1	1	1	1	1	1	1	1	10		10		8		8		
8 H	1	1	1	1	1	1	1	1	0	1	9		9		8		8		
9 I	1	1	1	1	1	1	1	0	0	1	8		8		8		8	7	
10 J	1	1	1	1	1	1	1	1	1	1	10		10		9		9		
11 K	1	1	1	1	1	1	1	0	0	1	8		8		9		9		
12 L	1	1	1	1	1	1	1	1	1	1	10		10		9		9	3	
13 M	1	1	1	1	1	1	1	1	1	1	10		10		10		10		
14 N	1	1	1	0	0	1	1	1	1	1	8		8		10		10		
15 O	1	1	1	1	1	1	0	1	0	1	8		8		10		10		
16 P	1	1	1	1	1	1	1	1	1	1	10		10		10		10		
17 Q	1	1	1	1	1	1	1	0	1	1	9		9		10		10		
18 R	1	1	1	1	1	0	1	0	1	1	8		8		10		10		
19 S	1	1	1	1	1	1	1	1	0	1	8		8		10		10		
20 T	1	1	1	1	1	1	1	1	1	1	10		10		10		10		
21 U	1	1	1	1	1	1	1	1	1	1	10		10		10		10		
22 V	1	1	1	1	1	0	0	0	0	1	6		6		10		10		
23 W	1	1	1	1	1	1	1	1	1	1	10		10		10		10		
24 X	1	1	1	1	1	1	1	1	0	9	9		9		10		10		
25 Y	1	1	1	1	1	1	1	1	1	1	10		10		10		10		
26 Z	1	1	1	1	1	1	1	1	1	1	10		10		10		10		
27 AA	1	1	1	1	1	1	1	1	1	1	10		10		10		10	16	
28 BB	1	1	1	1	1	1	1	1	1	1	10		10		10		10		
29																			
30																			
31 total-Items-																			
32		27	27	27	26	25	25	25	22	19	28								
33													8.9642857		10		10		

Post-test:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	
Student	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Total		Mean		Median		Mode		
1 A	1	1	0	1	1	1	1	1	0	1	8		8		8		8		
2 B	1	1	1	1	1	1	1	1	1	1	10		10		8		8		
3 C	1	1	0	1	1	1	1	1	0	1	8		8		8		8		
4 D	1	1	1	1	1	1	1	1	0	1	9		9		8		8	5	
5 E	1	1	1	1	0	1	1	1	1	1	9		9		8		8		
6 F	1	1	1	1	1	1	1	1	0	1	9		9		9		9		
7 G	1	1	1	1	1	1	1	1	0	1	8		8		9		9		
8 H	1	1	1	1	1	1	1	1	1	1	10		10		9		9		
9 I	1	1	1	1	1	1	1	1	1	1	10		10		9		9		
10 J	1	1	1	1	1	1	1	1	1	1	10		10		9		9		
11 K	1	1	1	1	1	1	1	1	1	1	10		10		9		9		
12 L	1	1	1	1	1	1	1	1	0	1	9		9		9		9		
13 M	1	1	1	1	1	1	1	1	0	1	9		9		9		9		
14 N	1	1	1	1	1	0	1	1	1	1	9		9		9		9		
15 O	1	1	1	1	1	1	1	1	1	1	10		10		9		9		
16 P	1	1	1	1	1	1	1	1	1	1	10		10		9		9	11	
17 Q	1	1	1	1	1	1	0	0	1	1	8		8		10		10		
18 R	1	1	1	1	1	1	1	1	0	1	9		9		10		10		
19 S	1	1	1	1	1	1	1	1	1	1	10		10		10		10		
20 T	1	1	1	1	1	1	1	1	1	1	10		10		10		10		
21 U	1	1	1	1	1	1	1	1	0	1	9		9		10		10		
22 V	1	1	1	1	1	1	1	1	0	1	9		9		10		10		
23 W	1	1	1	1	1	0	1	1	0	1	8		8		10		10		
24 X	1	1	1	1	1	1	1	1	0	1	9		9		10		10		
25 Y	1	1	1	1	1	1	1	1	1	1	10		10		10		10		
26 Z	1	1	1	1	1	1	1	1	0	1	9		9		10		10		
27 AA	1	1	1	1	1	1	1	1	1	1	10		10		10		10		
28 BB	1	1	1	1	1	1	1	1	1	1	10		10		10		10	12	
29																			
30																			
31 total-Items-																			
32		27	27	25	27	25	26	26	23	16	27		9.25		9		10		
33																			

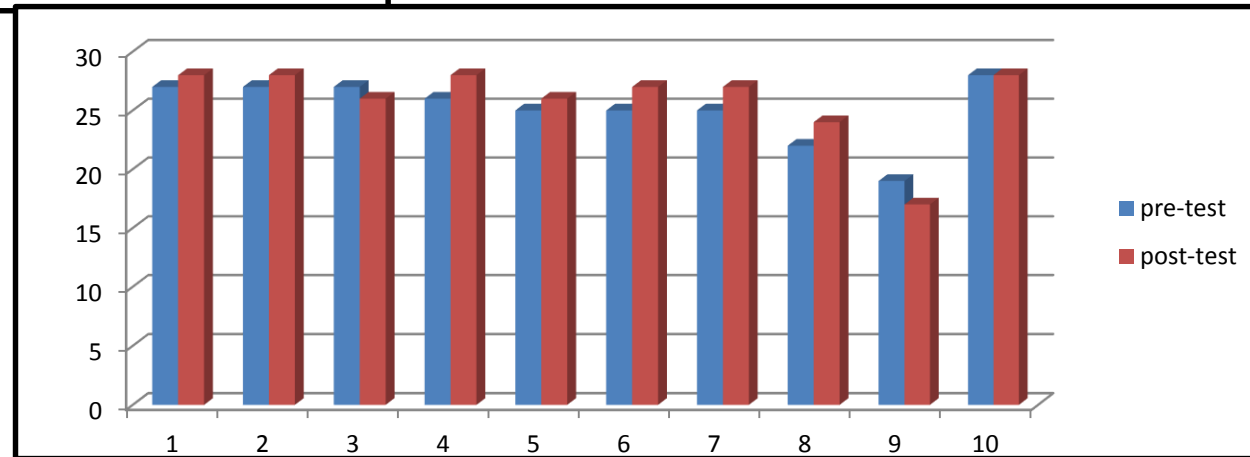
- The average of students’ grades has increased from 8.6 in the pre-test to 9.25 in the post-test.
- In the pre-test, 16 students got 10 out of 10, while in the post-test only 12 students got 10 out of 10.
- The lowest grade in the pre-test was 2 out of 10, while the lowest grade in the post-test was 8 out of 10.
- The highest grade in both the pre- and post-tests was 10 out of 10, which is the most frequent value in both the pre- and post-tests.
- In the pre-test the median was 10, while in the post-test the median became 9.



In general, the increased average of students' grades as well as the big gap between the lowest grade in the pre-test (2 out of 10) and the lowest grade in the post-test (8 out of 10) can be considered as a good indication for the improvement of students' level. However, there are other indicators that show a deficiency in students' levels. First, more students earned full marks in the pre-test. Also, the median became 9 in the post-test. To get further

explanations I did an item analysis:

- All the students answered item 10 correctly in both the pre- and the post-test which means that this item was the easiest.
- The lower grades in both tests were for item 9 because it was a challenging question and it was surprising that fewer students got it correct in the post-test.



By looking at the item analysis chart, we could infer that the questions in general were within average students' knowledge levels. Item 9 was difficult, and students didn't master the rules that it measured. Thus, it is recommended to give students more opportunities to practice using the rules of obligation especially with NOT "negative obligation."

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College of Education
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