If you received these results, how would you change your course to help your students?

<table>
<thead>
<tr>
<th>FCI Results</th>
<th>Pre</th>
<th>Post</th>
<th>Gain</th>
<th>Normalized Gain</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>.5</td>
<td>.3</td>
</tr>
</tbody>
</table>

Choose Goals that Align with your Class

By the end of my course, students should be able to...

- Construct an argument justifying or refuting claims about the changes to internal energy of a thermodynamic system given information about the energy flow into and out of the system.
- Construct an argument justifying or refuting claims about the temperature of a system using information about changes in entropy and internal energy.
- ...

Receive Actionable Feedback

Students were asked to:
- identify an accurate relationship that links temperature to entropy and internal energy
- use the provided data about the changes to entropy and internal energy of a system to determine the temperature values.

The TaSPA provided evidence your students were able to:
- identify the relationship between temperature, entropy, and internal energy.
- identify trends in the temperature values, but not calculate them.

Students could benefit from:
- opportunities interpreting internal energy and entropy data of real-world systems to find temperature.

Identify Learning Goals

Task Development

Rubric

Feedback to Instructors

Let us know if you’re interested in trying this with your class!