

Teacher Module A: Standards & Assessments

TM_A1. Which types of assessment do you think are most effective for Determining your students' knowledge at the start of the school year?

| | Most Effective | 2 nd Most Effective | Third Most Effective | Used but Not Effective | Not Used |
|---|----------------|--------------------------------|----------------------|------------------------|----------|
| a. Statewide Standardized Exams | 1 | 2 | 3 | 4 | 5 |
| b. District and/or School-adopted Benchmark Assessments | 1 | 2 | 3 | 4 | 5 |
| c. Benchmark Assessments | 1 | 2 | 3 | 4 | 5 |
| d. Other General Assessments | 1 | 2 | 3 | 4 | 5 |
| e. Teacher Developed Assessments | 1 | 2 | 3 | 4 | 5 |
| f. Embedded Informal Assessments | 1 | 2 | 3 | 4 | 5 |

TM_A2. Which types of assessment do you think are most effective for DETERMINING YOUR STUDENTS' KNOWLEDGE BEFORE BEGINNING INSTRUCTION ON A NEW STANDARD?

| | Most Effective | 2 nd Most Effective | Third Most Effective | Used but Not Effective | Not Used |
|---|----------------|--------------------------------|----------------------|------------------------|----------|
| a. Statewide Standardized Exams | 1 | 2 | 3 | 4 | 5 |
| b. District and/or School-adopted Benchmark Assessments | 1 | 2 | 3 | 4 | 5 |
| c. Benchmark Assessments | 1 | 2 | 3 | 4 | 5 |
| d. Other General Assessments | 1 | 2 | 3 | 4 | 5 |
| e. Teacher Developed Assessments | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|----------------------------------|---|---|---|---|---|
| f. Embedded Informal Assessments | 1 | 2 | 3 | 4 | 5 |
|----------------------------------|---|---|---|---|---|

TM_A3. Which types of assessment do you think are most effective for IDENTIFYING TOPICS REQUIRING MORE OR LESS EMPHASIS IN INSTRUCTION?

| | Most Effective | 2 nd Most Effective | Third Most Effective | Used but Not Effective | Not Used |
|---|----------------|--------------------------------|----------------------|------------------------|----------|
| a. Statewide Standardized Exams | 1 | 2 | 3 | 4 | 5 |
| b. District and/or School-adopted Benchmark Assessments | 1 | 2 | 3 | 4 | 5 |
| c. Benchmark Assessments | 1 | 2 | 3 | 4 | 5 |
| d. Other General Assessments | 1 | 2 | 3 | 4 | 5 |
| e. Teacher Developed Assessments | 1 | 2 | 3 | 4 | 5 |
| f. Embedded Informal Assessments | 1 | 2 | 3 | 4 | 5 |

TM_A4. Which types of assessment do you think are most effective for SETTING LEARNING GOALS FOR INDIVIDUAL STUDENTS?

| | Most Effective | 2 nd Most Effective | Third Most Effective | Used but Not Effective | Not Used |
|---|----------------|--------------------------------|----------------------|------------------------|----------|
| a. Statewide Standardized Exams | 1 | 2 | 3 | 4 | 5 |
| b. District and/or School-adopted Benchmark Assessments | 1 | 2 | 3 | 4 | 5 |
| c. Benchmark Assessments | 1 | 2 | 3 | 4 | 5 |
| d. Other General Assessments | 1 | 2 | 3 | 4 | 5 |
| e. Teacher Developed Assessments | 1 | 2 | 3 | 4 | 5 |
| f. Embedded Informal Assessments | 1 | 2 | 3 | 4 | 5 |

TM_A5. Which types of assessment do you think are most effective for ASSIGNING OR REASSIGNING STUDENTS TO GROUPS WITHIN YOUR CLASS?

| | Most Effective | 2 nd Most Effective | Third Most Effective | Used but Not Effective | Not Used |
|---|----------------|--------------------------------|----------------------|------------------------|----------|
| a. Statewide Standardized Exams | 1 | 2 | 3 | 4 | 5 |
| b. District and/or School-adopted Benchmark Assessments | 1 | 2 | 3 | 4 | 5 |
| c. Benchmark Assessments | 1 | 2 | 3 | 4 | 5 |
| d. Other General Assessments | 1 | 2 | 3 | 4 | 5 |
| e. Teacher Developed Assessments | 1 | 2 | 3 | 4 | 5 |
| f. Embedded Informal Assessments | 1 | 2 | 3 | 4 | 5 |

TM_A6. Which types of assessment do you think are most effective for IDENTIFYING INDIVIDUAL STUDENTS WHO NEED ADDITIONAL ASSISTANCE?

| | Most Effective | 2 nd Most Effective | Third Most Effective | Used but Not Effective | Not Used |
|---|----------------|--------------------------------|----------------------|------------------------|----------|
| a. Statewide Standardized Exams | 1 | 2 | 3 | 4 | 5 |
| b. District and/or School-adopted Benchmark Assessments | 1 | 2 | 3 | 4 | 5 |
| c. Benchmark Assessments | 1 | 2 | 3 | 4 | 5 |
| d. Other General Assessments | 1 | 2 | 3 | 4 | 5 |
| e. Teacher Developed Assessments | 1 | 2 | 3 | 4 | 5 |
| f. Embedded Informal Assessments | 1 | 2 | 3 | 4 | 5 |

TM_A7. Approximately how many hours during this school year (2015-2016) 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 |

TM_A8. Approximately how many hours during this school year (2015-2016) do you believe students should spend on each of the following types of assessments?

| | 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 |

TM_A9. Please indicate the amount of time spent by your typical student this year doing each of the following to prepare for statewide standardized exams

| | None | 1 to 3 Hours | 4 to 7 Hours | 8 to 14 Hours | 15-25 Hours | More than 25 Hours |
|---|------|--------------|--------------|---------------|-------------|--------------------|
| a. Taking practice tests isolated from the teaching and learning cycle (not for instructional purposes) | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Learning test-taking strategies | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Reviewing and answering sample questions separate from usage in instruction | 1 | 2 | 3 | 4 | 5 | 6 |

TM_A10. Please indicate the extent to which you agree or disagree with the following statements regarding 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, information received from statewide standardized exams are worth the investment of time and effort. | 1 | 2 | 3 | 4 |
| d. I gain information from statewide standardized exams that helps in refining my teaching practices. | 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 |

TM_A11. Which of the following supports for implementing Tennessee State Standards do you find helpful?

| | Not Helpful | Somewhat Helpful | Helpful | Very Helpful |
|--|-------------|------------------|---------|--------------|
| a. Curriculum resources aligned to the current Tennessee State Standards | 1 | 2 | 3 | 4 |
| b. Textbooks aligned to the Tennessee State Standards | 1 | 2 | 3 | 4 |
| c. Formative or diagnostic assessments aligned to the Tennessee State Standards | 1 | 2 | 3 | 4 |
| d. Digital tools (on-line textbooks, webinars, on-line communities, applications/apps, etc.) | 1 | 2 | 3 | 4 |
| e. Professional learning on the Tennessee State Standards | 1 | 2 | 3 | 4 |

TM_A12. Please indicate the extent to which you agree or disagree with the following statements regarding statewide standardized exams.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| a. My instructional practices align to TNReady expectations. | 1 | 2 | 3 | 4 |
| b. My curriculum aligns to TNReady expectations. | 1 | 2 | 3 | 4 |

| | | | | |
|--|---|---|---|---|
| c. Significant test preparation for TNReady, separate from regular instruction, is not necessary. | 1 | 2 | 3 | 4 |
| d. I believe TNReady will effectively assess students' ability to read and comprehend complex literature. | 1 | 2 | 3 | 4 |
| e. I believe TNReady will effectively assess students' writing skills. | 1 | 2 | 3 | 4 |
| f. I believe TNReady will effectively assess reasoning through the use of challenging math problems. | 1 | 2 | 3 | 4 |
| g. I believe TNReady is a better assessment of students' postsecondary readiness than the former TCAP in math and English Language Arts. | 1 | 2 | 3 | 4 |

TM_A13. Please indicate the extent to which you agree or disagree with the following statements regarding statewide standardized exams.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-------------------|----------|-------|----------------|
| a. I have sufficient time to cover TNReady material prior to Part I testing. | 1 | 2 | 3 | 4 |
| b. I have sufficient time to cover TNReady material prior to Part II testing. | 1 | 2 | 3 | 4 |
| c. The TNReady assessment blueprints met my needs in understanding what would be tested on each part. | 1 | 2 | 3 | 4 |