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Title: Comparison of Third Grade Students' Achievement in Math When Assessments Are Given Weekly Compared to Being Given at the End of the Unit.

Abstract:

This quasi-experimental study intends to look into how assessment time affects third grade students' math performance. There will be two groups of third-grade children chosen, and one group will receive weekly evaluations while the other will receive unit-ending assessments. Pre- and post-test evaluations will be used to gauge student math achievement during the study's six week duration. Descriptive statistics, t-tests, and Spss will all be used to assess the data. The findings of this study will give educational stakeholders information on the best way to evaluate math learning outcomes for students.

Key words: end-of-unit, weekly, assessment, third grade math

Introduction:

A strong background in mathematics is required for advanced coursework and many job pathways. So, it is crucial to guarantee that kids are excellent in math. Assessments are one approach used to evaluate how well students are learning. On the best time to conduct assessments, there is disagreement. Should tests be given every week or at the conclusion of each unit? This essay looks into how exams are timed in relation to third-grade students' mathematical proficiency.

The appropriate time to administer tests in order to get the best learning results has been the subject of numerous studies. The researchers found that regular assessments made it easier to pinpoint areas of weakness, enabling teachers to modify their pedagogical approaches and enhance student learning. In a similar vein, Hinchey (2010) found that regular assessments increased student involvement and motivation in mathematics.

A better way to assess student learning, however, may be through end-of-unit exams, according to several studies. As an illustration, a study by Levesque-Bristol, Saia, and Sullivan (2009) discovered that end-of-unit exams were a better indicator of future success in mathematics than weekly exams. Weekly exams did not provide students enough time to completely comprehend information, according to the study.

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