


Question	Choice A	Choice B	Choice C	Choice D	Correct Choice	Selected				Overall		Analysis	Grade						
						A	B	C	D	Correct	Wrong		1	2	3				
1. Which of the following types of wood is known for its durability and resistance to decay?	Pine	Cedar	Maple	Poplar	B) Cedar	0	7	70%	3	30%	0	0%	0	0	0	Most students had a good understanding of the types of wood that are best in different situations. This means the activity used to teach this material was effective.	B	B	C
2. What is the purpose of a miter saw in woodworking?	Sanding wood	Cutting wood at precise angles	Shaping wood using a lathe	Joining wood pieces together	B) Cutting wood	0	9	90%	1	10%	0	0%	0	0	0	Students had an excellent understanding of what each tool does when used properly which means adequate and effective time was spent on this lesson.	C	B	B
3. Which of the following woodworking joints is commonly used for joining two pieces of wood at a right angle?	Dovetail joint	Mortise and tenon joint	Butt joint	Lap joint	C) Butt joint	3	30%	1	10%	4	40%	2	20%	0	0	Students didn't understand this question as they all had different answers and were all over this shows me that a more effective lesson needs to be planned to address the angles of wood and their uses.	C	C	C
4. What is the primary function of wood glue in woodworking?	Adding color to wood surfaces	Providing moisture resistance to wood	Joining wood pieces together	Smoothing rough wood surfaces	C) Joining wood	0	0%	0	0%	10	100%	0	0%	0	0	With 100 percent accuracy this shows me that the students had a full understanding of this process and that the simple demonstration done in class was effective within the lesson plan.	C	C	C
5. Which woodworking tool is typically used for removing excess material and shaping wood?	Chisel	Screwdriver	Hammer	Paintbrush	A) Chisel	8	80%	2	20%	0	0%	0	0%	0	0	Another well answered question and it seems from the section students have the best understanding when a hand on visual aid demonstration is used.	A	A	A
Instructions						Reflection Questions													
1. Insert the questions on your assessment in Column C. (If it gets cut off, that is okay, just click on the cell to see the full question.)						1. Explain the benefits and/or drawbacks that exist with using this form as a way to conduct data analysis for an assessment.													
2. Insert the answer choices for your multiple choice questions horizontally adjacent to the question in Column C, with each separate choice in Columns D, E, F, or G respectively.						2. Sets of using this type of spreadsheet for data analysis is that you get a clear indication of what your students understand and what they know because the answers are black-and-white and there is only one answer for the question that you presented. I believe that the drawback to this, though is the multiple choice format where there is only four answers Sam can guess and they will get it right and will never let you know that they don't understand the material they're just happy they got that answer right because let's face it they got a 25% chance of that happening and this format also doesn't really show you what about the question they're not getting. I believe short answer questions are much more effective for really understanding where the students are in their learning and what hurdles and challenges they're facing that I can tailor my lessons to them in a better way.													
3. In Column I, select the appropriate choice that is the correct answer using the dropdown provided. (NOTE: A is Choice A in Column D, B is Choice B in Column E, and so forth.)						3. Identify two concerns that exist when generalizing data that could result in a negative effect.													
4. Starting in Column V, insert student grades using the corresponding letter.						4. Generalizing data often involves simplifying complex information to make it more manageable. However, this simplification can lead to oversights or inaccuracies in understanding the full scope of a situation. It may fail to capture variations or exceptions within the data, resulting in flawed conclusions or decisions based on incomplete information. Also when you generalize data you don't look at the content of area and there variables within it that force and mold the students to think a certain way.													
5. Statistics will auto-calculate and then you can conduct your analysis. (Your analysis should be third-part: 1. What does the data say? 2. Why might it say this? 3. What can you do as the teacher to improve next time?)						5. How might you use this analysis spreadsheet in the future?													
NOTE: See example on the "Exemplar" sheet.						I could use this spreadsheet to see what type of framework questions the students had the most success with and then Taylor my lesson plans towards that criteria and model of question to ensure greater understanding and success of the material in my classroom.													
Student Name: Christopher Walsh						4. Bonus: How would you improve or change this spreadsheet to customize to your needs? (You do NOT need to have the technical know-how to do this, just explain what it should do.) I think the only thing I would change is a discussion area that talks and gives a reason why the answer is what it is and then a area that shows the wrong answers and in what intense they could be right so you get a 4 prong learner exercise out of each question.													
Subject Area: Carpentry																			

4	5	6	7	8	9	10
Ar	HW	Pror	Ar	Exdy	Ex	Nicde
B	B	C	B	C	B	B
B	B	B	B	B	B	B
D	A	A	B	D	A	C
C	C	C	C	C	C	C
A	A	A	B	A	A	B



Question	Choice A	Choice B	Choice C	Choice D	Correct Choice	Selected				Overall		Analysis	Student Responses																	
						Selected A	Selected B	Selected C	Selected D	Correct	Wrong		1	2	3	4	5	6	7	8	9	10								
1 What is 4*1?	1	2	3	4	D	2	20%	1	10%	6	60%	1	10%	1	10%	9	90%	The majority of students got this question wrong, most likely due to the issue of what the * operator represents perhaps they thought it meant subtraction and that is why some people selected C. As a teacher, I would reteach operator symbols.	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name	
2 How many digits are there?	8	9	10	Infinite	C	3	30%	2	20%	2	20%	3	30%	2	20%	8	80%		B	D	A	C	D	B	A	C	A	D		
3 Which symbol is for addition?	+	/	*	-	A	3	30%	3	30%	3	30%	1	10%	3	30%	7	70%		B	B	B	C	C	A	A	A	D	C		

Question	Choice A	Choice B	Choice C	Choice D	Correct Choice	Selected				Overall		Analysis	1	2	3
						A	B	C	D	Correct	Wrong		Student Name	Student Name	Student Name
1						0	0	0	0						
2						0	0	0	0						
3						0	0	0	0						
4						0	0	0	0						
5						0	0	0	0						
6						0	0	0	0						
7						0	0	0	0						
8						0	0	0	0						
9						0	0	0	0						
10						0	0	0	0						
11						0	0	0	0						
12						0	0	0	0						
13						0	0	0	0						
14						0	0	0	0						
15						0	0	0	0						
16						0	0	0	0						
17						0	0	0	0						
18						0	0	0	0						
19						0	0	0	0						
20						0	0	0	0						

Instructions

1. Insert the questions on your assessment in Column C. (If it gets cut off, that is okay, just click on the cell to see the full question.)
2. Insert the answer choices for your multiple choice questions horizontally adjacent to the question in Column C, with each separate choice in Columns D, E, F, or G respectively.
3. In Column I, select the appropriate choice that is the correct answer using the dropdown provided. (NOTE: A is Choice A in Column D, B is Choice B in Column E, and so forth.)
4. Starting in Column Y, insert student grades using the corresponding letter.
5. Statistics will auto-calculate and then you can conduct your analysis.

NOTE: See example on the "Exemplar" sheet.

