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Teachers' Perceptions of Formal Testing of Students in Grades K-2

[Adriana Battista Coppola](#), [Seton Hall University](#)

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Advisor

Barbara V. Strobert, Ed.D.

Committee Member

Anthony Colella, Ph.D.

Committee Member

Gina M. Cinotti, Ed.D.

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Abstract

School leaders and teachers are confronted with federal, state, and local mandates that must be followed to ensure all students reach their fullest academic potential. To this end, the challenge has been raised to teachers and administrators to have younger students in the lower elementary grades prepared for standardized student testing.

Assessment comes with varied expectations and beliefs among parents, teachers, administrators, school board members, and the community that may cause difficulty acknowledging developmentally appropriate assessment methods.

This qualitative study focuses on the perceptions of 16 elementary teachers towards testing students in kindergarten, first, and second grade in one New Jersey urban public school district. Semi-structured interviews were conducted as participants discussed their agreements and disagreements of whether testing has an effect on students, teachers, and on classroom practice. Findings from this study disclosed negative results from student testing such as distress, anxiety, high-levels of worry, and students' lack of confidence as well as positive outcomes from the collected test data, including richer discussions between student, teacher, and parent, and classroom planning and grouping. In an age where accountability for student achievement impacts schools, districts, and teachers, the pressure rises to have student scores increase. Findings for this study documented the importance of professional development and the involvement of teachers in curriculum design.

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each predicted grade band. This will be used to moderate the overall share of grades in schools across the country. When students' perceptions and expectations about open-ended formats are compared to those about multiple choice formats of examination, some remarkable results occur. Within this section, the impact of students' expectations and perceptions about these two formats on students' approaches to learning is discussed and furthermore, students' preferences and attitudes towards both formats are compared and contrasted.

Deep, surface or strategic approach to learning? Janssens, Boes and Wante (2002) investigated student teachers' perceptions of portfolios as an instrument for professional development, assessment and evaluation. The student teachers felt portfolios stimulated them to reflect and demonstrated their professional development as prospective teachers. An overview of formal versus informal assessments, the two general categories of assessments. Formal or standardized measures should be used to assess overall achievement, to compare a student's performance with others at their age or grade, or to identify comparable strengths and weaknesses with peers. Informal assessments sometimes referred to as criterion referenced measures or performance based measures, should be used to inform instruction. Teachers need valid data that indicates the progress of students but doesn't involve lots of paper, testing, and grading. These five assessments can become tools of purpose that don't take up all your learning time. By Kriscia Cabral. September 20, 2013. Grades K-7. Collection. View Teachers' Perceptions Research Papers on Academia.edu for free. This study explored teachers' general perceptions of classroom-based assessment (CBA) through focus group interviews conducted at the English Department of a public university in more. Assessment has always been a crucial part of education. Research has indicated overwhelmingly the desirability of critical thinking in formal education and the key role of teachers herein. Especially primary education seems to be essential for adopting positive attitudes and cognitive behaviour because pupils are freer to formulate their thinking with less socio-cultural prejudices than adult learners. The findings revealed that teachers perceived student problem behaviors as those behaviors involving rule-breaking, violating the implicit norms or expectations, being inappropriate in the classroom settings and upsetting teaching and learning, which mainly required intervention from teachers. A Summary of the teachers' perceptions of student problem behaviors inside classroom. Teachers reported that students would do something in private which was unrelated to the lesson, such as reading, drawing, and doing other homework. You need to chase after them for the homework...I think Form 1 (Grade 7) students are more likely to fail to submit their homework. In Form 2 (Grade 8), some classes can do better" (Teacher C03).