

Score Analysis

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This tool is available as part of the Campus Learning premium offering and requires the *Enhanced Curriculum* tool right. Visit [What is Campus Learning?](#) to learn more.

PATH: *Instruction > Grade Book > Expanded Assignment > Score Analysis; Settings > Score Analysis*

PATH: *Instruction > Teaching Center > Score > Assignment Name > Graph Icon*

The Score Analysis tool is available through the Grade Book and Teaching Center. It allows teachers to view a distribution of student scores on an assignment and visually break down how each student scored.

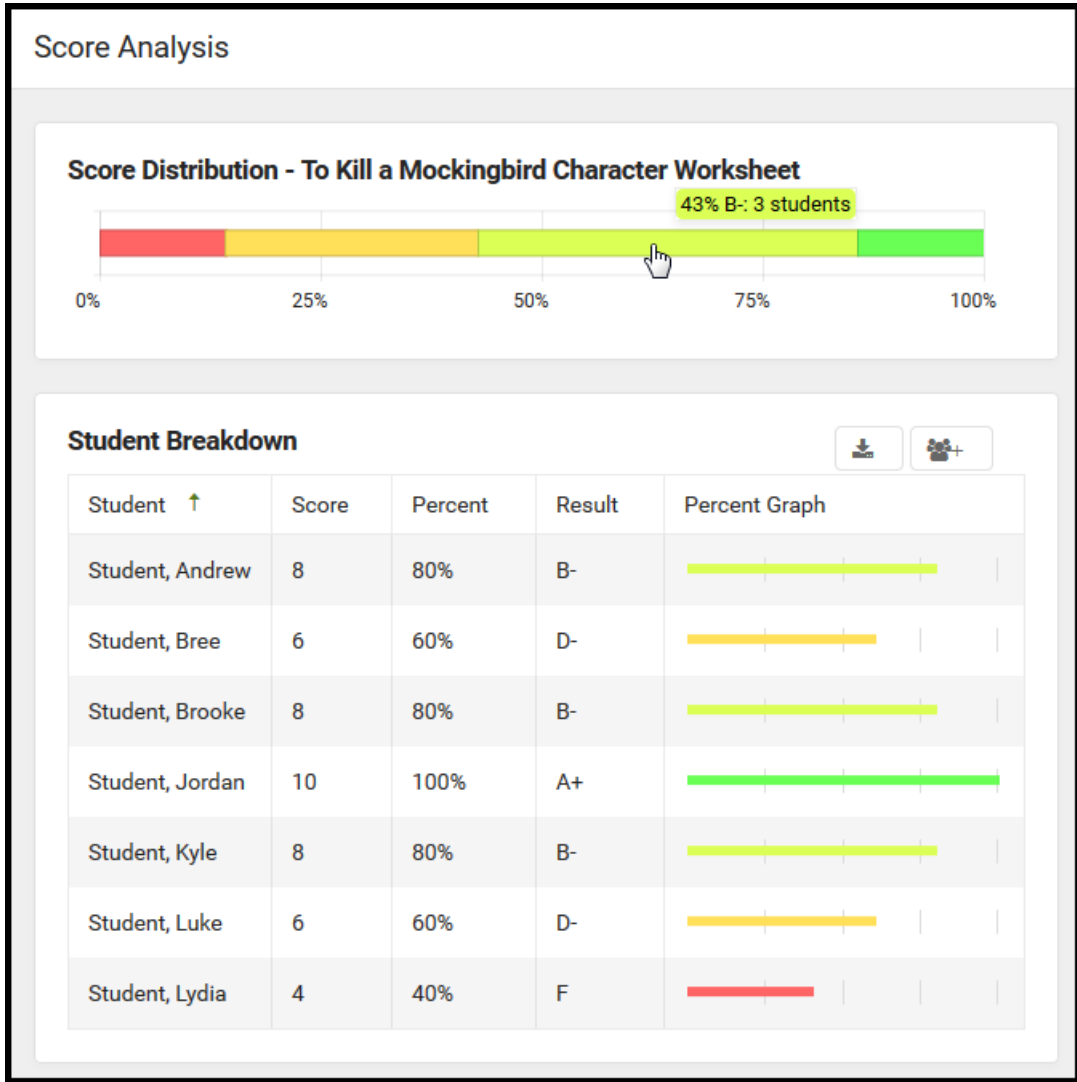
Access Score Analysis

Single Assignment	All Assignments in a Section
<ul style="list-style-type: none"> In the Grade Book, expand an assignment and click the blue Score Analysis link. In the scoring editor, click . Access the scoring editor by clicking Score when viewing an assignment or clicking the assignment icon in the Teaching Center and then a (non-submission) assignment . 	<ul style="list-style-type: none"> In the Grade Book, expand the Settings menu and click Score Analysis in the Grade Book tools section.

Single Assignment

Score analysis for a single assignment displays a score **distribution** graph representing all scores for the assignment. The percentages on this graph indicate the number of students who received that score. For example, the image below shows that about half of the students got a B- or higher on the assignment. Hover over each section of the graph to see the score it represents and how many students received that score.

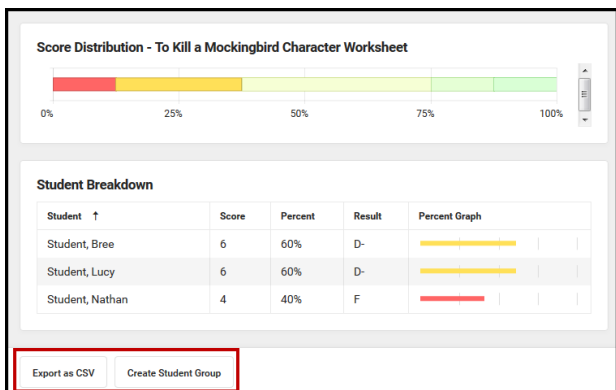
Below the distribution, the **breakdown** section lists each student who has received a score, displaying score information and an individual graph.



Score Analysis provides a distribution of all scored students and a breakdown showing details for each score.

Filter the student breakdown by clicking sections of the distribution graph. Hold **SHIFT** or **CRTL** to select multiple scores to include in the breakdown.

Click [Export as CSV](#) to export the breakdown, with present filters, to Excel. Click [Create Student Group](#) to create a [Student Group](#) of the students currently included in the breakdown.



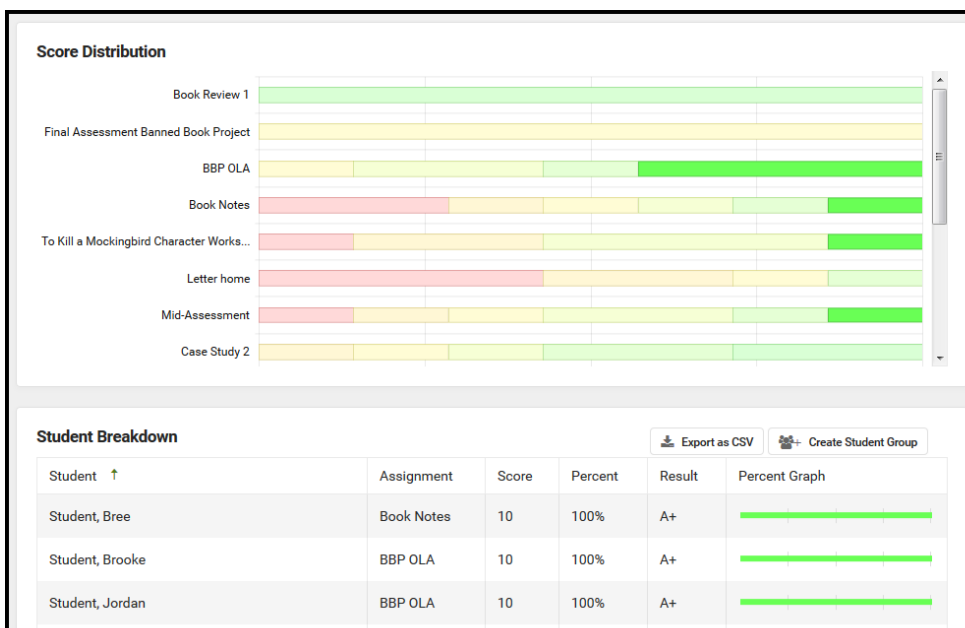
Click one score or use **SHIFT** and **CTRL** keys to filter the breakdown.

In this example, I want to create a student group of the students who received 60% or lower on the assignment so I can give them a followup assignment. Hold the **CTRL** key while clicking the lowest two scores on the distribution and then click **Create Student Group** and enter a name. The student group is then available to modify in the [student group](#) and to select on assignments.

Multiple Assignments

Score analysis from the Settings menu of the Grade Book starts with just distributions of all assignments in section. Assignments display in order by Due Date, starting with the most recent.

Click on one or more sections in the distributions to view a list of students below.



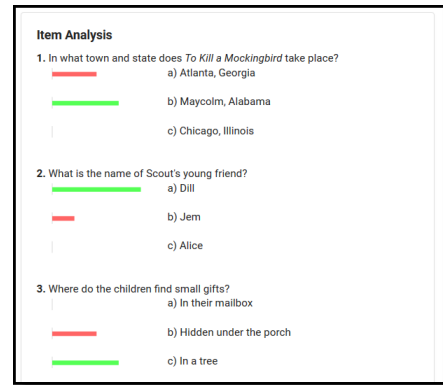
From the Grade Book Settings menu, view the score distributions of multiple assignments.

Quizzes

Assignments with [Quizzes](#) (formerly Quick Assessments) have an additional Item Analysis section below the Student Breakdown. This item analysis section indicates how students performed on each question, with bar graphs indicating the relative number of students who selected each answer.

Click a segment (or multi-select using CTRL key) to view the students who received that score and how they answered each question.

Click the bar next to an answer to see a list of students who selected that answer and make a [Student Group](#).



Scoring Rubrics

Additional score information displays for assignments evaluated using [Scoring Rubrics](#). See the articles about [creating](#) and [scoring](#) for more information about scoring rubrics.

Below the score distribution and student breakdown that display in score analysis, the scoring rubric displays. For each grid square, the number of students who met that criteria is shown, over the total number of students who have been scored.

Score Analysis				
TKAM Character Essay				
Term Grade	4 (100%)	3 (80%)	2 (60%)	1 (40%)
Criteria				
Focus & Detail	<p>There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.</p> <p>(10pts) 3/8 students</p>	<p>There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.</p> <p>(8pts) 1/8 students</p>	<p>There is one topic. Main ideas are somewhat clear.</p> <p>(6pts) 3/8 students</p>	<p>The topic and main ideas are not clear.</p> <p>(4pts) 1/8 students</p>
Organization	<p>The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.</p> <p>(10pts) 2/8 students</p>	<p>The introduction states the main topic and provides an overview of the paper. A conclusion is included.</p> <p>(8pts) 5/8 students</p>	<p>The introduction states the main topic. A conclusion is included.</p> <p>(6pts) 1/8 students</p>	<p>There is no clear introduction, structure, or conclusion.</p> <p>(4pts) 0/8 students</p>
Voice	<p>The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.</p> <p>(10pts) 1/8 students</p>	<p>The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.</p> <p>(8pts) 4/8 students</p>	<p>The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.</p> <p>(6pts) 3/8 students</p>	<p>The author's purpose of writing is unclear.</p> <p>(4pts) 0/8 students</p>

View score analysis for assignments evaluated using scoring rubrics to see the total number of students who met each criteria.

This feature can be helpful in determining where the class is succeeding and struggling. For example, in the image above, half the class got a 60% or lower on the Focus & Detail criteria, so I may want to focus more on topic sentences for our next essay.

Click on a grid square to see a list of students who met that criteria and create a [Student Group](#) of those students.