



K-3 Teachers' Uses and Perceptions of Reading Assessments

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Research Goals

- ❁ **What kinds of reading assessments do exemplary teachers use?**
- ❁ **For what purposes do they use various assessments?**
- ❁ **What is the impact of different assessments on stakeholders?**

Method

- ❁ **Part of larger CIERA Survey; Data collected Spring 98**
- ❁ **Title I data from 96, 97, 98 used to identify “Beat-the-Odds” schools**
- ❁ **Assessment practices related to school and teacher characteristics**

Sample

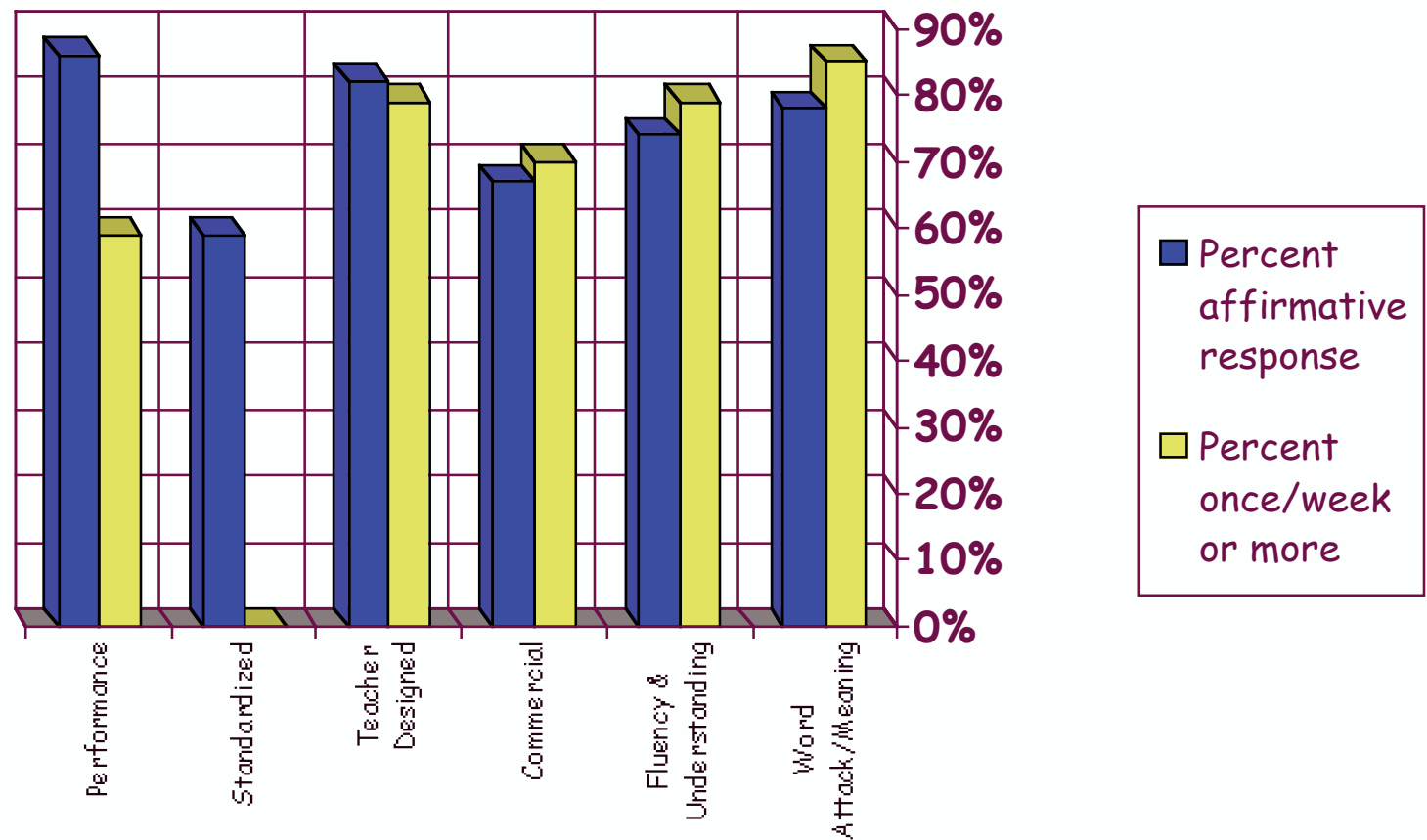
- ❁ **104 “Beat-the-Odds Schools”**
- ❁ **National representation**
- ❁ **K-3 teachers, N=504; 96% female**
- ❁ **8.6 years experience at grade level;
15 years total teaching experience**



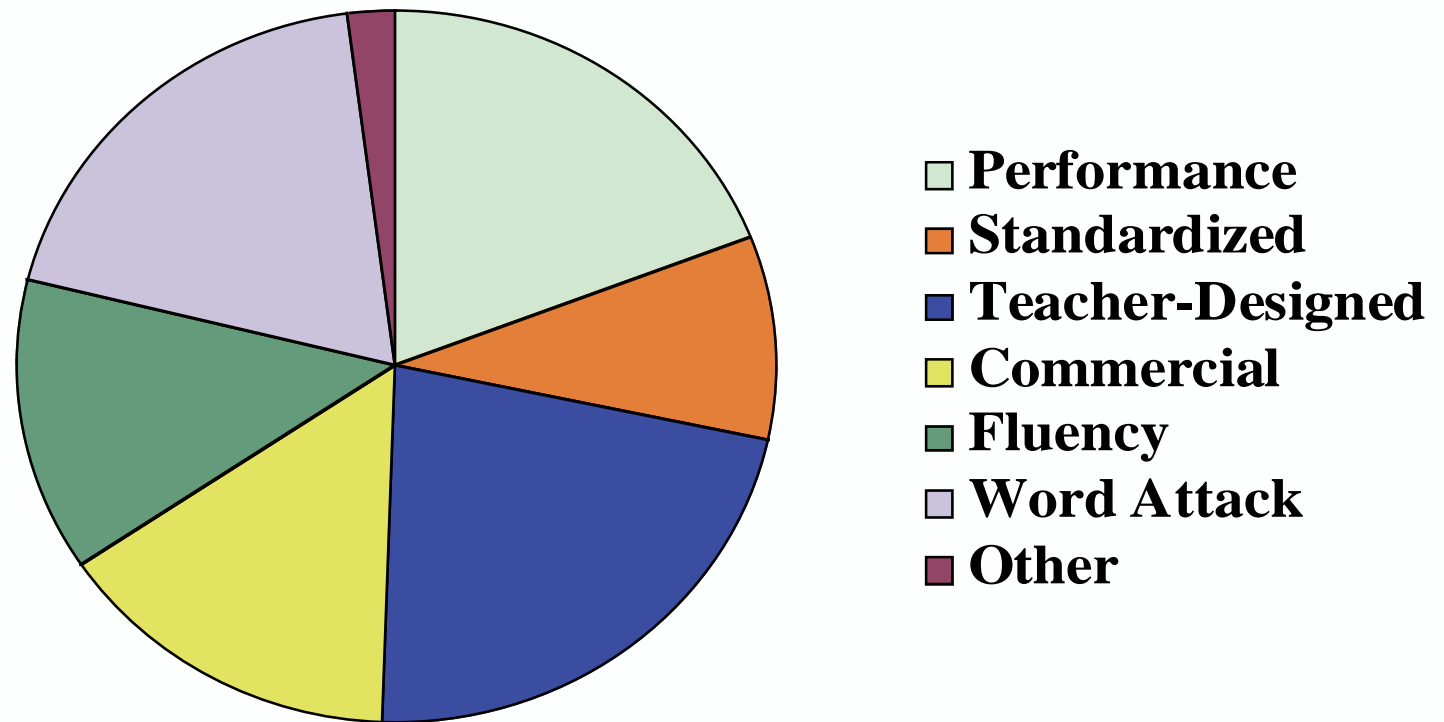
Types of Assessments Used

- ❁ **Performance Assessments**
- ❁ **Standardized Reading Tests**
- ❁ **Teacher-Designed Assessments**
- ❁ **Commercial Assessments**
- ❁ **Fluency and Understanding**
- ❁ **Word Attack and Word Meaning**
- ❁ **Other**

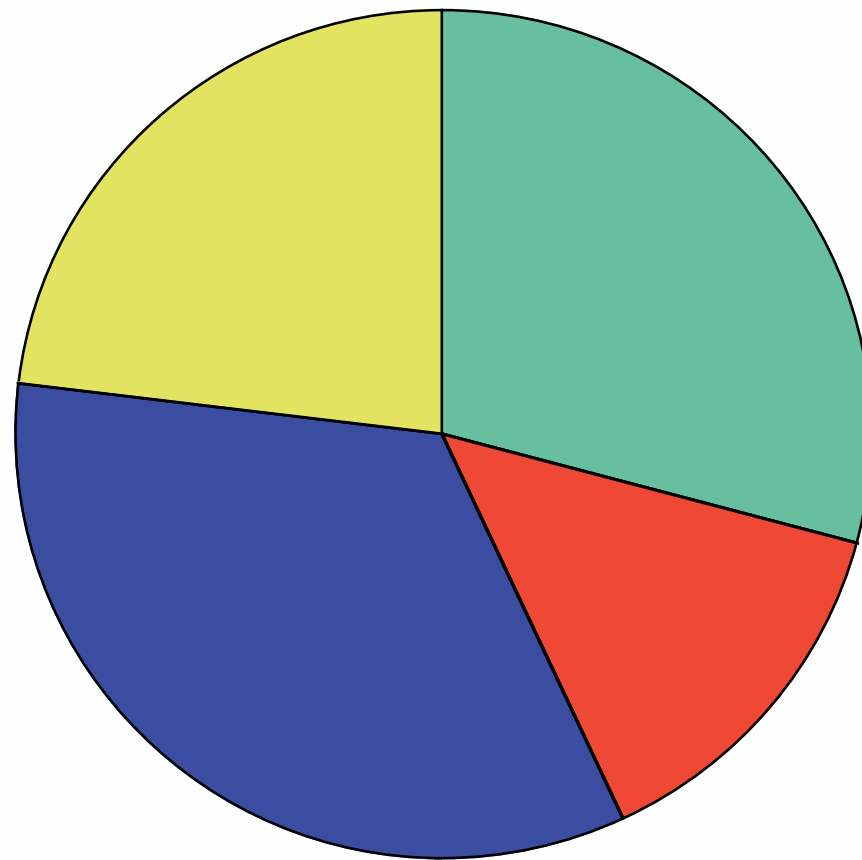
Frequencies of Reading Assessments Used



Types of Assessment Used



Performance Assessments



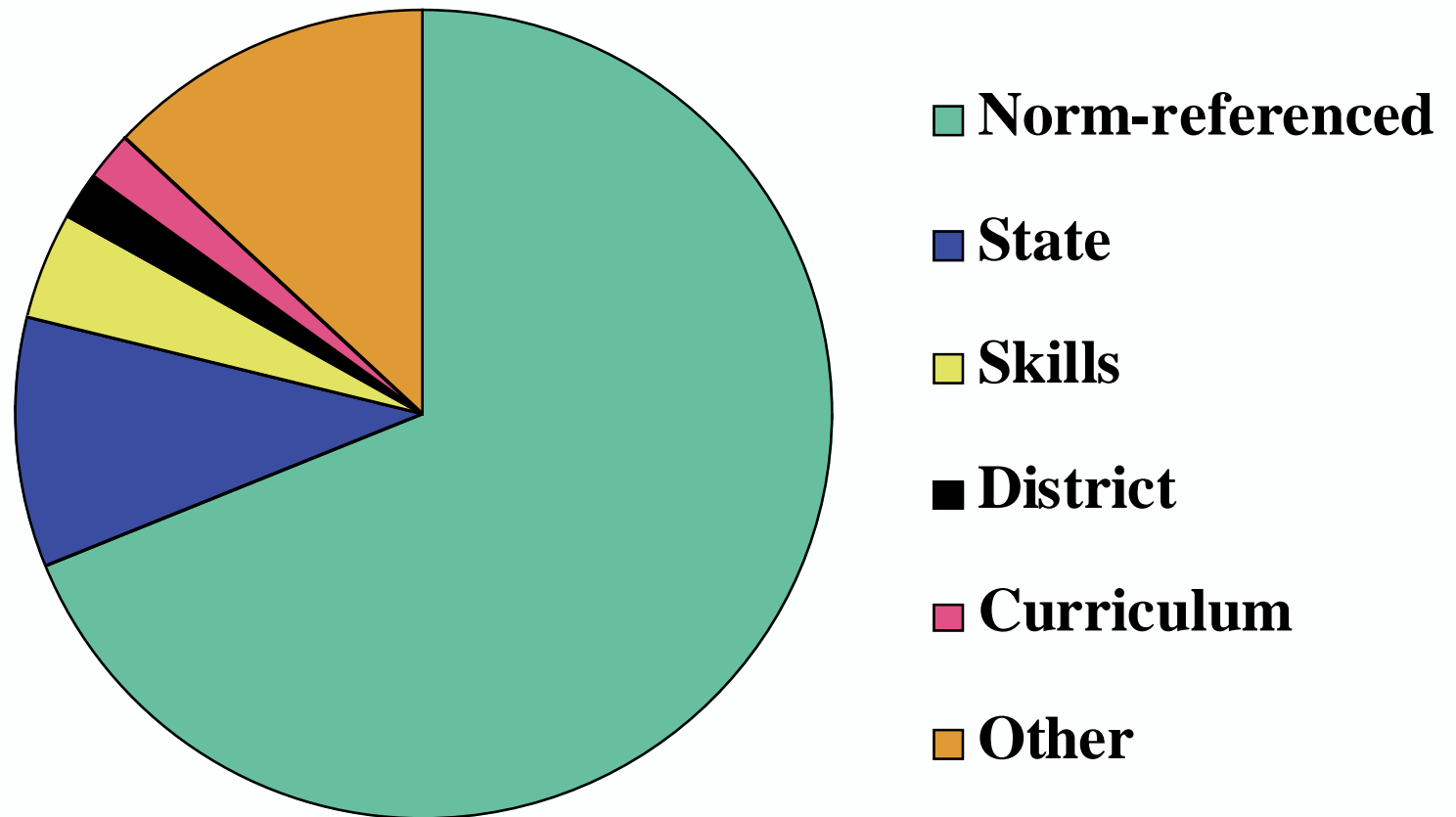
■ Writing

■ Portfolios

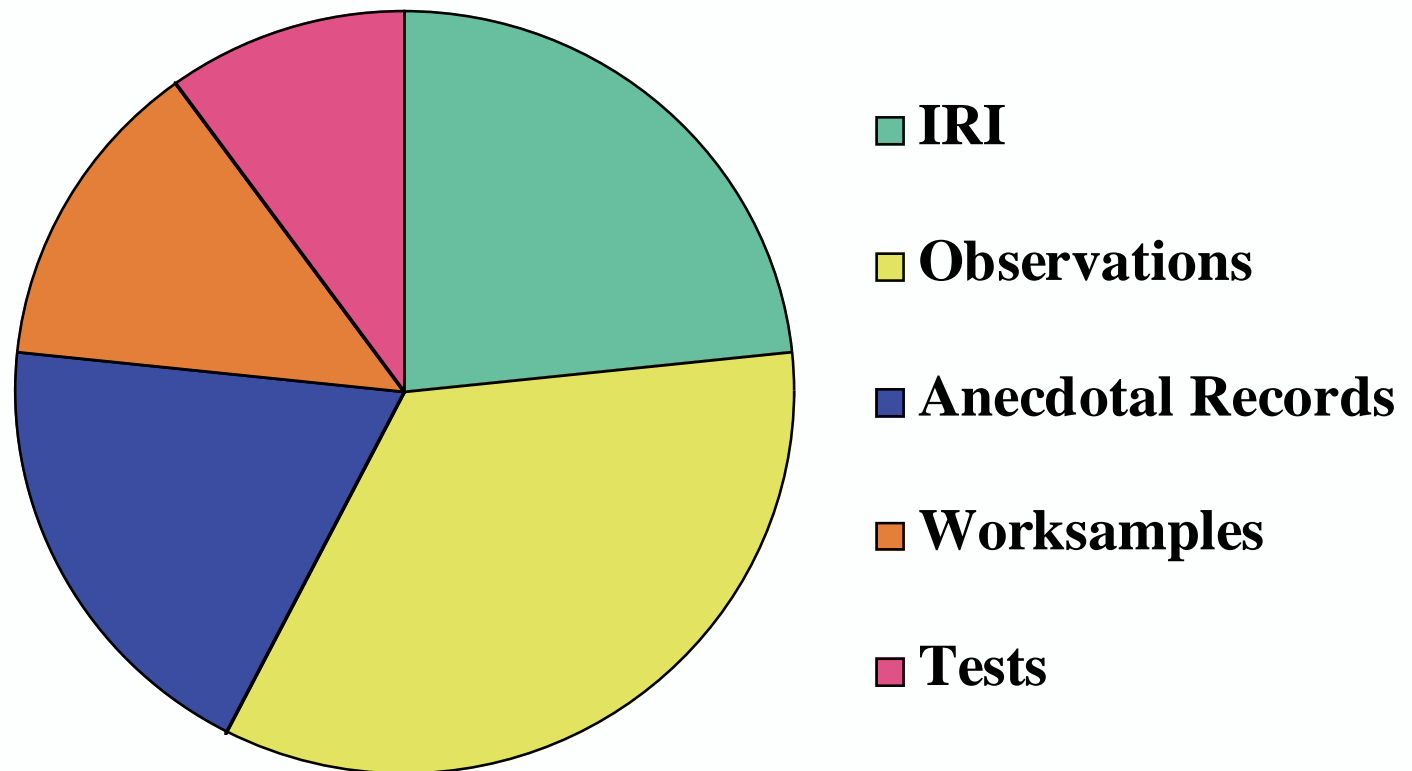
■ Observations

■ Tests

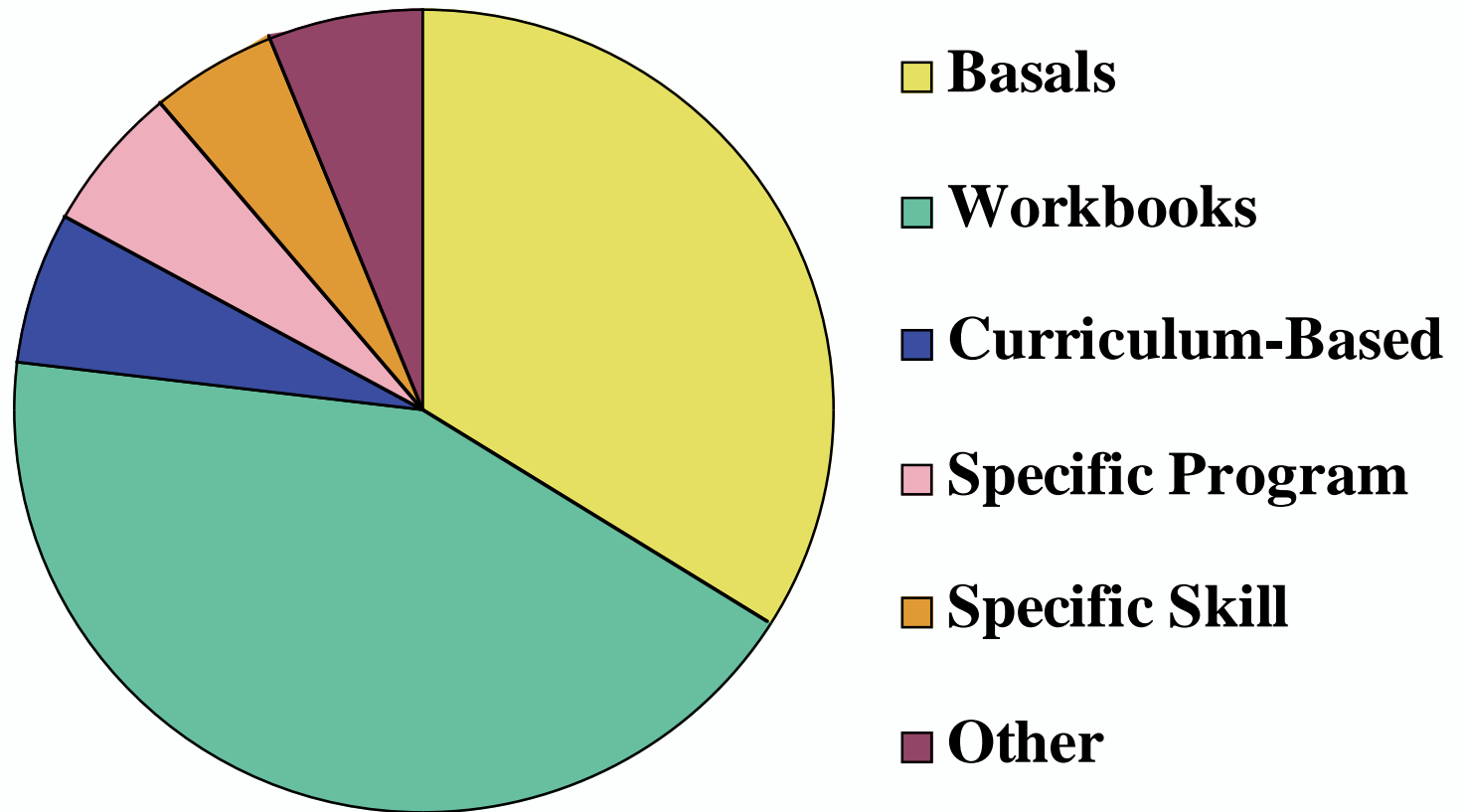
Standardized Reading Tests



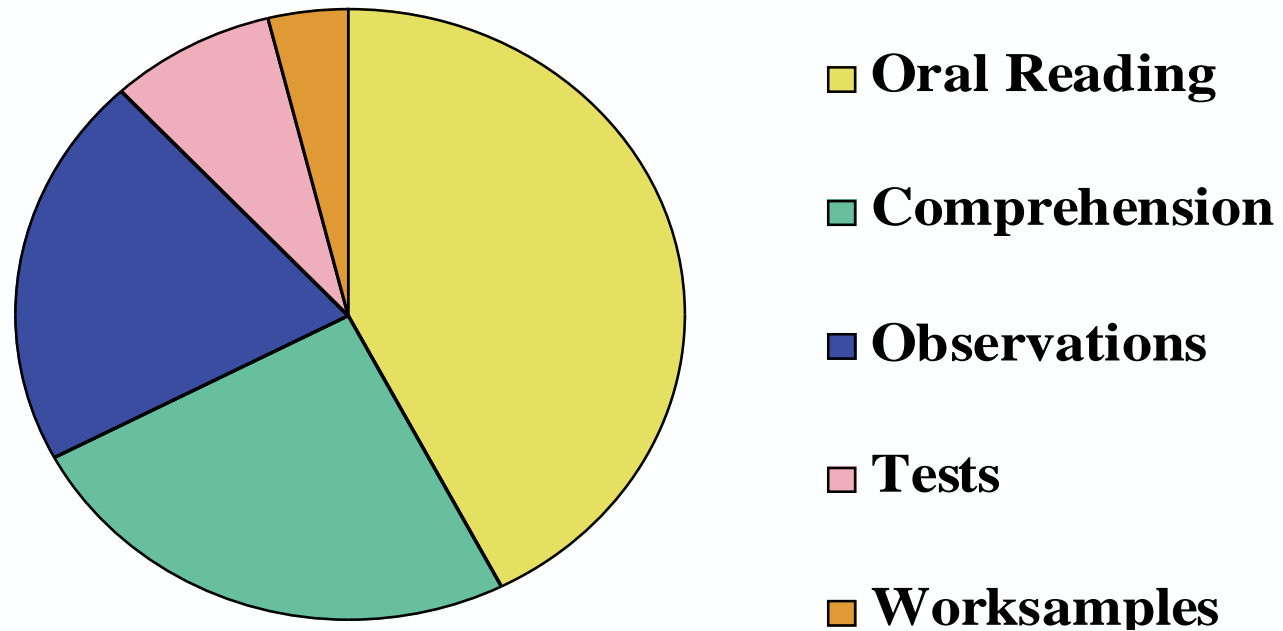
Teacher-Designed Assessments



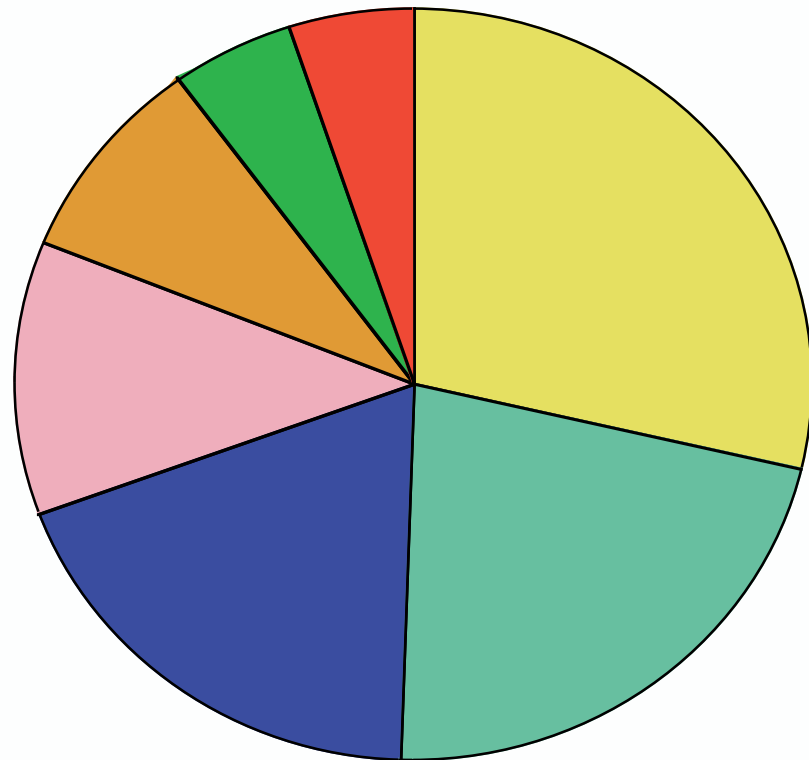
Commercial Assessments



Fluency and Understanding

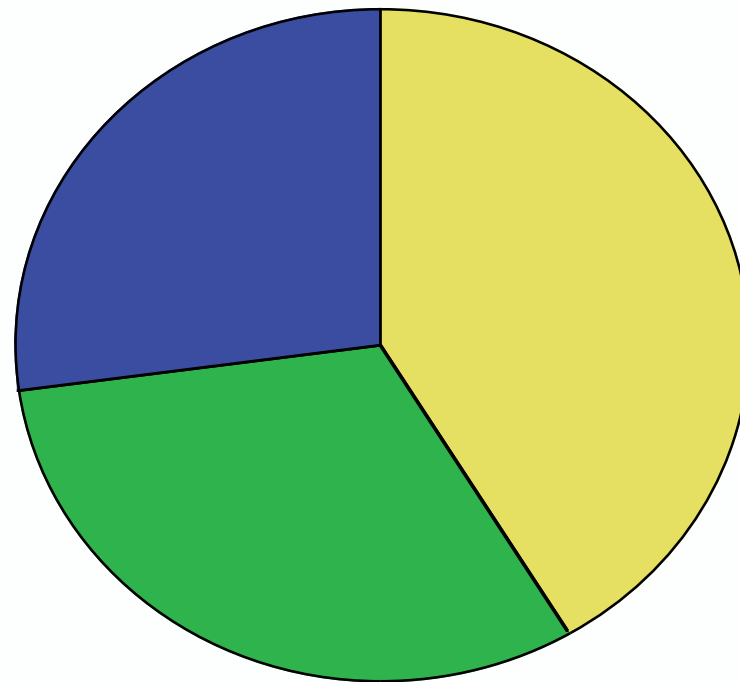


Word Attack and Word Meaning



- **Phonics**
- **Vocabulary**
- **Sight Words**
- **Tests**
- **Oral Reading**
- **Spelling**
- **Worksamples**

Other



■ **Tests**

■ **Worksamples**

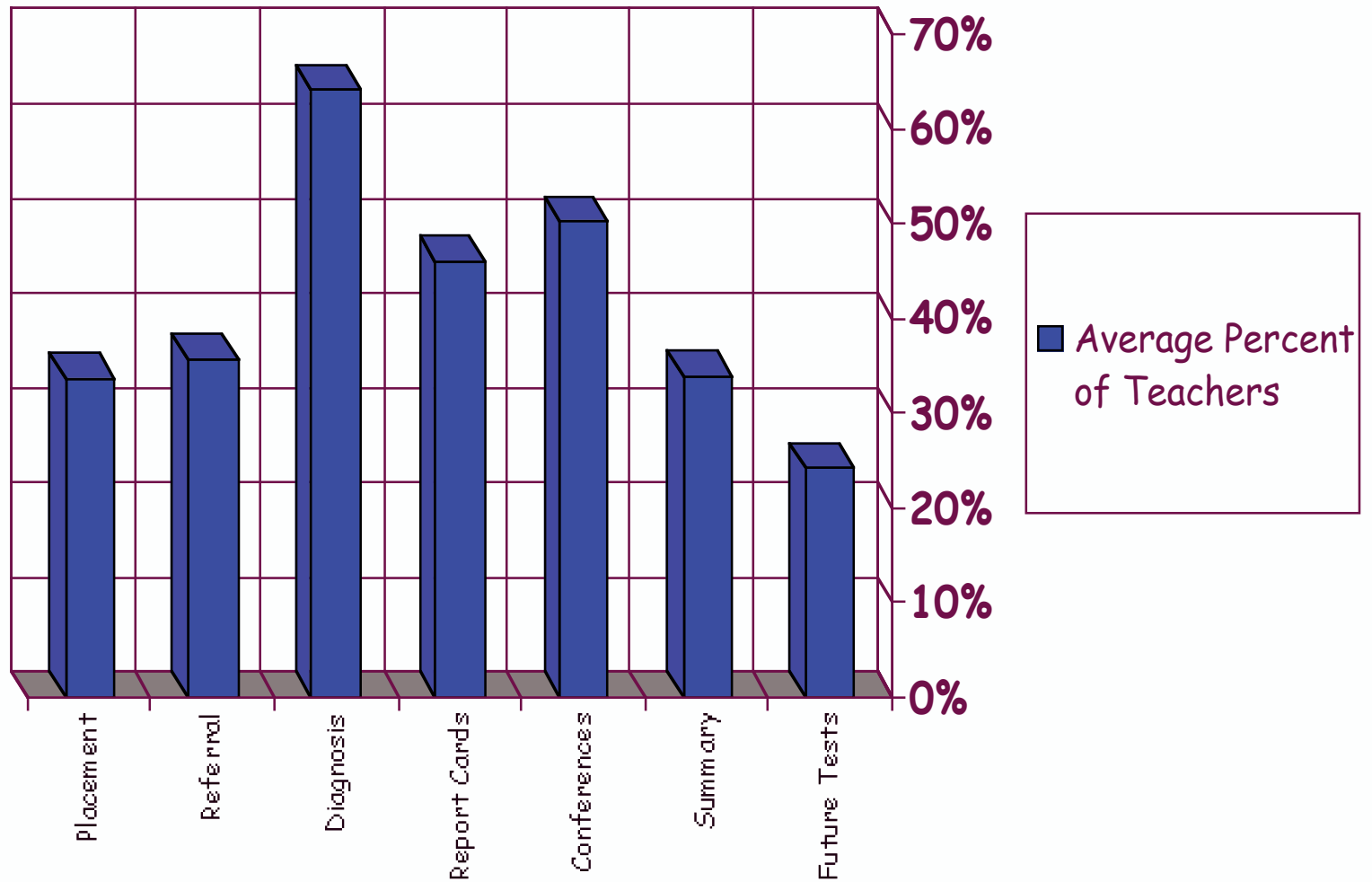
■ **Commercial**



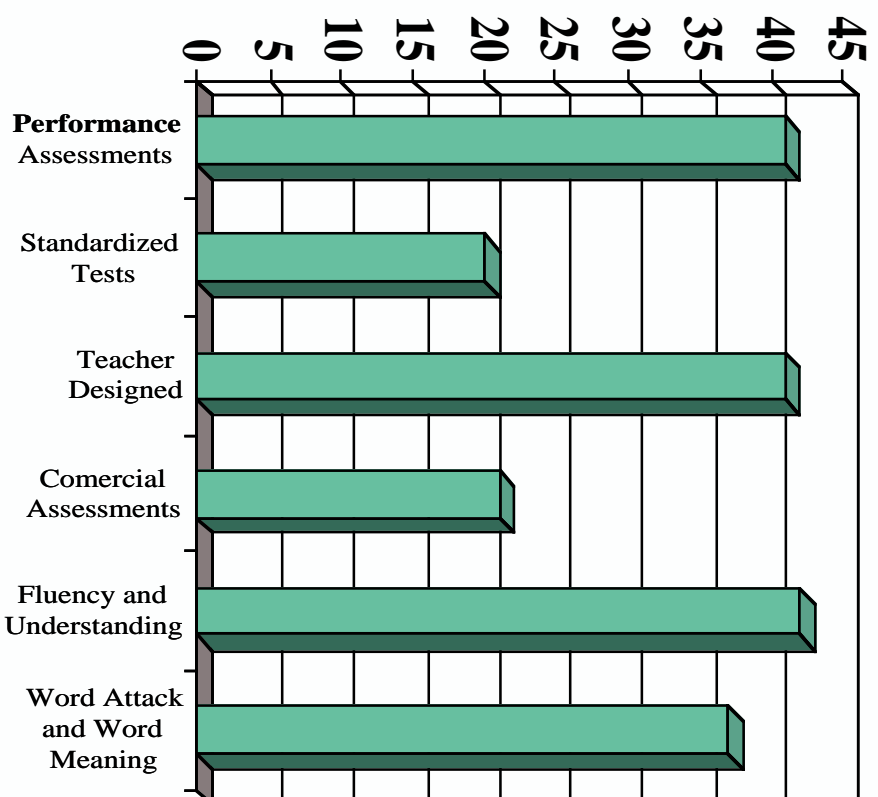
Purposes of Assessment

- ❁ **Placement**
- ❁ **Referral**
- ❁ **Diagnosis**
- ❁ **Report Cards**
- ❁ **Conferences**
- ❁ **Summary**
- ❁ **Future tests**

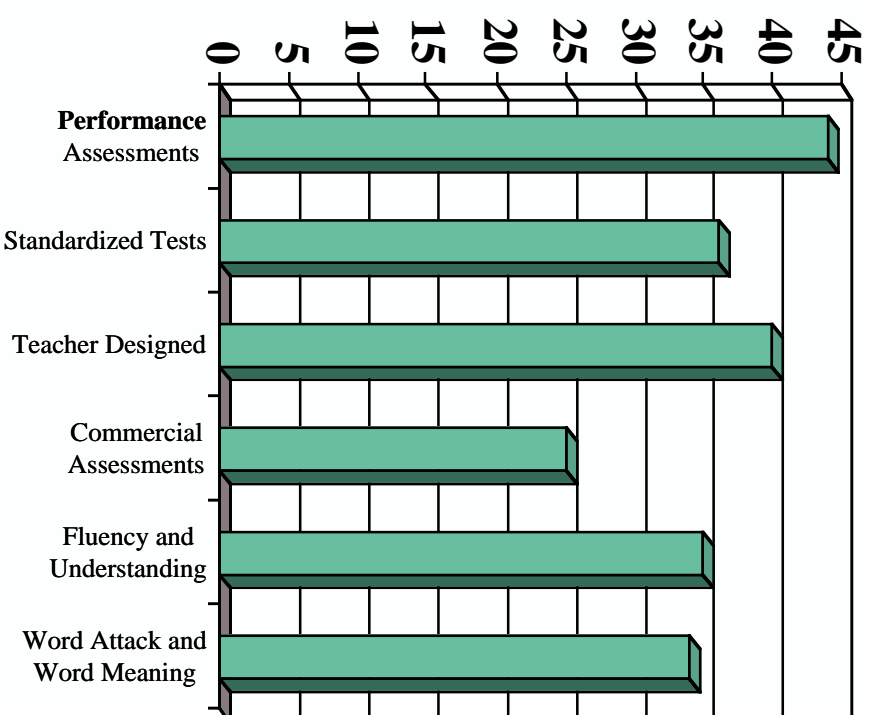
Purpose of Assessment



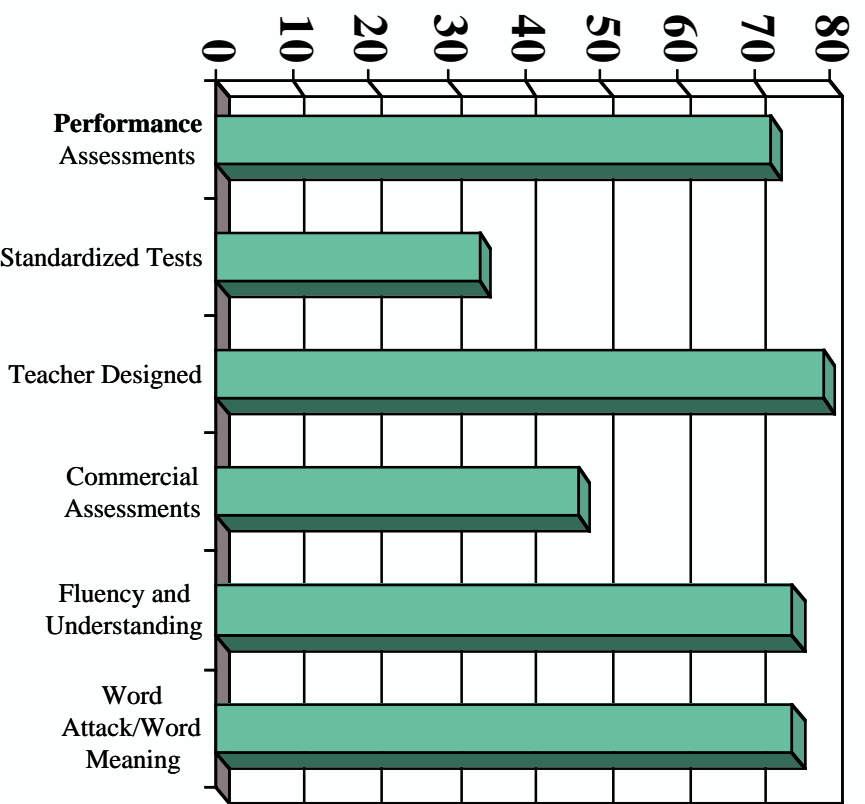
Percent of Teachers Who Reported Using Each Type of Assessment for Placement



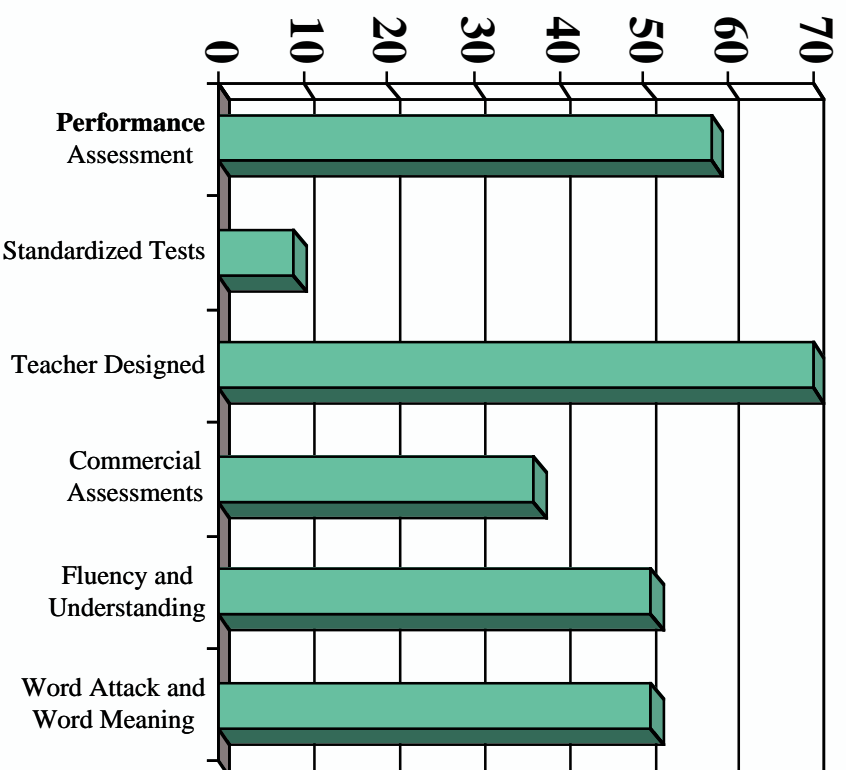
Percent of Teachers Who Reported Using Each Type of Assessment for Referral



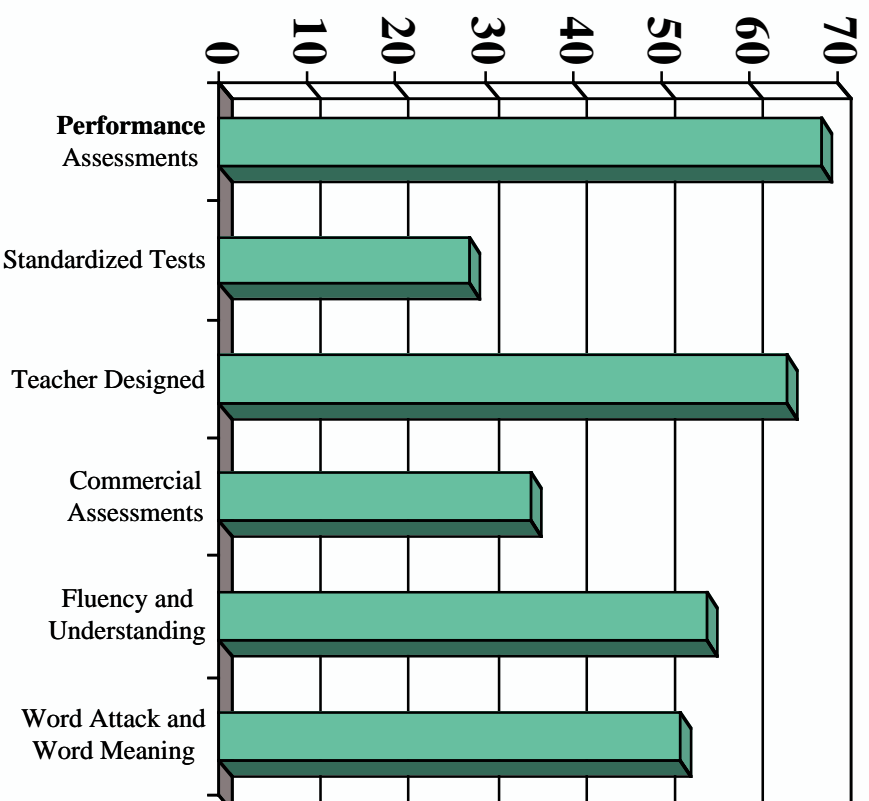
Percent of Teachers Who Reported Using Each Type of Assessment for Diagnosis



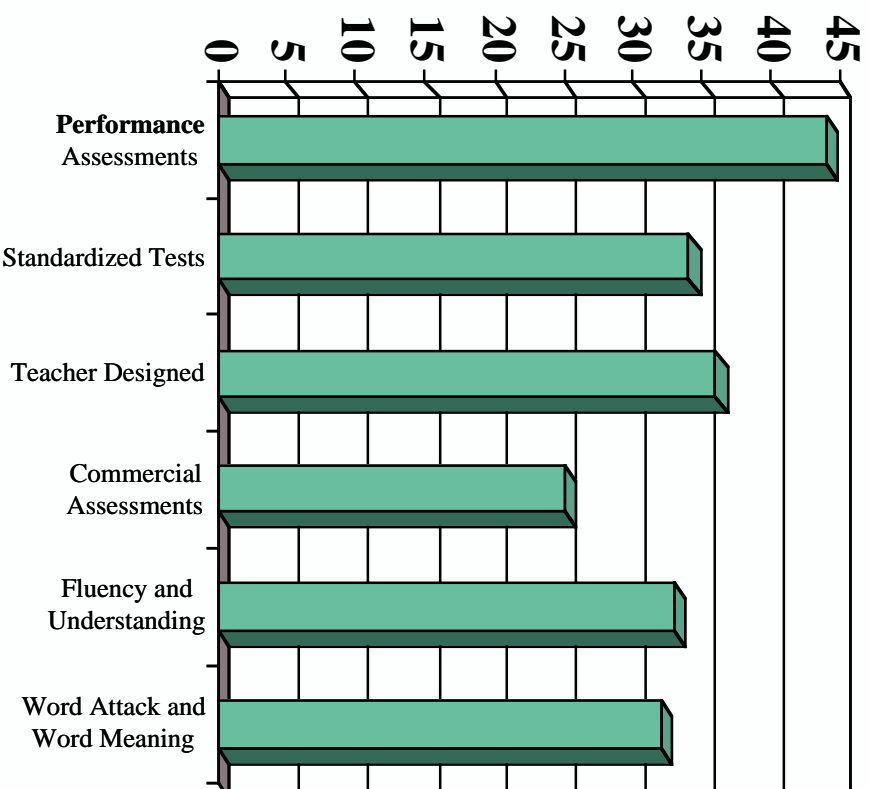
Percent of Teachers Who Reported Using Each Type of Assessment for Report Cards



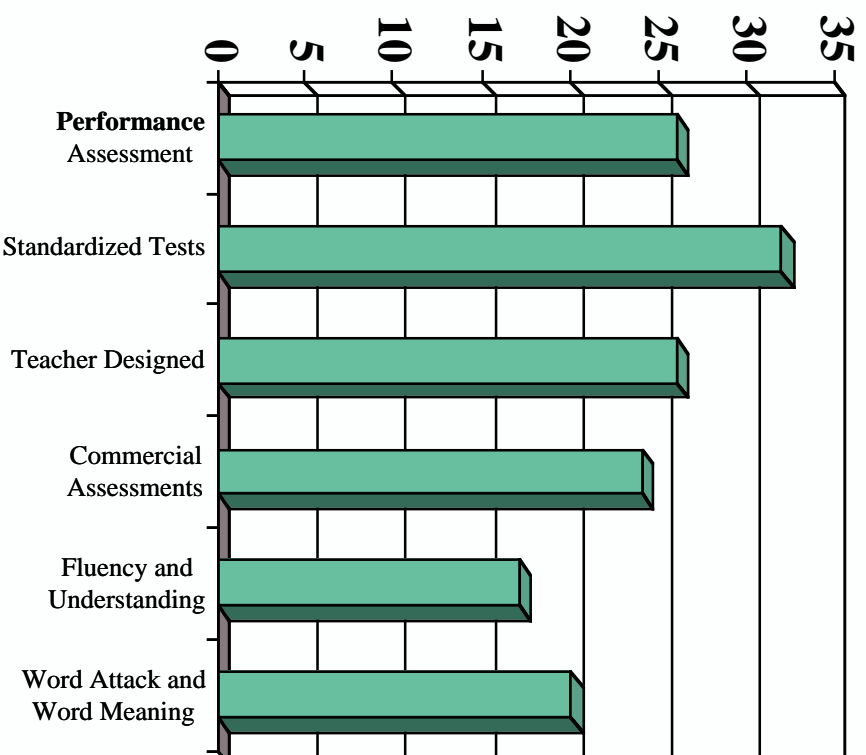
Percent of Teachers Who Reported Using Each Type of Assessment for Conferences



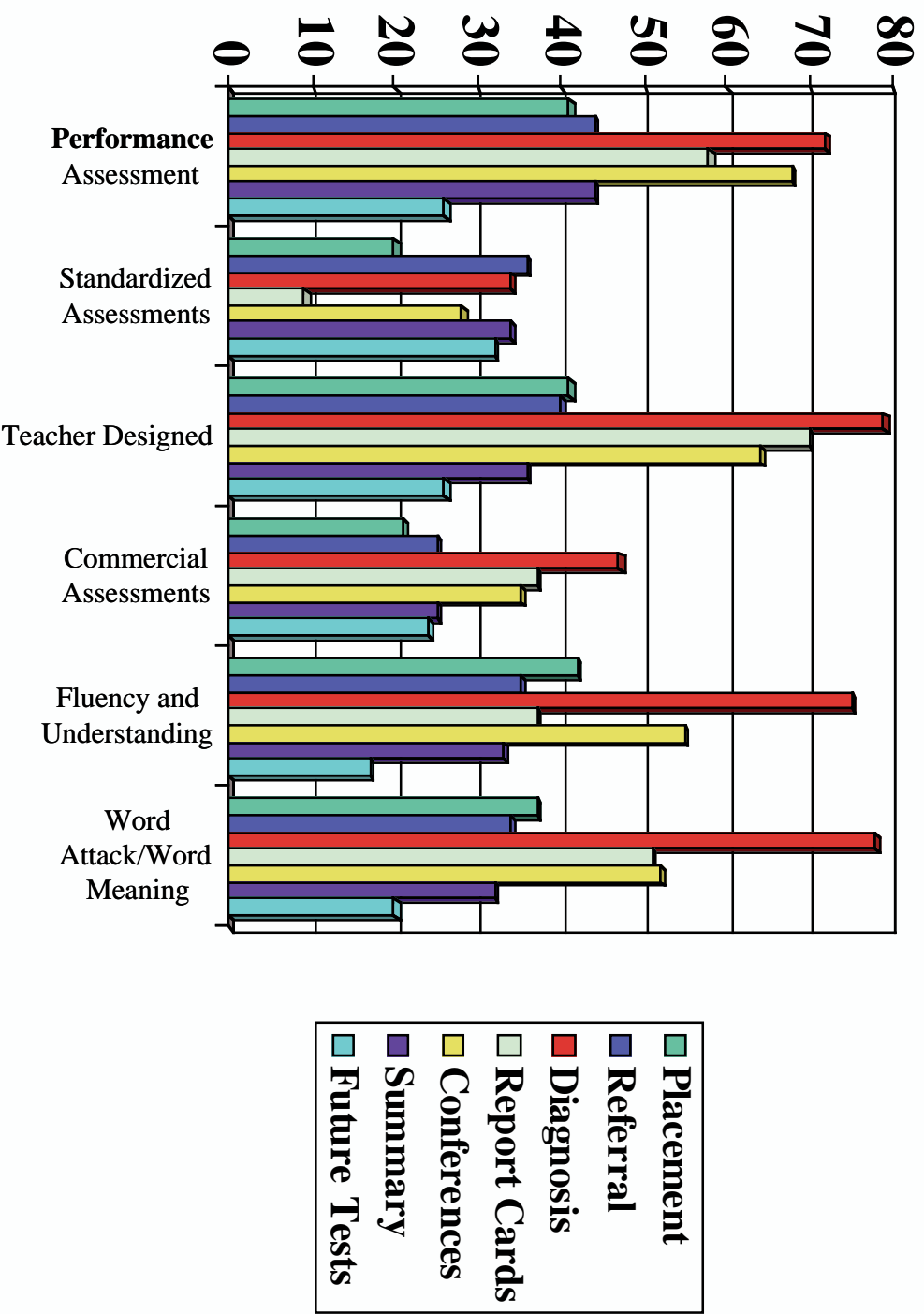
Percent of Teachers Who Reported Using Each Type of Assessment for Summaries



Percent of Teachers Who Reported Using Each Type of Assessment for Test Prep



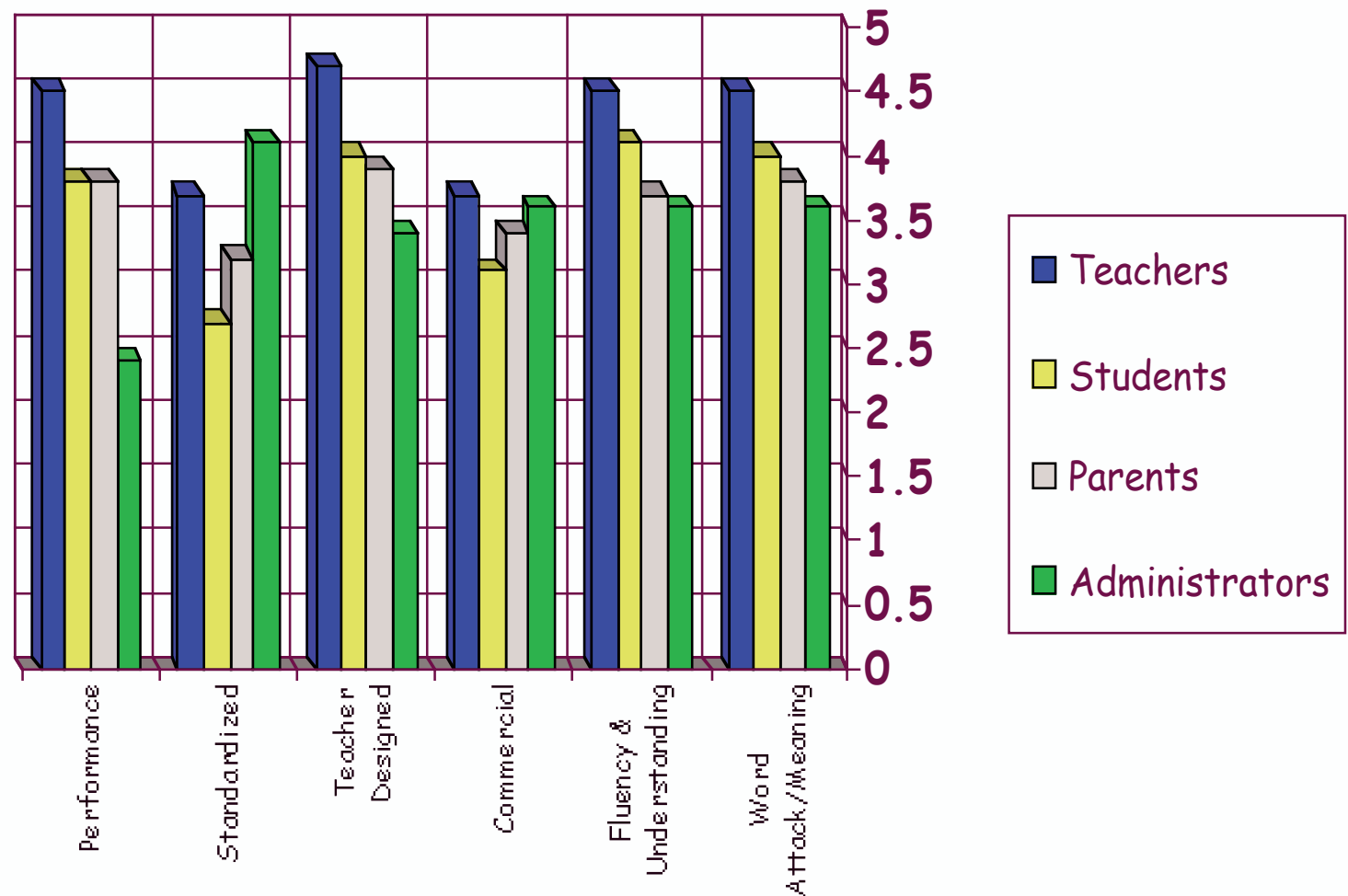
Percent of Teachers Who Reported Using Each Type of Assessment for Each Purpose



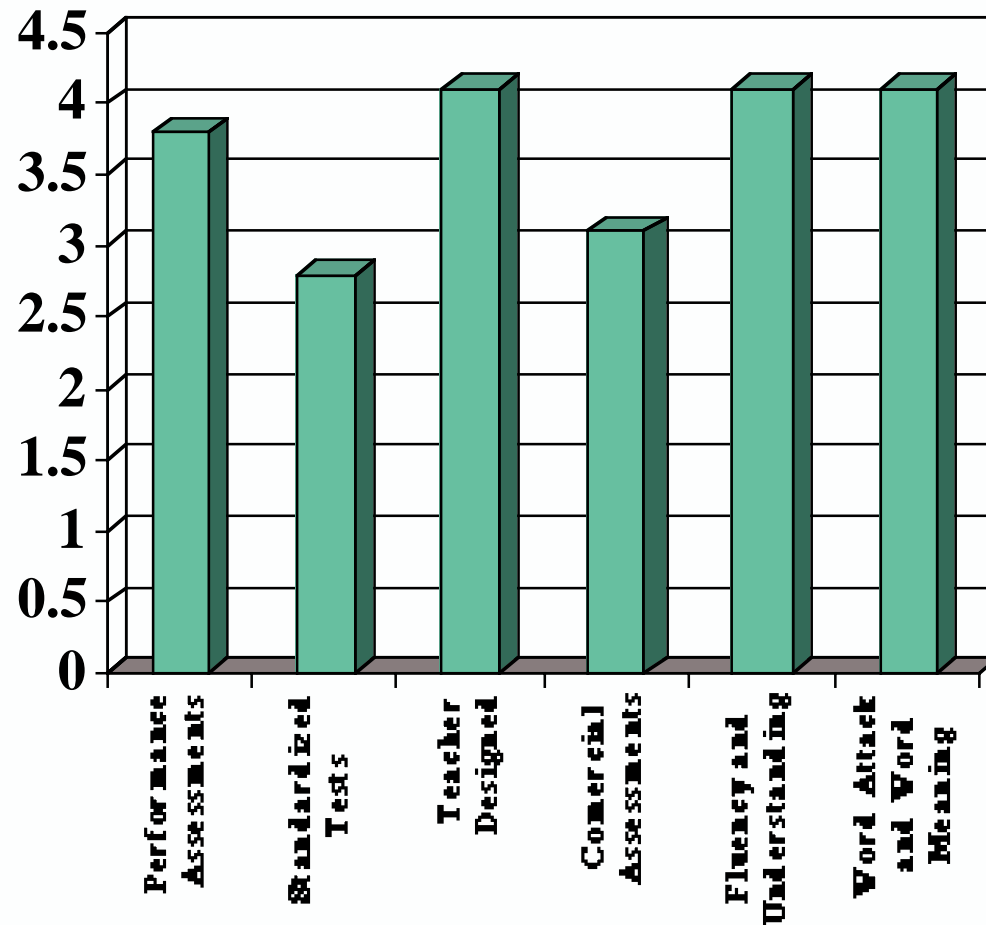
Impact of Assessment on:

- ❁ **Students' Learning**
- ❁ **Students' Motivation**
- ❁ **Teachers' Instructional Decisions**
- ❁ **Parents' Knowledge**
- ❁ **Parents' Involvement**
- ❁ **Administrators' Knowledge**
- ❁ **Administrators' Use of Results**

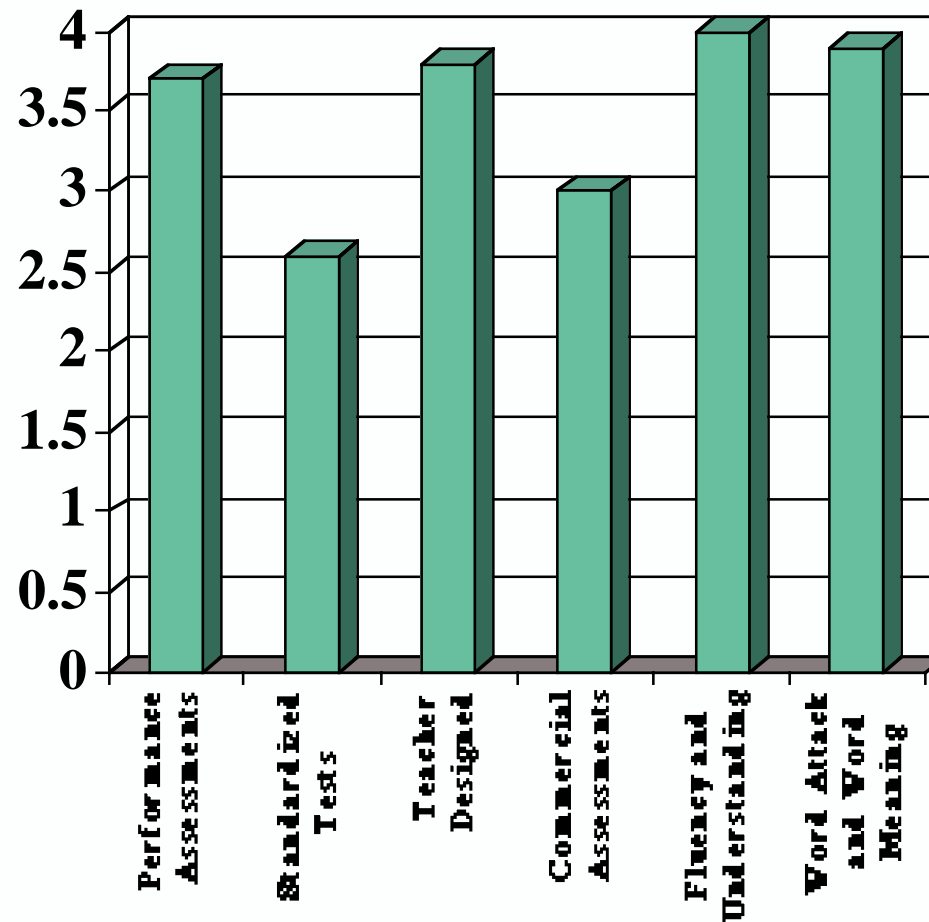
Consequences of Assessments



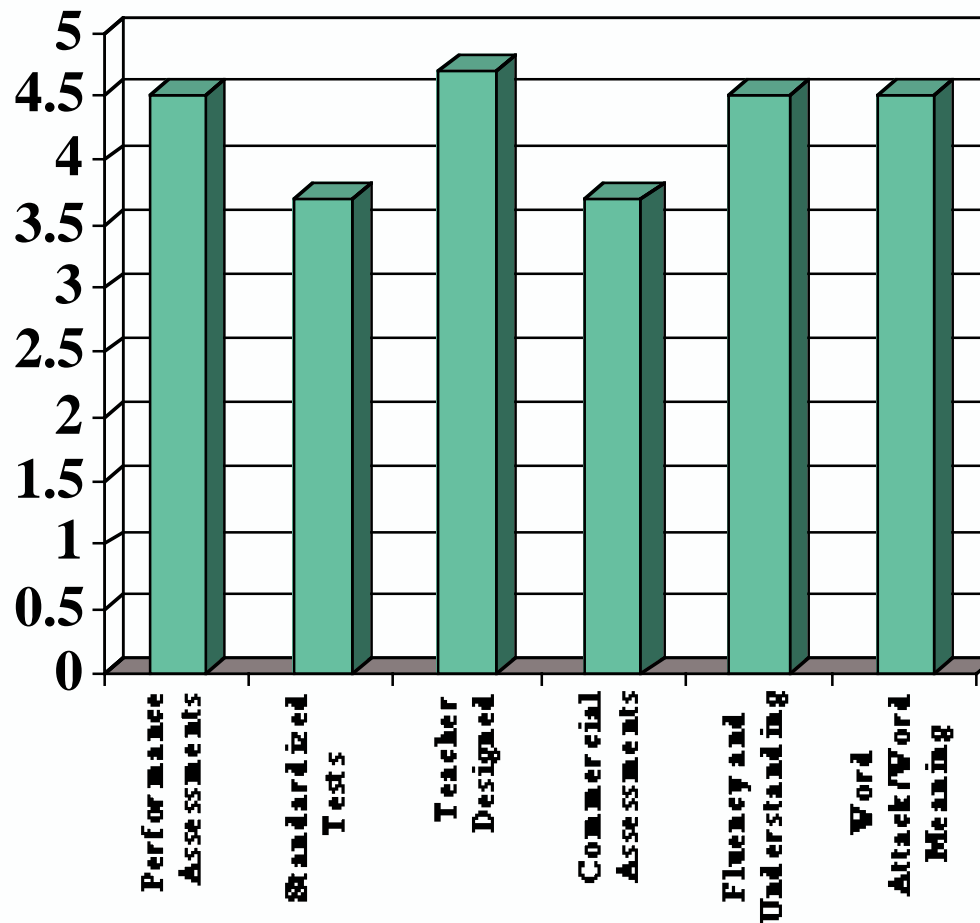
Mean Impact of Each Assessment Type on Students' Learning to Read



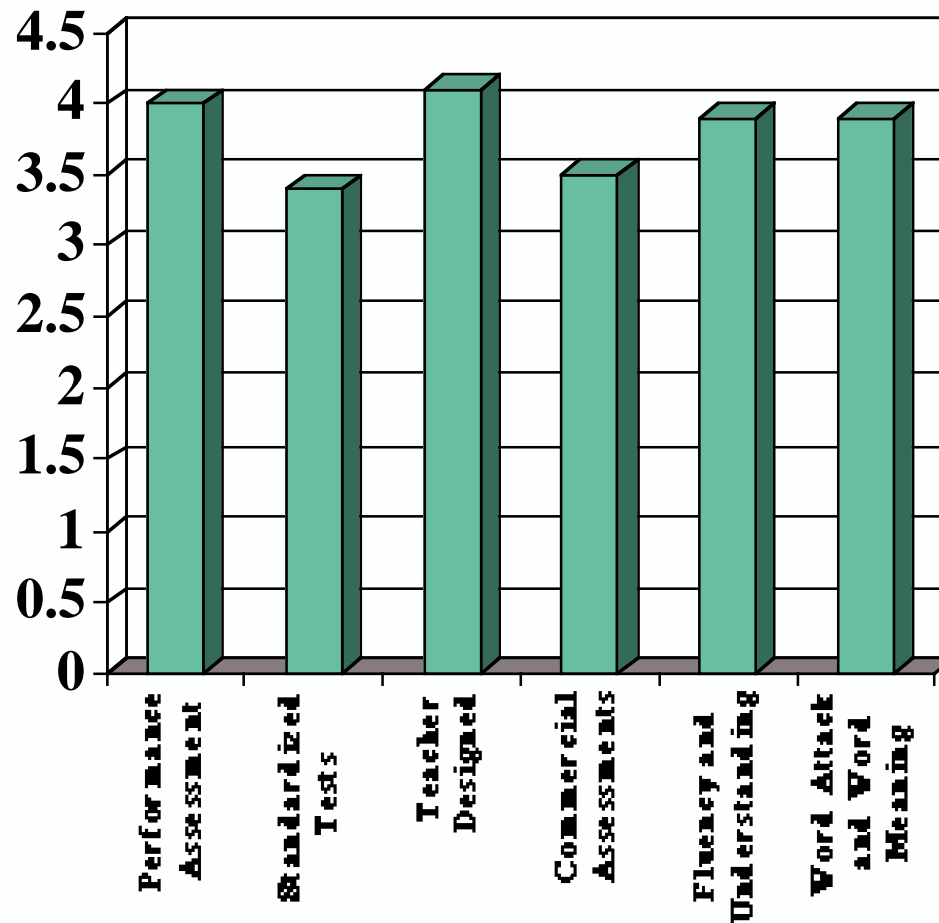
Mean Impact of Each Assessment Type on Students' Motivation to Read



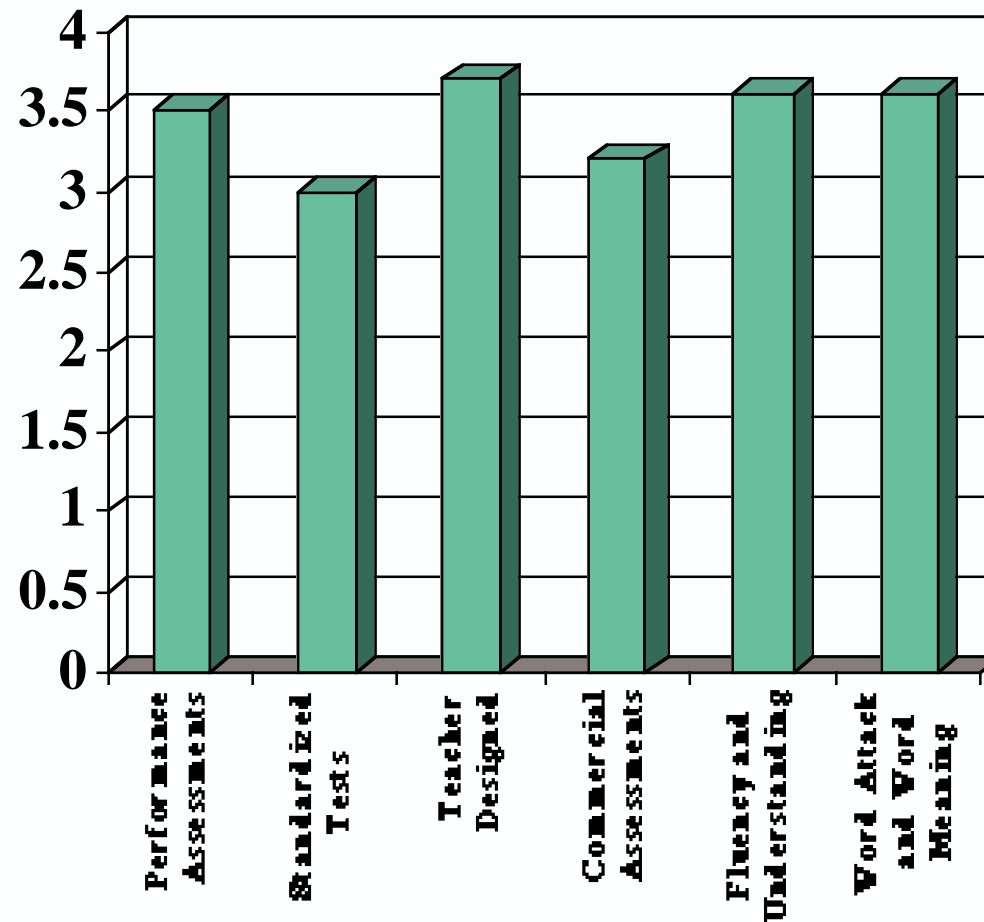
Mean Impact of Each Assessment Type on Teachers' Instructional Decisions



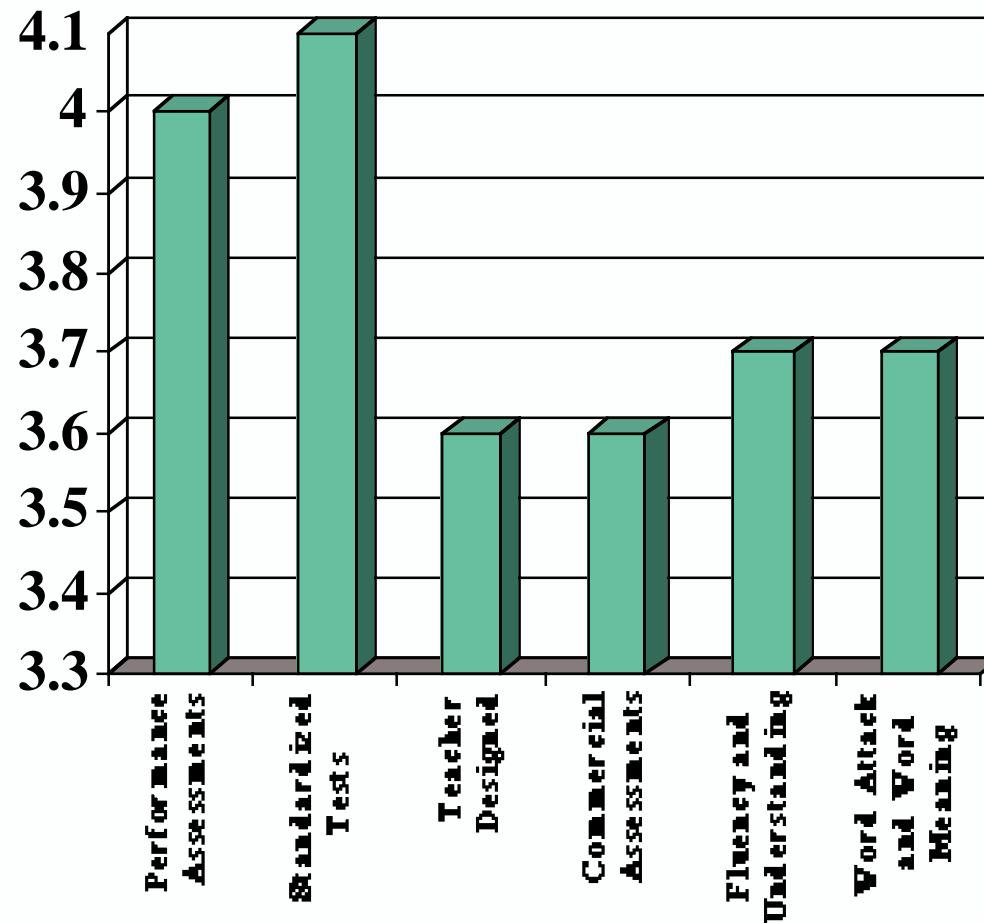
Mean Impact of Each Assessment Type on Parents' Knowledge about Child's Performance



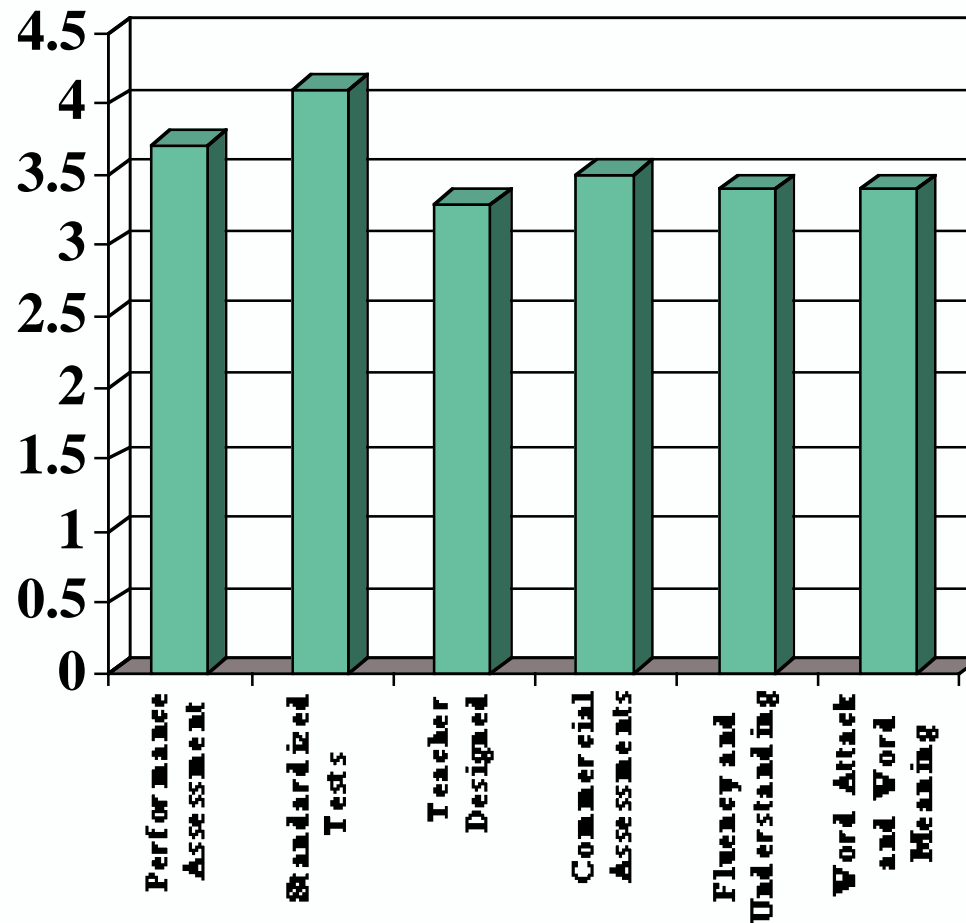
Mean Impact of Each Assessment Type on Parents' Active Involvement



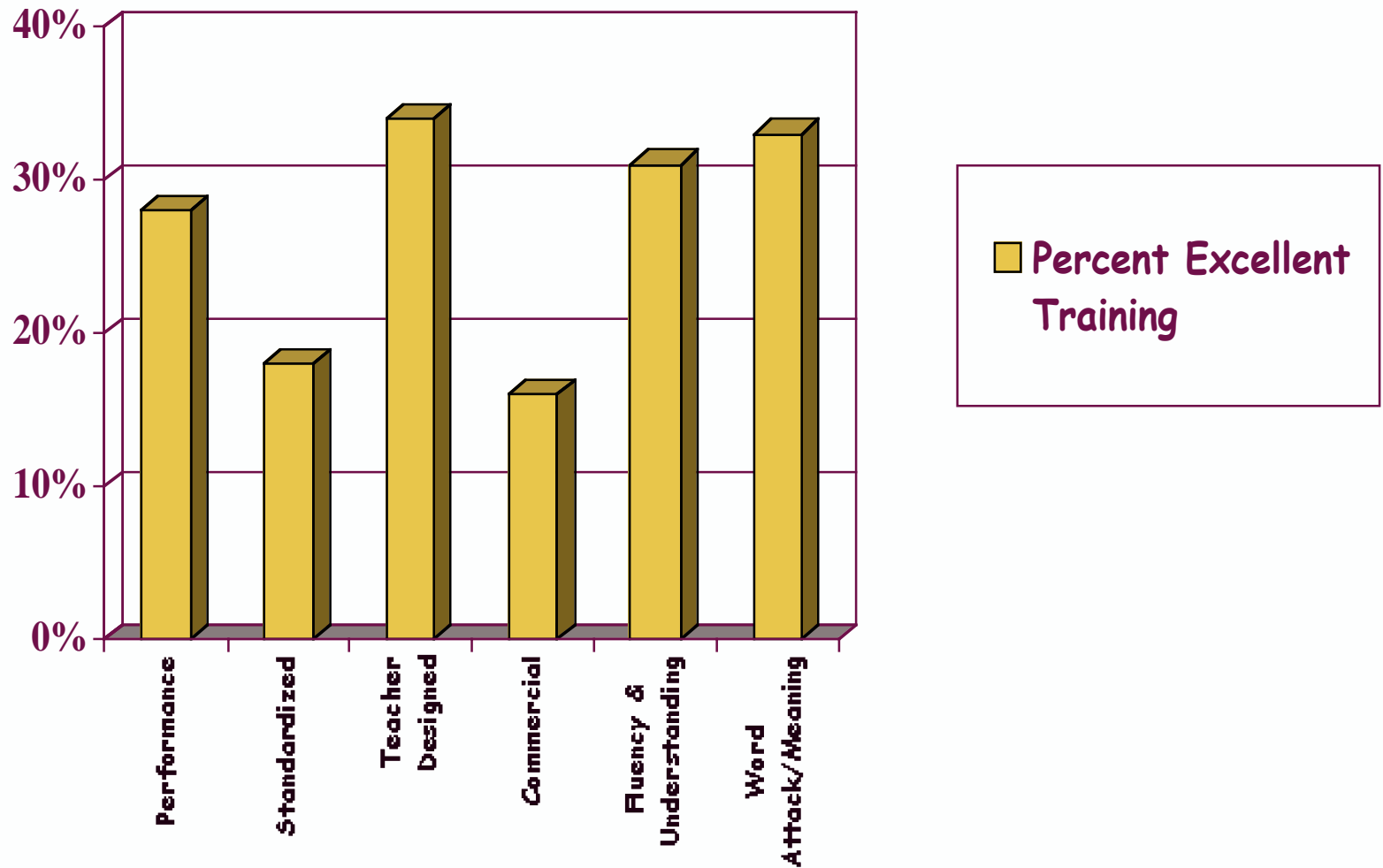
Mean Impact of Each Assessment Type on Administrators' Knowledge of Student Performance



Mean Impact of Each Assessment Type on Administrators' Use of Results in Reports



Assessment Training





Teacher Effects

Teachers who had taken recent reading courses rated standardized tests as having more negative impact on students and administrators.



School Effects

Teachers in high-achieving schools:

- **Had more positive views of the impact of assessments on teachers, students, and parents.**
- **Reported using assessment for more purposes.**
- **Perceived themselves as well-trained for administering all types of assessments.**

Summary

Teachers use assessments that:

- **They design & control**
- **They have been trained to use**
- **Guide daily instructional decisions**
- **Inform conferences & report cards**
- **Help students' learning & motivation**



Points To Ponder: Fragile Evidence

- **The most frequent and beneficial evidence of children's reading may be the least visible and enduring in public records.**
- **Teachers' use of observations, anecdotal records, and work samples may be unrelated to performance standards.**
- **The assessments on which teachers feel least trained and regard as least useful are used most often for evaluations and reports.**

Conclusions

- 1. Teachers reported using a variety of assessments daily to assess reading.**
- 2. Teachers viewed “internal” assessments as the most positive for students, teachers, and parents.**
- 3. “External” commercial and standardized tests had neutral or negative impact on students, teachers, and parents, but a positive impact on administrators.**

Conclusions

4. Few teachers reported that they had received excellent training in any kind of assessment.

5. Teachers who had taken recent reading courses perceived “internal” tests to have more positive impact on instructional decisions, students, and parents than “external” tests.

6. Teachers from high-achieving schools reported greater use and more positive perceptions of a variety of assessments.