

Assignment - You don't have to hand anything in. Examine, consider, be prepared to discuss.

The last time I taught this course was Spring 2004. The class structure and textbook were the same as it is this semester, and the first exam will be very similar! These are the scores students got on the first exam in Spring 2004.

39 40 28 44 43 NA 41 36 33 40 49 48 37 33 38 49 45 43 37 26 47 30 45 48 38
45 43 25 28 37 41 29 46 49 31 37 31

Some things you should know:

- (1) The exam was a 50-point exam, so 50 would be a perfect score.
- (2) One person did not take the exam. His score is represented as NA (not available) in the list of scores. You can ignore this "value" when you answer the question below.
- (3) The order in which these scores occur has been randomized (mixed up), so if by some miracle you can get a class roster for the course, you still can't tell which score goes with which name!
- (4) I should probably tell you that the first exam is usually the easiest one. (I'm not telling you this so you can slack off preparing for it!)
- (5) Performance on the first exam has been fairly constant from semester to semester, so I suspect this class (you!) will perform similarly on the first exam.

Your task: Tell me how the class did. What would you want to know about these scores to evaluate the class's performance?

Now suppose the grades had been these (instead of the grades given above). How would your evaluation of the class change?

39 40 18 44 43 NA 41 36 33 40 49 48 37 33 38 49 45 43 37 11 47 30 45 48 38
45 43 5 18 37 41 24 46 49 31 37 31

This strategy may help you with this assignment: Skim chapters 1-4 in the textbook. You don't have to read them in detail (yet!). Just skim through them. A lot of this stuff you may have learned in high school, so it may already be familiar to you.