

## TEACHERS' INTERPRETATIONS OF ASSESSMENT RESULTS

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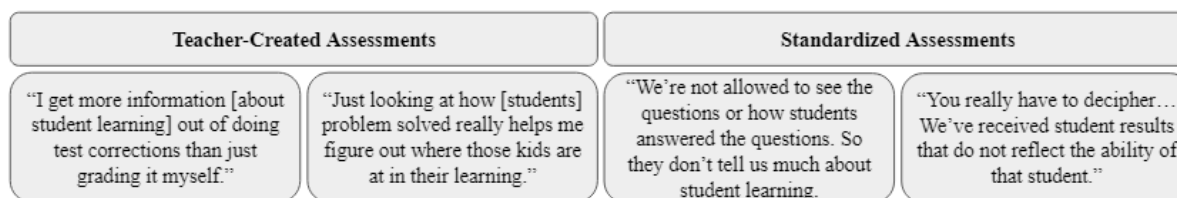
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A way to evaluate an assessment's worth is in its contributions to student learning (Cronbach, 1988). "Classrooms are complex social environments. Economic, language, cultural, and mental health issues are just some of the key variables that need to be considered in relation to students [learning]" (Leighton, 2020, p. 27). Teachers provide a unique influence on their students' learning through their beliefs, content knowledge, and pedagogical content knowledge (Brookhart, 2003). A classroom's social context is an area where teacher-created assessments differ from externally-developed standardized assessments. One goal of standardized testing is to eliminate psychometric noise like social contexts by attempting to account for factors not related to the construct being measured (AERA et al., 2014). On the other hand, teacher-created assessments are contextually relevant as they are developed with certain students in mind (Brookhart, 2003). Teacher-created assessments are more likely to align with a unique social context of a classroom. The purpose of this study is to explore middle grades math teachers assessment practices and impact on student learning.

We address the question: What are middle grades math teachers' perceptions and uses of teacher-created and standardized assessment results when making inferences about student learning? Data were collected for this qualitative study through semi-structured interviews with seven purposefully selected inservice teachers. Interviews were transcribed and themes were identified through open and axial coding (Saldaña, 2015). One finding was that teachers perceived results from teacher-created assessments to be more useful than standardized assessment data when making inferences about student learning. Figure 1 shows participant support of this theme. Teacher-created assessments provided evidence of student thinking like how students solved problems, which standardized assessment results lacked.



**Figure 1. Participating teachers statements about assessment results**

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