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Lab 5 - Purpose and hypothesis

The problem that this research project seeks to address is the low academic performance of students on assessments. It also seeks to address the issue of test-taking anxiety experienced by many students across the country. The purpose of this study is to identify whether or not there is a relationship between consistent low-stakes quizzing and academic performance. If a relationship is found, this study will also seek to determine the direction of that relationship meaning whether frequent quizzing has a positive or negative influence on student test scores. The study will also seek to determine the relationship between consistent quizzing and students' attitudes toward it, as well as the direction of that possible relationship.

The independent variable for this study is the frequency with which quizzes are administered. The frequency can be expected to range from 1-3 times weekly. The independent variables will be students' scores on summative assessments and their attitudes toward test taking as determined by a survey. The hypothesis guiding this study is the conjecture that increasing the frequency of low-stakes, formative assessments within the classroom will increase students' academic performance. It is also hypothesized that increasing the frequency of assessments will decrease the test taking anxiety found within the student population.