

California Mathematics Diagnostic Testing Project
Test Analysis Worksheet

Use Class Results, "Graphic Display of Class Results".

1. List the five "easiest" items in terms of the percentage of students giving the correct answer. List in descending order, highest first. List each item number and its topic. If too many ties, choose items closest to the **end** of the test. Under each item put the percentage correct.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Look at these items on the test. Discuss and note any surprizes or interesting results.

2. Which topic shows the strongest student performance? Discuss.
3. Which topic shows the weakest student performance? Discuss
4. List the five "hardest" items for these students. List in ascending order, lowest first. If too many ties, choose items closest to the **beginning** of the test.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Use Class Results, “Item analysis by Percentage of Students”.
 (What percentage is equivalent to one student? ____%)

5. Look at the items listed in #4 on the test and look at the patterns of student responses listed on pages 4 and 5 of Class Results. Why did students do so poorly on these questions? Discuss common student errors and any misconceptions or misunderstandings that their responses reveal.

6. For each of the ten most common wrong responses in descending order, list the item, the topic, and below them the popular wrong response and the percentage of students choosing it. (Ignore “OMIT”.)

____|_____ ____|_____ ____|_____ ____|_____ ____|_____

____|____ ____|____ ____|____ ____|____ ____|____

____|_____ ____|_____ ____|_____ ____|_____ ____|_____

____|____ ____|____ ____|____ ____|____ ____|____

7. Look at the popular wrong responses listed in #6 on the test. Why were they so popular? What misunderstandings do they reveal?

8. Is there a topic that dominates the lists in #4 and #6? If so, name it.

9. List the items for which the percentages of responses suggest that most students were “guessing”. How do response patterns indicate guessing?

____|_____ ____|_____ ____|_____ ____|_____ ____|_____

____|_____ ____|_____ ____|_____ ____|_____ ____|_____

10. If any topics have large numbers of OMIT’s, name them.

