

**MAT Teacher Candidates' Concerns  
associated with the  
Classroom Assessments Standards**

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# Background for the Study

As MAT teacher candidates advance in their preparation programs for becoming classroom teachers, they begin to recognize the presence and power of classroom assessments and start to experience and express concerns.

Their concerns are based on both their memories associated with past interactions with assessments from their Prek-12 student experiences...

# Background for the Study-continued

...compounded by the models from their field experiences associated with contemporary interactions with assessments.

As more emphasis is placed on assessment impacting the teaching, learning, and schooling, teacher candidates must be aware of the assessment standards as well as guided in their application to guide and support their practices.

# Purpose of the Study

- Investigate the concerns of MAT teacher candidates associated with the Classroom Assessment Standards written by the Joint Committee on Standards for Educational Evaluation (2011).
- Analyze data for ways to modify practices in MAT 6311, Classroom Assessment.
- Share results with MAT program instructors.
- Continue collecting and analyzing data to continue improving the course and assessment practices.

# Research Questions

1. What Assessment Standards are most important or of greatest concern to teacher candidates?
2. What is the basis of the explanation provided by teacher candidates related to the identification of an Assessment Standard considered most important or of greatest concern?
3. What possible actions are initiated by the researcher when analyzing the Assessment Standards and accompanying explanations for the researcher's practices?

# Classroom Assessment Standards

1. FOUNDATIONS

2. USE

3. QUALITY

# FOUNDATIONS

Classroom assessment practices must be aligned with learning targets grounded in curriculum and expectations for individual student growth to provide accurate information about students' strengths and areas of need, while also fostering continued learning. Since the support of student learning is a key purpose of classroom assessment, it is necessary to use assessment results to inform instruction. The more students, teachers, and, when appropriate, parents/guardians and others with a legitimate need to know, fully understand the intent of classroom assessment, the more likely they will be to support the assessment process and use the results.

# FOUNDATIONS

**F 1 Assessment Purpose:** *Classroom assessment practices should have a clear purpose that supports teaching and learning.*

**F 2 Learning Expectations:** *Classroom assessment practices should align with the appropriate learning expectations and instruction intended for each student.*

**F 3 Assessment Design:** *The types and methods of classroom assessment used should clearly allow students to demonstrate their learning.*

**F 4 Student Engagement in Assessment:** *Students should be meaningfully engaged in the assessment process and use of the assessment evidence to enhance their learning.*

**F 5 Assessment Preparation:** *Adequate teacher and student preparation in terms of resources, time and learning opportunities should be part of classroom assessment practices.*

**F 6 Informed Students and Parents/Guardians:** *The purposes and uses of classroom assessment should be communicated to students and, when appropriate, parents/guardians.*

# USE

Classroom assessment practices meet the standards of use when teachers can be confident the assessment results have supported students' learning and achievement.

Careful analysis of student performance yields meaningful information and scores and provides feedback and direction that influences subsequent teaching and learning. Further, the results of classroom assessments should be used to summarize students' learning and communicate this information to students, their parents/guardians and subsequent teachers.

# USE

**U 1 Analysis of Student Performance:** *The methods for analyzing evidence of student learning should be appropriate for the assessment purpose and practice.*

**U 2 Effective Feedback:** *Classroom assessment practices should provide timely and useful feedback to improve student learning.*

**U 3 Instructional Follow-up:** *Analysis of student performance should inform instructional planning and next steps to support ongoing student learning.*

**U 4 Grades and Summative Comments:** *Summative classroom assessment grades and comments should reflect student achievement of the learning expectations.*

**U 5 Reporting:** *Student assessment reports should be based on a sufficient body of evidence and provide a summary of student learning in a clear, timely, accurate, and useful manner.*

# QUALITY

Classroom assessment practices meet the standards of quality when teachers can be confident that their assessment practices provide accurate and dependable information about students' learning. These practices are free of bias and are inclusive in nature. Reflection on and revision of assessment practices can support the ongoing improvement of these practices.

# QUALITY

**Q 1 Cultural and Linguistic Diversity:** *Classroom assessment practices should be responsive to and respectful of the cultural and linguistic diversity of students and their communities.*

**Q 2 Exceptionality and Special Education:** *Classroom assessment practices should be appropriately differentiated to meet the specific educational needs of all students.*

**Q 3 Freedom from Bias:** *Classroom assessment practices and subsequent decisions should not be influenced by factors unrelated to the intended purposes of the assessment.*

**Q 4 Validity:** *Classroom assessment practices should provide adequate and appropriate information that supports sound decisions about each student's knowledge and skills.*

**Q 5 Reliability:** *Classroom assessment practices should provide consistent, dependable information that supports sound decisions about each student's knowledge and skills.*

**Q 6 Reflection:** *Classroom assessment practices should be monitored and revised to improve their overall quality.*

# Research Subjects

1. Master of Arts in Teaching candidates
2. Enrollment in MAT 6311 – required course completed after MAT 5310 (first course) and before MAT 6699 (last course)
3. 132 candidates from four semesters:

Group A. Fall, 2015 =	35
Group B. Spring, 2016 =	46
Group D. Fall, 2016 =	24
Group D. Spring, 2017 =	27

# Data Collection

**MAT 6311, Classroom Assessment, is an online asynchronous course taught via Blackboard format.**

**The course is organized into ten modules called Sessions.**

**Session 1 = email between instructor confirming enrollment and providing candidate information. (Week 1)**

**Session 2 = introduction posted as a Discussion Entry responding to specific instructor written prompts and providing Feedback to one other candidate's Discussion Entry following instructor written procedures. (Week 2)**

# Data Collection-continued

Session 2 Discussion Entry prompts for Introduction:

Write five paragraphs (with at least 100 words in each paragraph) in first person about you, your knowledge, and your experiences. (Do not write about teachers in general.)

- your name, your current employment, your current educational plan; any personal information about yourself that you want to share with the class; about a skill or interest that you possess, the way(s) you became skilled or interested in this particular area, and the reason(s) that this skill or interest is rewarding to you

# Data Collection-continued

- the meaning of assessment for you, and your feelings about assessment
- your most favorite assessment (as a P-12 learner) including academic content area, grade level, experience, feelings, etc.
- your least favorite assessment (as a P-12 learner) including academic content area, grade level, experience, feelings, etc.

- about one standard from the Classroom Assessment Standards that seems particularly important or of concern to you as a classroom teacher. Please identify the standard stating the code, title, and definition;

i.e., U 1 Analysis of Student Performance: *The methods for analyzing evidence of student learning should be appropriate for the assessment purpose and practice.*

Then describe the importance and/or your concerns.

# Activity

- **Review the 17 Assessment Standards.**
- **Select 1 of the 17 standards that you perceive is of greatest importance or that most concerns your teacher candidates and you.**
- **Talk with your neighbor(s) to share your selections and explanations.**

# Results

<b>FOUNDATIONS</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>T</b>
<b>F 1 Assessment Purpose</b>	1	2	0	0	3
<b>F 2 Learning Expectations</b>	4	1	2	1	8
<b>F 3 Assessment Design</b>	4	10	2	7	23
<b>F 4 Student Engagement in Assessment</b>	12	7	3	9	31
<b>F 5 Assessment Preparation</b>	0	1	0	2	3
<b>F 6 Informed Students and Parents/Guardians</b>	1	0	0	1	2

# Results

<b>USE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>T</b>
<b>U 1 Analysis of Student Performance</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>U 2 Effective Feedback</b>	<b>5</b>	<b>15</b>	<b>5</b>	<b>4</b>	<b>29</b>
<b>U 3 Instructional Follow-up</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>13</b>
<b>U 4 Grades and Summative Comments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>U 5 Reporting</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

# Results

<b>QUALITY</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>T</b>
<b>Q 1 Cultural and Linguistic Diversity</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>6</b>
<b>Q 2 Exceptionality and Special Education</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>
<b>Q 3 Freedom from Bias</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>3</b>
<b>Q 4 Validity</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>Q 5 Reliability</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Q 6 Reflection</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>4</b>

# Assessment Standards Reported (most to least)

	n=132	#	%
1	F 4 Student Engagement in Assessment	31	23.5
2	U 2 Effective Feedback	29	22.0
3	F 3 Assessment Design	23	17.4
4	U 3 Instructional Follow-up	13	9.8
5	F 2 Learning Expectations	8	6.0
6	Q 1 Cultural and Linguistic Diversity	6	4.5
7	Q 2 Exceptionality and Special Education	4	3.0
8	Q 6 Reflection	4	3.0

# Assessment Standards Reported (most to least)

	n=132	#	%
9	F 1 Assessment Purpose	3	2.3
10	F 5 Assessment Preparation	3	2.3
11	Q 3 Freedom from Bias	3	2.3
12	F 6 Informed Students and Parents/Guardians	2	1.5
13	U 4 Grades and Summative Comments	1	.8
14	U 5 Reporting	1	.8
15	Q 4 Validity	1	.8
16	U 1 Analysis of Student Performance	0	0
17	Q 5 Reliability	0	0

# Discussion

**F 4 Student Engagement in Assessment: did not experience in own K-12 learning; part of 8 of 10 Sessions**

**U 2 Effective Feedback: starting to experience in MAT; will be provided and practice during 8 of 10 Sessions**

**F 3 Assessment Design: introduced and practiced in this course**

**U 3 Instructional Follow-up: practiced in the course relating to teaching , learning, and schooling triad**

# Discussion

**F 2 Learning Expectations: advanced, and hopefully, mastered in this course**

**Q 1 Cultural and Linguistic Diversity: practiced in this course**

**Q 2 Exceptionality and Special Education: practiced in this course**

**Q 6 Reflection: part of the self assessment rubric practiced in 8 of 10 Sessions**

# Statement Analysis

		%	
1	Preparation for future students and teaching	27	
2	Preparation for future students	23	
3	Preparation for future teaching; efficacy	18	
4	Preparation for differentiation; culture/language	15	
5	Memories from own K-12 experiences	8	
6	Observations of a current K-12 teacher	5	
7	Challenges as a current K-12 teacher	3	
8	Experiences as a parent of current K-12 student	1	

## Selected Statements

*If I as the teacher am not able to align my objectives to the assessments, then either I must reevaluate my assessments.*

*I hope to increase my overall knowledge for creating stress-free assessments for students.*

*Anyone can give feedback but I want to give effective and encouraging feedback.*

*Every student is different and as my own children have demonstrated, even genetically similar children have unique learning styles and interests.*

*From past experience as a long-term substitute, my learners performed better and retained more content when we did self and peer reflection assessments. When I laid the foundation as to what was the criteria and what it should look like, they took it and ran with it. They felt better in knowing they had a voice and did not feel as though I was being biased in grading, etc.*

*I also must add that they were more receptive in feedback better from their peers than they did from me.*

Assessments should affect how I teach my content. If my students all do poorly on an assessment, then perhaps I have not been teaching well.

I always want to be improving as an educator and so I need to be using assessments to help improve my instructional practices.

When I teach and make assessments, I don't want the product for the students just to be a grade. I want the assessment to serve for them as an overview of what they have learned in that particular unit.

# Recommendations

1. Continue research using same procedures.
2. Share results with MAT Program faculty.
3. Integrate conversations and make connections to the Assessment Standards more visible and valuable throughout the course.
4. Talk with other professors of Classroom Assessment to advance the research and practices.

*Thank you!*

