Announcement

An oral examination in defense of the dissertation for the degree

Doctor of Philosophy in Education with an emphasis in Teaching and Learning

Yolanda Alovor

B.A., Political Science, Texas Southern University, 2003

Teacher perspective and the impact of using formative assessments on climate and achievement in middle school English Language Arts

Date: March 22, 2015
Time: 11:00 a.m. to 1:00 p.m.
Place: TLC-CR1 E Desmond Lee Technology & Learning Center

Abstract

A descriptive case study was conducted to examine teachers' perceptions and beliefs on the use of formative assessment practices and their impact on school climate and their students' learning as measured by a state level standards-based assessment. Data collection included (a) two surveys; (b) an e-interview collected from eight 7th and 8th grade core teachers from a suburban public Midwestern middle school related to their use of formative assessment practices and school climate; and (c) their student (N = 178) results on the Smarter Balanced English Language Arts assessment.

Study results showed that grade 7 and 8 core teachers clearly understood the definition of formative assessment practices, agreed that a positive school climate can impact the effectiveness of formative assessment practices, and expressed confidence that their use of formative assessment practices aided in closing the achievement gap and contributed to student academic success on the Smarter Balanced English Language Arts assessment.

Defense of Dissertation Committee
Dr. Natalie Bolton, Ph.D. (Chairperson)
Dr. Kim Song, Ed. D.
Dr. Gayle Wilkinson, Ed. D.
Dr. Cody Ding, Ph. D.