

2015 TENNESSEE EDUCATOR SURVEY TEACHER MODULE A - ASSESSMENT

The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to partner on a new annual survey, the Tennessee Educator Survey.¹ This survey examines a variety of areas such as school culture, school leadership, instructional practices, and teacher and administrator evaluation.

The Survey consists of four core versions provided to each of the groups listed below.

1. Teachers
2. Building Administrators
3. Certified School-Level Support Staff
4. District Staff

Teachers and administrators complete the appropriate core and a randomly assigned module focused on a specific topic. Teacher Module A - Assessment follows this introduction.

Survey participants generally are able to complete their portion of the survey in 15 - 20 minutes.

¹ Questions on the Tennessee Educator Surveys derive from a variety of sources including: the Tennessee First to the Top Survey; the Consortium on Chicago School Research (CCSR) surveys; the Schools and Staffing Survey (SASS), the Teaching, Empowering, Leading and Learning (TELL) survey; the What Makes Schools Work survey; and the Gates Measure to Learn and Improve surveys. Several items were also drafted by the Tennessee Department of Education. For more information on the source of individual questions, please contact the Tennessee Consortium on Research, Evaluation, and Development.



2015 TENNESSEE EDUCATOR SURVEY - TEACHER SURVEY MODULES

Teacher Module A - Assessment

This section of the survey solicits your perceptions and experiences with different types of assessments. These assessment types are defined below.

Statewide Standardized Exams - Assessments mandated by state law and/or the Tennessee Department of Education (e.g. TCAP or EOC)

Benchmark Assessments (either district or vendor created) - Assessments intended to monitor students' progress toward meeting grade level or course expectations in one or more subjects. These assessments generally are administered at regular intervals during the school year.

Other General Assessments - Any other general assessment your district or school administers, for example the DIBELS reading exam for young children, EXPLORE/PLAN/ACT, etc.

Teacher Developed Assessments - Student quizzes, tests, and assignments that teachers created. Tests or quizzes constructed by teachers using test item banks or items and / or homework assignments from teacher editions of textbooks also should be considered teacher-developed assessments.

Embedded Informal Assessments - Questions asked and activities completed as a regular part of instruction that allow students to demonstrate their grasp of material without completing a scored test, quiz, or other assignment.

T-A1. Which types of assessments were used for which purposes? (Mark each that applies)

	Statewide Standardized Exams	Benchmark Assessments	Other General Assessments	Teacher Developed Assessments	Embedded Informal Assessments
a. Determine my students' knowledge before beginning instruction	1	2	3	4	5
b. Identify topics requiring more or less emphasis in instruction	1	2	3	4	5
c. Set learning goals for individual students	1	2	3	4	5
d. Assign or reassign students to groups within my class	1	2	3	4	5
e. Identify individual students who need additional assistance	1	2	3	4	5
f. Develop recommendations for tutoring or other educational support services	1	2	3	4	5
g. Determine my students' progress toward district benchmarks	1	2	3	4	5
h. Determine my students' progress toward standards	1	2	3	4	5
i. Assign student grades	1	2	3	4	5
j. Communicate student progress to parents	1	2	3	4	5
k. Identify areas where I need to strengthen my content knowledge or teaching skills	1	2	3	4	5
l. Discuss teaching and learning with my teaching team or other teachers, coaches, etc.	1	2	3	4	5

T-A2. Approximately how many hours during this school year (2014-2015) do you estimate your students spend on each of the following types of assessments in your classroom?

	None	1 to 3 Hours	4 to 7 Hours	8 to 14 Hours	15-25 Hours	More than 25 Hours
a. Statewide standardized exams	1	2	3	4	5	6
b. Benchmark assessments	1	2	3	4	5	6
c. Other general assessments	1	2	3	4	5	6
d. Teacher developed assessments	1	2	3	4	5	6
e. Embedded informal assessments	1	2	3	4	5	6

T-A3. How much time did your typical student spend this year preparing for state assessments (e.g. taking practice tests, learning test-taking strategies, reviewing sample questions)?

- Fewer than 5 class periods
- 5-10 class periods
- 10-20 class periods
- More than 20 class periods

T-A4. How much influence does each of the following have in deciding how you prepare students for state assessments?

	Little or no Influence	Some Influence	A Great Deal of Influence
a. District superintendent	1	2	3
b. School principal	1	2	3
c. My department head or my team	1	2	3
d. Myself	1	2	3

T-A5. Please indicate whether you agree or disagree with the following statements concerning statewide standardized exams.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I spend too much instructional time helping students prepare for statewide standardized exams.	1	2	3	4
b. My students spend too much time taking statewide standardized exams.	1	2	3	4
c. Overall, the benefits to my students from statewide standardized exams are worth the investment of time and effort.	1	2	3	4
d. I understand how to use results from statewide standardized exams to improve my teaching.	1	2	3	4
e. The results of statewide standardized exams help me to determine if my students are gaining the skills and knowledge necessary to meet the state standards.	1	2	3	4

T-A6. Please indicate whether you agree or disagree with the following statements concerning benchmark and other district-required assessments.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I spend too much instructional time helping students prepare for benchmark assessments.	1	2	3	4
b. My students spend too much time taking benchmark assessments.	1	2	3	4
c. Overall, the benefits to my students from benchmark assessments are worth the investment of time and effort.	1	2	3	4
d. I understand how to use results from benchmark assessments to improve my teaching.	1	2	3	4
e. The results of benchmark assessments help me to determine if my students are gaining the skills and knowledge necessary to meet the state standards.	1	2	3	4

T-A7. How helpful are data from each of the following types of assessments in guiding your instructional decisions?

	Not Helpful	Somewhat Helpful	Very Helpful
a. Statewide standardized exams	1	2	3
b. Benchmark assessments	1	2	3
c. Other general assessments	1	2	3
d. Teacher developed assessments	1	2	3
e. Embedded informal assessments	1	2	3

Individuals who respond “Not Helpful” to the previous question answer the question below.

T-A8. If these data are not helpful, why not?

	Content of exam is not well aligned with curriculum I teach	I don't have the expertise to analyze this type of data	I have too many students and teaching responsibilities to spend time analyzing data	Data from this type of assessment don't tell me anything I can't learn from other sources	Results from this type of assessment are not received in a timely manner	Results from this type of assessment are not broken out in sufficient detail
a. Statewide standardized exams	1	2	3	4	5	6
b. Benchmark assessments	1	2	3	4	5	6
c. Other general assessments	1	2	3	4	5	6
d. Teacher developed assessments	1	2	3	4	5	6
e. Embedded informal assessments	1	2	3	4	5	6