Assessment Guided Instruction

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Status of Assessment

- The trend: “assessment guided instruction”
- Effectiveness depends on the accuracy of our assessments
- Are our classroom assessments comparable to the District and State assessments that we are held accountable to?
Question

- Do weekly mathematic assessments predict or correlate with District/State Benchmarks?
Hypothesis

- Weekly mathematics assessment scores will serve as positive predictors of district and state assessments.
Test Groups

- 2 classes in a Title 1 School
  - 1 general education class of fourteen 4th grade students
  - 1 bilingual-spanish education class of ten 4th grade students
Data

- Scores and mastery levels of post-assessments from 15 units

- Scores and mastery levels of 3 District Benchmarks (one released TAKS test)
Comparisons

- Average of the students' scores on all weekly mathematics assessments with an average of the students' scores on all Math District Benchmarks for the 2009/2010 school year.
- Student mastery of specific standards (TEKS) in class to student mastery on District Benchmarks.
Results

- By Standard: In 70% of cases, a student’s in-class mastery predicted mastery on a District benchmark.

- Overall average: Less than half of students’ post-assessment scores predicted their District benchmark scores within 5 percentage points.
## Contributing Factors

<table>
<thead>
<tr>
<th>In-class assessments</th>
<th>District/State Tests</th>
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<tbody>
<tr>
<td>Short, 10 questions at the most</td>
<td>Long, at least 40 questions</td>
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<tr>
<td>Focus on one or two TEKS</td>
<td>Cover at least 15 TEKS per benchmark</td>
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<td>Less accountability</td>
<td>School, classroom, and district are held accountable for scores</td>
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<td>In regular classroom environment</td>
<td>Struggling students are often pulled into small groups or test individually</td>
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<tr>
<td>No pressure</td>
<td>Some students suffer from test anxiety</td>
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</table>
Conclusion

• In our classroom, student mastery of an individual TEK is a positive predictor of student mastery of that TEK on a District Benchmark.

• There are too many factors for us to predict scores on District Benchmarks using in-class scores.
Recommendations

- Retention: What can you do?
  - Student 12
    - Post-assessment average: 68
    - District Benchmark average: 46

- Wording of questions:
  - bilingual-spanish class

- Analyze specific TEKS
  - fractions: lowest percentage of predictors