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# Health Curriculum in the Middle School Classroom: Assignment Completion vs. Academic Success



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## Abstract

In order for teachers to most effectively help their students retain knowledge, instructors must be aware of the achievement students are attaining from their homework assignments.

Assignments are used as tools by teachers to guide students on their learning paths. If the assignments are not structured properly or if students do not turn them in, the gain of students towards academic achievement is lessened.

This research looks at the effect that assignment completion can have on academic success in the middle school classroom. Completion percentages and test scores will be looked at on a unit basis for two separate health units. The literature reviewed revolves around student work in relation to overall achievement in school.

Overall, the results correlated positively between student assignment completion percentage and high achievement tests.

## Methodology

Data was gathered from 71 male students in the 8<sup>th</sup> grade general health classroom, separated into two periods.

For three separate, brief units, students worked on assignments and took the end of unit summative assessments.

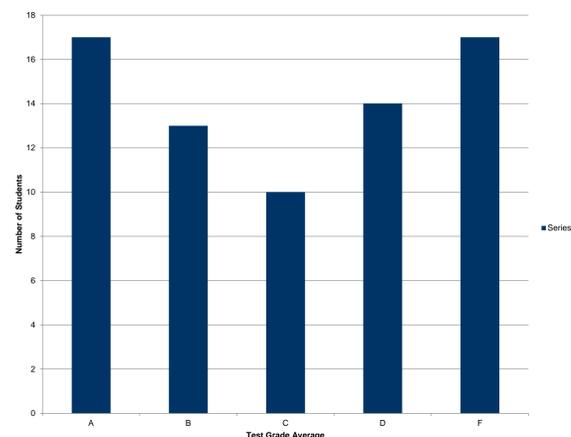
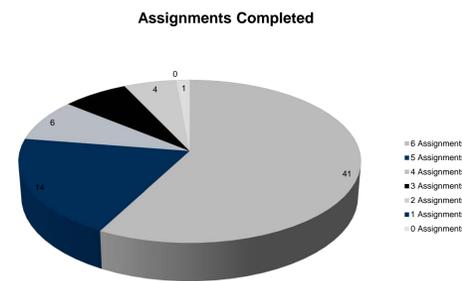
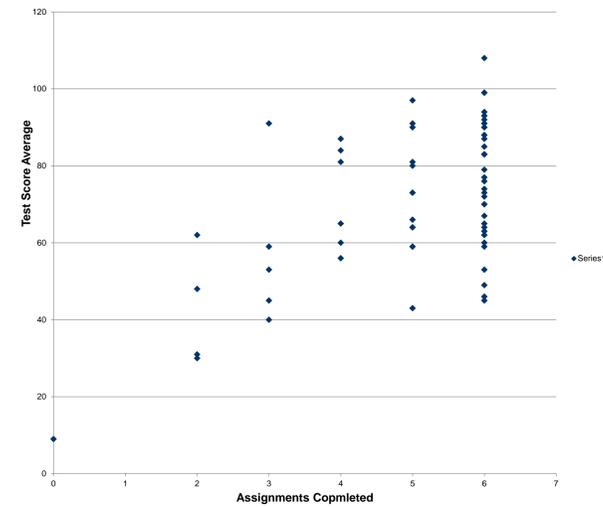
Student assignment completion percentage was totaled, both for each individual student and for the entire class.

The score each student received on each of the three summative assessments used were averaged to give each student a 3-test score average.

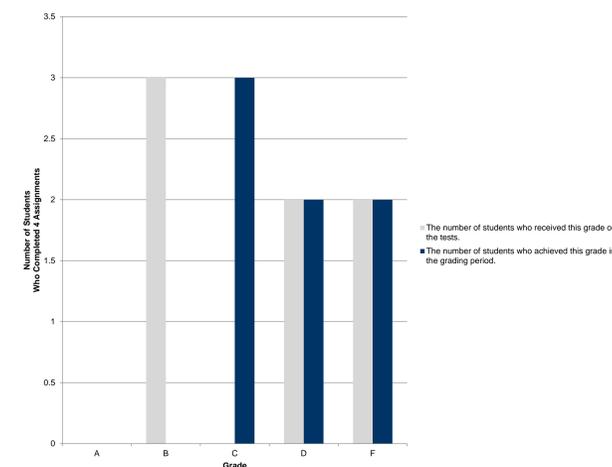
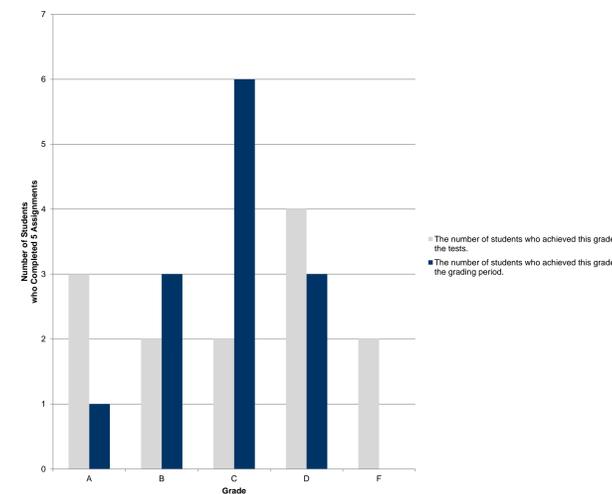
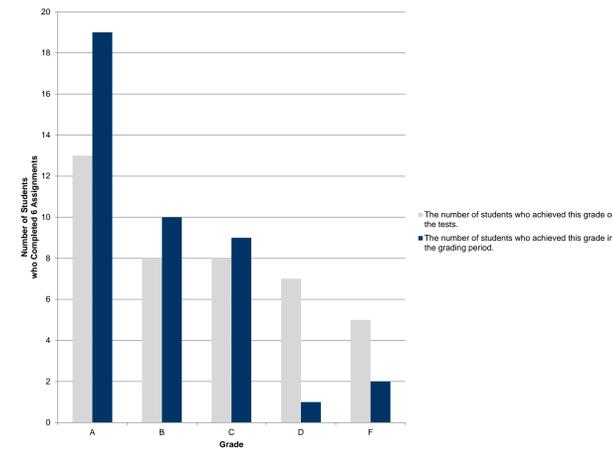
Finally, the data was compiled, compared, and examined to see what effect completing assignments can have on a student's ability to succeed both on tests and in the course.

## Results

The data results show that a higher percentage of homework turned in generally can be found to accompany both a higher average score on tests and in the course overall.



## Results



## Discussion

A positive correlation is seen between turning in homework assignments and doing well on tests. The scores rise very steadily with each added assignment that was turned in.

The relationship between the pie chart and the first bar graph initially are a bit perplexing. While a majority of students, about 58% of them, turned in every assignment, and a vast majority turned in a high percentage of assignments (75% of students), the result of test grades is a reverse bell curve. While many student passed comfortably, just as many students failed or did very poorly.

This shows us that while certain students that generally succeed in school may benefit from the curriculum of this health class, the ones who turn in assignments but struggle with academic work may not be learning enough from course assignments.

The next set of graphs, however, show the positive effects of turning in work. Students who turned in every assignment were much less likely to fail. As the number of assignments turned in drops, however, a noticeable decline in test performance is seen, in even just one assignment difference.

## Conclusion and Limitations

Completing homework can lead to better achievement on unit assessments.

This study only included 8<sup>th</sup> grade males in a health class, thus data was not gathered for females or any other subject or grade. The degree of success on homework with relation to both test grades and course achievement was not examined either. Some of the units were fairly short, meaning a limited amount of data was available.