Assessment Literacy: Conceptions of USM Teacher Education Graduates

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About the Respondents
What?

Study focused on the beliefs of graduates from teacher education programs at USM related to student assessment and the skills needed to effectively use student assessment data to inform instruction.
Why?

Goal of examining the opinions and beliefs of teachers about student assessment to better understand the needs of teachers in obtaining the skills necessary for effectively using student assessment data.
Why?

The study has the potential to provide those responsible for teacher education programs with valuable information about the needs of teachers related to student assessment as expressed by teachers.

With the study, graduates had an opportunity to provide input on USM’s teacher education programs.
Who?

Emails sent to 822 teacher education graduates from the 2010-11, 2011-12, & 2012-13 academic years.

783 graduates contacted; 77 graduates responded (9.8% response rate)

Respondents currently employed as a teacher: 81%
Grades Taught by Respondent

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>9%</td>
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<tr>
<td>1</td>
<td>8%</td>
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<tr>
<td>2</td>
<td>10%</td>
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<td>3</td>
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<td>10%</td>
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<td>8</td>
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<td>9</td>
<td>23%</td>
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<tr>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>12</td>
<td>20%</td>
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</table>
Years of Experience of Respondent

- 1 year: 43%
- 2 years: 21%
- 3 years: 16%
- >3 years: 5%
Highest Earned Degree of Respondent

87% BS/BA
8% MS/MA
Graduation Year of Respondent

- <2010: 3%
- 2010: 14%
- 2011: 26%
- 2012: 22%
- 2013: 30%
## Teacher Education Program of Respondent

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage</th>
<th>Program</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>5.2%</td>
<td>Foreign Language</td>
<td>1.3%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2.6%</td>
<td>History</td>
<td>9.1%</td>
</tr>
<tr>
<td>Dance</td>
<td>1.3%</td>
<td>Human Performance</td>
<td>2.6%</td>
</tr>
<tr>
<td>Elementary Education (TA)</td>
<td>7.8%</td>
<td>Instructional Technology</td>
<td>1.3%</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>31.2%</td>
<td>Mathematics</td>
<td>3.9%</td>
</tr>
<tr>
<td>Education of the Deaf</td>
<td>2.6%</td>
<td>Music Education</td>
<td>2.6%</td>
</tr>
<tr>
<td>Elem Ed/Special Ed</td>
<td>2.6%</td>
<td>Special Ed</td>
<td>3.9%</td>
</tr>
<tr>
<td>English</td>
<td>3.9%</td>
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</table>
Less Interesting Findings
Definition of assessment.

Series of statements related to definition of assessment posited by the *Joint Committee on Standards for Educational Evaluation*.

Items organized into three broad domains:

- Foundations
- Use
- Quality

Extreme negative skew.
When I think about assessment, these are the kinds of practices I have in mind:

<table>
<thead>
<tr>
<th>Unplanned Observation</th>
<th>53%</th>
<th>Student Conference</th>
<th>31%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Question and Answer</td>
<td>75</td>
<td>Portfolio/Scrapbook</td>
<td>43</td>
</tr>
<tr>
<td>Planned Observation</td>
<td>58</td>
<td>Teacher-made written test</td>
<td>83</td>
</tr>
<tr>
<td>Daily Written Work</td>
<td>69</td>
<td>Essay Test</td>
<td>44</td>
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<tr>
<td>Graded Homework</td>
<td>52</td>
<td>Standardized Test</td>
<td>55</td>
</tr>
<tr>
<td>Self or Peer Assessment</td>
<td>49</td>
<td>District Test</td>
<td>55</td>
</tr>
</tbody>
</table>
Please rate the importance of the following:

A - Understanding the purpose of an assessment.

B - Understanding learning expectations associated with an assessment.

C - Understanding the best method for conducting a particular assessment.

D - Understanding to whom assessment results should be communicated.

E - Involving students in the assessment process.
Please rate the importance of the following:
Please rate your level of agreement with the following:

A - The outcomes of some assessments may be more critical than others.

B - Continuous learning requires continuous assessment.

C - I currently use classroom assessments to individualize instruction for the purpose of increasing student learning.

D - Grades on summative assessments should reflect student achievement of learning expectations.

E - Comments provided on summative assessments should reflect student achievement of the learning expectations.
Please rate your level of agreement with the following:
Please rate the importance of the following:

A - Teaching and learning that is supported by classroom assessment.

B - Aligning assessment practices with learning expectations for each student.

C - Demonstrating student learning through classroom assessment.

D - Allowing adequate student preparation time for assessments.

E - Communicating the purpose of classroom assessments to students.
Please rate the importance of the following:
Please rate the importance of the following:

A - Communicating the uses of classroom assessments to students.

B - Communicating the purposes of classroom assessment practices to parents/guardians.

C - Communicating the uses of classroom assessments to parents/guardians.

D - Using different methods for analyzing evidence of student learning.

E - Providing timely feedback to students about assessments.
Please rate the importance of the following:
Please rate the importance of the following:

A - Providing useful feedback to students about assessments.

B - Using student performance on assessments to support instructional planning.

C - Having standards to guide classroom assessment practices.

D - Having standards to guide classroom assessment practices.

E - Assessment reports should be based on more than one piece of evidence.
Please rate the importance of the following:
Please rate the importance of the following:

A - Assessment reports should be clear.

B - Assessment reports should be timely.

C - Assessment reports should be accurate.

D - Assessment reports should be accurate.

E - Assessment reports should be useful.
Please rate the importance of the following:
More Interesting Findings
Overall, I would rate the job of my teacher education program in preparing me to assess the performance of my students as...

Overall, 59% would rate the job of the teacher education program as 'Good'.
I took a standalone course about assessment as part of my undergraduate teacher preparation program.
The assessment course provided me with the knowledge to use assessments to individualize instruction.
The assessment course provided me with a foundation for using assessment to drive instruction.
Have you been provided professional development on using assessment data by your district within the last 2 years?

- Yes: 53%
- No: 35%
- Don't Know/Don't Remember: 3%
Familiarity/Competency with Microsoft Excel

- Very Familiar with Excel
- Very Competent with Excel

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
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<td>8%</td>
<td>18%</td>
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<td>5%</td>
<td>12%</td>
<td>29%</td>
<td>36%</td>
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</tbody>
</table>

Very Familiar with Excel: 5% Strongly Disagree, 5% Somewhat Disagree, 8% Slightly Disagree
Very Competent with Excel: 18% Slightly Agree, 29% Somewhat Agree, 34% Strongly Agree
Familiarity/Competency with ELS/EZ Test Tracker

![Bar chart showing levels of familiarity and competency with EZ Test Tracker]

- **Very Familiar with EZ Test Tracker**: 26%
- **Very Competent with EZ Test Tracker**: 26%
- **Strongly Disagree**: 20%
- **Somewhat Disagree**: 18%
- **Slightly Disagree**: 17%
- **Slightly Agree**: 15%
- **Somewhat Agree**: 13%
- **Strongly Agree**: 10%
- **None**: 5%
- **Strongly Disagree**: 4%
- **Somewhat Disagree**: 5%
How important would it be for teacher preparation programs to include instruction about software designed to aid in analyzing assessment results?

Very Unimportant: 5%
Unimportant: 1%
Somewhat Unimportant: 3%
Somewhat Important: 16%
Important: 21%
Very Important: 46%

83%