STUDENTS’ PERFORMANCE IN A STATISTICS TEST

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The information published in the mass media or in scientific documents is usually given in graphical, tabular or written format. This work was aimed to study the student’s performance in a statistics test that included 15 multiple-choice items presented in statistical graphic and table formats. The sample was made up to 1014 students, who were selected by convenience, 29.9% of them from the seventh and eighth grades of elementary school, 29.5% from secondary school, and 40.6 % from university. 62.5% of students were female and age varied in the interval 12-53 years.

The results indicate significant difference in the number of correct answers among elementary school students (43.3% correct answer), higher school students (51.6%) and universities (63.0%). We observed difficulties in understanding basic concepts of mathematics and statistics in all groups of students. There were also significant differences in performance among grades, gender and age. We did not observe significant differences of students’ performance by format presentation of the questions (statistical graphs or tables). We conclude that special attention should be given to mathematics and statistics teaching, and to the learning strategies, and try to go deeper in the basic statistics concepts from the elementary school to university.

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