

Score Analysis - New Style

Access Score Analysis | Single Assignment | Multiple Assignments | Quizzes | Scoring Rubrics

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.

Tool Search: Grade Book, Teaching Center, Progress Monitor

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
 In the Grade Book, expand an assignment and click the blue Score Analysis link. In the scoring editor, click in . 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 . 	 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.



core Distribution	n - To Kill a	a Mockingbiı	rd Characte	43% B-: 3 students	
				43% B-: 3 students	
%	25%	5	0%	75%	100%
tudent Breakdov				-	
				2	· *
Student 1	Score	Percent	Result	Percent Graph	
Student, Andrew	8	80%	B-		
Student, Bree	6	60%	D-		•
Student, Brooke	8	80%	B-		
Student, Jordan	10	100%	A+		
Student, Kyle	8	80%	B-		
Student, Luke	6	60%	D-		
	4	40%	F		

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.

0% 25%		50%			75%		-
Student Breakdov	vn						
Student 1		Score	Percent	Result	Percent Graph		
Student, Bree		6	60%	D-			
Student, Lucy		6	60%	D-			
Student, Nathan		4	40%	F			



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.

4 (100%)	4 (100%)		3 (80%)		2 (60%)		1 (40%)	
There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.		There is one topic. Main ideas are somewhat clear.		The topic and main ideas are not clear.				
(10pts)	3/8 students	(8pts)	1/8 students	(6pts)	3/8 students	(4pts)	1/8 students	
main topic, and provides a the paper. Information is r	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.		The introduction states the main topic and provides an overview of the paper. A conclusion is included.		The introduction states the main topic. A conclusion is included.		There is no clear introduction, structure, or conclusion.	
(10pts)	2/8 students	(8pts)	5/8 students	(6pts)	1/8 students	(4pts)	0/8 students	
clear, and there is strong e attention to audience. The extensive knowledge and/	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.		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.		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.		The author's purpose of writing is unclear.	
	There is one clear, well-for Main intera are clear and a negocirred by detailed and information. (10pts) The information is inviting main topic, and providers the paper, for information is propulsed in a strong. (10pts) The author's purpose of w conclusion is atriong attention busidence. The attention busidence. The attention busidence. The attention busidence. The attention busidence. The attention busidence. The attention busidence. The attention busidence. The attention busidence. The attention busidence. The attention busidence. The att	There is once clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information. (10pts) 3/8 students The introduction is inviting, states the main tock, and growders an overview of presented in a logical order. The conclusion is strong. (10th) 2/8 students The authorby purposed writing is wery relear, and there is strong evidence of attention to audience. The surform attention to audience. The surform attention to audience. The surform	Three is one clear, well-focuzed topic Three is one clear, well-focuzed topic Main ideas are citer and are well majorimition. Main ideas are citer and are well main ideas are citer but any point of the page. (10 pts) Did students (10 pts) Did students The infoduction is inviting, starts the main topic, and provides an overview of the page. Information is alreaded and provides an overview of the page. Information is alreaded and provides an overview of the page. Information is alreaded and provides an overview of clear, and there is strong. The enfoduction is inviting, starts the main topic, and provides an overview of the page. The strong overview of the page. The strong overview of the page. The strong overview of the strong overview	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information. There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information. (10pts) 3/8 students (Bpts) 1/8 students The introduction is inviting, states the main topic, and provides in overview of persented in slopical order. The conclusion is anounce. (Bpts) 1/8 students The without provides in overview of persented in slopical order. The conclusion is anounced. (Bpts) 5/8 students The without provides in overview of attention to audience. The authors extensive twoeldege and/or experience authors twoeldege and/or experience The without experience	There is one clear, well-focused topic. Man ideas are clear and are well supported by detailed and accurate information. There is one clear, well-focused topic. Man ideas are clear and well supported by detailed information. There is one topic. Main i somewhat clear. (10pts) J/8 students (lipts) 1/8 students (lipts) (lipts) (lipts) (lipts) (lipts) (lipts) (lipts) The infoduction states the and provides an overview of the presented in a lipcial offer. (lipts) The without pupped endowed conclusion is included. The without pupped endowed pup	There is one clear, well-focused topic. Main ideas are clear and ex well supported by detailed and accurate information. There is one clear, well-focused topic. Main ideas are clear and ex well supported by detailed and accurate information. There is one clear, well-focused topic. Main ideas are clear and ex well supported by detailed and accurate information. There is one clear, well-focused topic. Main ideas are clear and ex well supported by detailed information. There is one clear, well-focused topic. Main ideas are clear and ex well supported by detailed information. There is one clear, well-focused topic. Main ideas are clear and ex well supported by detailed information. There is one clear, well-focused topic. Main ideas are clear and ex well and provides in one clear, well-focused topic. Conclusion is included. The introduction states the main topic. A conclusion is included. (fight) 2/8 students The author's purpose of writing is statemion to audience. The author's extensive howedge and/or experiment author's howedge and/or experiment The author's purpose of attemion to audience. The author's author's howedge and/or experiment	Three is one clear, well-focused topic. Nami cleas are clear and are well augorited by drafted and accurate information. Three is one clear, well-focused topic. Mani cleas are clear and are not well augorited by drafted and accurate information. Three is one clear, well-focused topic. Mani cleas are clear and are not well accurate and accurate information. Three is one clear, well-focused topic. Mani cleas are clear and accurate information. Three is one clear, well-focused topic. Mani cleas are clear and accurate information. Three is one clear, well-focused topic. Mani cleas are clear and accurate information. Three is one clear, well-focused topic. Mani cleas are somewhat clear. Three is one clear, well-focused topic. Three is one clear, well-focused topic. Three is non- clear information. Three is one clear, well-focused topic. Three is one clear information. Conclusion is included. Three is one clear information. Conclusion is included. Manifered accurate information. Conclusion is included. Manifered accurate information. Manifered accurate information. Manifered accurate information. Manifered accurate information. Manifered accurate information.	

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.

Item Analysis		
1. In what town and	state does <i>To Kill a Mockingbird</i> take place? a) Atlanta, Georgia	
	b) Maycolm, Alabama	
	c) Chicago, Illinois	
2. What is the name	of Scout's young friend? a) Dill	
<u> </u>	b) Jem	
	c) Alice	
3. Where do the child	iren find small gifts? a) In their mailbox	
	b) Hidden under the porch	
	c) In a tree	