

## Score Analysis - As Text

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 allows teachers to view a distribution of student scores on an assignment and visually break down how each student scored.

View Score Analysis from any of the following locations: From the Grade Book, expand an assignment and click Score Analysis or open the Settings menu and click Score Analysis. From the Teaching Center, click the score icon, then an assignment name, and graph icon. From the Progress Monitor, click a column header and then the graph icon.

## **Access Score Analysis**

Single Assignment	All Assignments in a Section
<ul> <li>In the Grade Book, expand an assignment and click the blue Score Analysis link.</li> <li>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 .</li> </ul>	<ul> <li>In the Grade Book, expand the Settings menu and click Score Analysis in the Grade Book tools section.</li> </ul>

# **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%		* III *
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%)	
Detail     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 tot well     supported by detailed 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. 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*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	