

ATTITUDES TOWARD STANDARDIZED TESTING AND
THE RELATIONSHIP BETWEEN STANDARDIZED
ACHIEVEMENT TESTS AND OTHER
ACHIEVEMENT MEASURING
DEVICES IN MATH

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AN ABSTRACT OF ATTITUDES TOWARD STANDARDIZED
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In the first part of this study, the hypothesis is: There will be a positive correlation between standardized achievement test results in math and the results of other measurement devices--namely, teacher evaluations and a faculty created minimum competency exam. The standardized test used was the 1971 edition of the Metropolitan Achievement Test. The 496 students of Somers Junior High were the subjects. Correlations were found for each of the students' scores with their scores from a faculty created minimum competency exam and actual teacher grades. As a result of the statistical analysis, the hypothesis was accepted.

The pairwise sample correlation coefficients found indicated that a stronger association exists between the Minimum Competency Exam and Teacher Evaluations, than either between the MAT and Minimum Competency Exam or between the MAT and Teacher Evaluations. A stronger association exists between the MAT and Teacher Evaluations than exists between the MAT and Minimum Competency Exam. Therefore, if a simple regression analysis were computed for the MAT and Teacher Evaluations, more reliable and precise predictions of MAT scores would probably be provided than would result from MAT and Minimum Competency scores alone. However, if Teacher Evaluations and

Minimum Competency scores were considered together as independent variables, a multiple regression analysis would provide even better results than either simple regression analysis.

In the second part of this study, faculty attitudes toward standardized testing were considered and a statistical analysis was made of the results of a survey of those attitudes. Twenty-two teachers from Somers Junior High were involved in the survey and one-factor analysis of variance was used. The hypothesis is: There will be a positive correlation between attitudes toward standardized testing and sex, number of years teaching experience, number of courses taken in tests and evaluation, and knowledgeability in the test being used. The hypothesis was rejected and the null hypothesis was accepted subject to the limitations of this study, namely, the selective nature and number of the participants.

Although none of the four variables were found to be significant, several observations can be made. As the results indicate, the men showed slightly more positive attitudes toward testing than did the women. Those teachers with 7-10 years teaching experience showed the most positive attitudes. It cannot be assumed, however, that those with more years in education will have more positive attitudes since there was a drop in mean score for those with more than ten years experience. Knowledgeability of the test being given seemed to make for more positive attitudes also. Finally, those who had

taken 3-5 courses in tests and measurement had more positive attitudes than those who had taken less than three or more than five.

Had more people been involved in the survey, the results may have been more significant. With a larger number polled, better, and possibly more accurate, observations could have been made.

Therefore, although not too many conclusions can be drawn concerning faculty attitudes toward standardized testing, one can safely conclude that MAT results may be predicted more accurately and may serve to create a better picture of a student if used in conjunction with other means of evaluation.

James Beale
1977