TEACHERS’ CONCEPTIONS OF ASSESSMENT: NEW ZEALAND

Faculty of education & Social work, THE University of Auckland

Codebook / Data Dictionary

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# **Purpose of this codebook**

This codebook or data dictionary provides users of the Teacher Conceptions of Assessment Inventory details of the structure of the data files used to analyse the New Zealand data. This codebook needs to be read in conjunction with the following complementary files:

1. The Teacher Conceptions of Assessment Questionnaire or Inventory
   1. Long with 50 items
   2. Abridged with 27 items
2. The New Zealand data files, in SPSS format, for
   1. The 2001 Primary School Survey
   2. The 2007 Secondary School Survey
3. The confirmatory factor analysis input files for long and abridged versions
   1. AMOS graphic input system

# **About Teachers’ Conceptions of Assessment**

The Teachers’ Conceptions of Assessment (TCoA) inventory is a self-administered, self-report opinion, attitude, or belief questionnaire designed in New Zealand by Gavin T L Brown (2002) as part of his PhD dissertation. The questionnaire has been published in both long (Brown, 2004) and abridged (Brown, 2006) versions. A multigroup invariance test of New Zealand primary and secondary teacher responses for the abridged version has also been published (Brown, 2011).

The inventory aggregates teacher beliefs about assessment around four major ideas:

1. Assessment is used by teachers to improve their teaching and by students to improve their own learning and is able to do so because it provides a dependably valid description of learning strengths and needs. [*Improvement*]
2. Assessment is used to evaluate, certify, and examine students [*Student Accountability*]
3. Assessment is used to evaluate schools and teachers [*School Accountability*]
4. Assessment is oppressive, inaccurate, and not used by teacher [*Irrelevance*]

These four ideas are founded on 9 1st order factors with four factors contributing to Improvement and 3 factors contributing to Irrelevance. The four major factors are inter-correlated. This means that the inventory is multi-dimensional and there is no single overall score. The abridged version was formed by selecting the 3 strongest loading items for each factor, resulting in a more efficient 27 item questionnaire. This abridged version (TCoA-IIIA) has been used extensively in cross-cultural and cross-language studies. Reading of the listed references will provide the user with a sufficient background to appreciate the meaning and intent of the TCoA.

## References

Brown, G. T. L. (2002). *Teachers’ conceptions of assessment.* Unpublished doctoral dissertation, University of Auckland, Auckland, NZ. Available: <http://hdl.handle.net/2292/63>.

Brown, G. T. L. (2004). Teachers’ conceptions of assessment: Implications for policy and professional development. *Assessment in Education: Principles, Policy and Practice, 11*(3), 301-318. doi: 10.1080/0969594042000304609

Brown, G. T. L. (2006). Teachers’ conceptions of assessment: Validation of an abridged instrument. *Psychological Reports, 99*(1)*,* 166-170*.* doi: 10.2466/pr0.99.1.166-170

Brown, G. T. L. (2011). Teachers' conceptions of assessment: Comparing primary and secondary teachers in New Zealand. *Assessment Matters, 3,* 45-70.

## Coverage

This manual applies to the New Zealand data files and analysis files obtained from the 2001 and 2007 surveys as described in the reference list. Only the TCoA items and accompanying checklist of assessment practices are included.

## Methodology

The TCoA inventory involves two parts each with its own response format.

## Response Format

Each statement of the TCoA required the participant to respond on a six-point positively-packed rating scale. Options were scored Strongly Disagree=1; Mostly Disagree=2; Slightly Agree=3; Moderately Agree=4; Mostly Agree=5; and Strongly Agree=6.

The Assessment Practices Checklist required a binary Yes/No response. Participants were allowed to indicate as many as they considered relevant.

## Missing data analysis

Prior to imputation, all cases with more than 10% missing (i.e., 3 in the Abridged version, 5 in the Long version) were removed from further analysis. The remaining cases and variables had the remainder of missing values imputed using the expectation maximisation procedure. All imputed values <1.00 and >6.00 were corrected to either 1.00 or 6.00 respectively. All values between 1.00 and 6.00 were left uncorrected on the assumption that the response scale created a continuous variable.

## Privacy, security, or confidentiality issues

All data files have been anonymized so that individuals and their schools cannot be identified. All data were obtained under various institutional research board authorisations at the University of Auckland.

## Dataset History

Filename:

Last saved: Monday, December 12, 2016

# **List of Data Sets**

The following data files were used to analyse the New Zealand data from the Teachers’ Conceptions of Assessment questionnaires carried out and collected from 2000 to 2007.

Primary School Abridged Data Sets:

The following SPSS data file contains data information that was collected in 2001 for the primary school abridged version. This SPSS file contains all relevant variables and codes as outlined within this codebook/data dictionary.

* + - 2001 NZ Primary School TCoA-IIIA.sav

The following AMOS file is the confirmatory factor analysis input for the primary school abridged data set.

* + - TCoA-IIIA Primary School.amw

Primary School Long Data Sets:

The following SPSS data file contains data information that was collected in 2002 for the primary school long version. This SPSS data file contains all relevant variables and codes as outlined within this codebook/data dictionary.

* + - 2002 NZ Primary School TCoA-III Long.sav

The following AMOS file is the confirmatory factor analysis input for the primary school long data set.

* + - TCoA-III Long Primary School.amw

Secondary School Long Data Sets:

The following SPSS data file contains data information that was collected in 2007 for the secondary school long version. Secondary schools were surveyed with the 50 item long questionnaire. However, only the abridged results were reported on. This SPSS data file contains all relevant variables and codes as outlined within this codebook/data dictionary.

* 2007 NZ Secondary School TCoA-III Long.sav

Secondary School Abridged Data Sets:

The following SPSS data file contains data information that was collected in 2007 for the secondary school long version. However, abridged items were only used for reporting. This SPSS data file contains all relevant variables and codes as outlined within this codebook/data dictionary.

* 2007 NZ Secondary School TCoA-IIIA.sav

The following AMOS file is the confirmatory factor analysis input for the secondary school abridged data set.

* TCoA-IIIA Secondary School.amw

# **Data Source Variables**

Last updated on: 05/12/2016

## Dataset Description

These variables identify the year in which the data was collected and provide a unique identification number for each participant.

## Summary Table

|  |  |
| --- | --- |
| **Variable Code** | **Label** |
| Year | Year the data was collected |
| ID | Case identity number |

# **Detailed Information for Data Source Variables**

**Variable Group**: Data Source Variables

**Variable Name**: Year

**Description**: The year the data was collected.

**Note.** This variable was only used in the SPSS data file TCoA-IIIA for primary schools.

**Variable Name**: ID

**Description**: A sequential identification number for each participant.

# **School Measures**

Last updated on: 05/12/2016

## Dataset Description

These variables refer to school characteristics rather than individual participants. These variables were only asked in the Primary School survey of 2001, except for the variable Schl\_Sect where it was used in the Secondary School Long data set.

## Summary Table

|  |  |
| --- | --- |
| **Variable Code** | **Label** |
| Dec\_Rate | School Decile Rating |
| Dec\_Grp | School Decile Group |
| Schl\_Cluster | School asTTle Cluster |
| Schl\_Locate\_Type | Population Centre Type |
| Schl\_Locate\_Grp | Population Centre Groups |
| Schl\_Sect | School Sector |
| Schl\_Size | School Size |

# **Detailed Information for School Measures**

**Variable Group**: School Measures

**Variable Name**: Dec\_Rate

**Description**: School decile rating range from 1 to 10. Decile 1 is meant to indicate a school has children who come from the lowest 10% (decile) of the socio-economic stratum of NZ. The decile is assigned by the Ministry of Education in response to updated census information from Statistics New Zealand. The index is determined by linking the addresses of children attending the school to the mesh block deprivation index for those addresses.

**Note.** This variable is only used in the SPSS data file TCoA-III Long for primary schools.

**Variable Name**: Dec\_Grp

**Description**: School decile group, Low, Medium or High. The Low decile grouping included decile 1, 2, and 3. The Medium decile grouping included decile 4, 5, 6, and 7. The High decile grouping included decile 8, 9, and 10.

In the SPSS data files TCoA-IIIA and TCoA-III Long for primary schools:

1 = Low

2 = Medium

3 = High

**Variable Name**: Schl\_Cluster

**Description**: School asTTle Cluster

These are the clusters of schools developed for the asTTle test system. Values correspond to the clusters reported in Hattie, J. (2002). *Schools like mine: Cluster analysis of New Zealand schools* (asTTle Tech. Rep. #14). Auckland, NZ: University of Auckland, Project asTTle. Only uses in Primary School measures.

In the SPSS data sets TCoA-IIIA and TCoA-III Long for primary schools:

Primary, Kura & Special

1 = Auckland, low decile, high Maori, Pacific and other non-European, city

2 = Auckland, high decile, city schools

3 = North of Taupo (not Auckland), low decile, city schools

4 = North of Taupo, medium decile, city schools

5 = North of Taupo, low decile, smaller country schools

6 = North of Taupo, medium decile, smaller country schools

7 = North of Taupo, low & medium decile, larger country schools

8 = North of Taupo (not Auckland) high decile schools

9 = South of Taupo, medium to high decile, city schools

10 = South of Taupo, medium to high decile country schools

11 = South of Taupo, low decile, high Maori, Pacific and other non-European schools

12 = South Island, high decile, mostly European, city schools

13 = South Island, high decile, mostly European, country schools

14 = South Island, medium decile, mostly European, country schools

15 = South Island, medium decile, mostly European, city schools

16 = South Island, low, (medium and high Maori, Pacific and other non-European) decile schools

Secondary

20 = North Island, low-medium decile, high Maori, Pacific and other non-European schools

21 = North Island, low-medium decile, mostly European schools

**Variable Name**: Schl\_Locate\_Type

**Description**: Population centre type.

In the SPSS data file TCoA-III Long for primary schools:

1 = Rural

2 = Minor Urban

3 = Secondary Urban

4 = Main Urban

**Note.** This variable is only used in the SPSS data file TCoA-III Long for primary schools.

**Variable Name**: Schl\_Locate\_Grp

**Description**: Population centre groups. This variable aggregates the rural and minor urban categories vs the secondary and main urban categories.

In the SPSS data files TCoA-IIIA and TCoA-III Long for primary schools:

1 = Rural

2 = urban

**Variable Name**: Schl\_Sect

**Description**: The school sector, either primary or secondary.

In the SPSS data files TCoA-IIIA for primary schools and TCoA-III Long for secondary schools:

1 = Primary

2= Secondary

**Note.** This variable is used in the SPSS data file TCoA-III Long for secondary schools as well.

**Variable Name**: Schl\_Size

**Description**: School size as categorized by small (<= 120), medium (<= 350), and large (> 350). Data for this were obtained from the Ministry of Education schools database.

In the SPSS data files TCoA-IIIA and TCoA-III Long for primary schools:

1 = Small

2 = Medium

3 = Large

# **Participant Demographic Measures**

Last update on: 05/12/2016

## Dataset Description

These variables refer to data participants provided about their own identity, their professional experience and background. Variables collected between NZ Primary teachers, and Secondary teachers were not necessarily identical. Application of each variable is indicated.

## Summary Table

| **Individual Variables** | **Related Questionnaire Item** | **Range** |
| --- | --- | --- |
| Yrs\_Tching | For how many years have you taught? | Both |
| Sex | What is your sex? | Both |
| Ethnicity | What people group do you belong to? | Both |
| Train\_Asses | What training in educational assessment have you had? | Both |
| NumALselect | What training in educational assessment have you had? | Both |
| Role\_Cat\_PS | What is your role in education? | Primary Only |
| Yrs\_Train | How many years of pre-service teacher training did you have? | Primary Only |
| Type\_Train | For which level of the school system were you trained? | Primary Only |
| Schl\_Type | What type of school do you teach at? | Primary Only |
| Role\_Cat\_SS | What is your role in your school? | Secondary Only |
| High\_Deg | What is your highest degree? | Secondary Only |
| Spec\_Subj | What is your specialist teaching subject? | Secondary Only |
| Schl\_Gen\_Type | What type of school do you teach at? | Secondary Only |
| Yr\_Lvls\_Tght | Which year levels do you teach? | Secondary Only |

# **Detailed Information for Participant Demographic Measures**

**Variable Group**: Demographic Measures for Both ***Primary School*** Teachers and ***Secondary School*** Teachers

These variables are individual participant self-categorisations. Wording differences exist and response options sometimes differed between the primary and secondary forms. Please check carefully the version details when using these data sets.

**Variable Name**: Yrs\_Tching

**Description**: Year of teaching experience categories, options were:

* Never taught,
* Less than 2,
* Between 2 and 5,
* Between 6 and 10,
* More than 10.

Participants were to select ONLY one option.

In the SPSS data files TCoA-III Long for primary schools, TCoA-III Long and TCoA-IIIA for secondary schools:

a = Less than 2

b = Between 2 and 5

c = Between 6 and 10

d = More than 10

**Note.** This variable was not used in the TCoA-IIIA version for primary schools.

**Variable Name**: Sex

**Description**: This refers to biological state, rather than gender. Participants were to select either Male or Female. In ALL the SPSS data files, selected option was coded nominally as ‘Male’ or ‘Female’.

**Variable Name**: Ethnicity

**Description**: The people group/ethnicity the participant belongs to. Options were:

* NZ European / Pākeha,
* NZ Māori,
* Pacific Nation,
* Asian,
* Other.

For NZ Maori participants were asked to provide their iwi, and for Pacific Nation, Asian and Other, participants were asked to provide details.

Participants were to select ONLY one option, but sometimes participants selected more than one category.

Standard Statistics New Zealand protocols were used when handling teachers who gave multiple answers:

* NZ Māori plus anything = NZ Māori;
* Pacific Nation plus anything except NZ Māori = Pacific Nation;
* Asian plus anything except NZ Māori or Pacific Nation = Asian;
* Other with or without NZ European/Pākeha = Other;
* NZ European/Pākeha was used only if this was the only ethnicity chosen.

In the SPSS data files TCoA-III Long and TCoA-IIIA for secondary schools:

1 = NZ European/Pakeha

2 = Asian

3 = NZ Maori

4 = Pacific Nation

In the SPSS data file TCoA-IIIA for primary schools:

1 = NZ European/Pakeha

2 = NZ Maori

3 = Pacific Nation

In the SPSS data file TCoA-III Long for primary schools, the selected option was coded nominally as ‘NZ European/Pakeha’, ‘NZ Maori’, ‘Pacific Nation’, ‘Asian’, and ‘Other’.

**Variable Name**: Train\_Asses

**Description**: Training in educational assessment that participants have had. Options were:

* None,
* Some hours as part of pre-service training,
* ½ to 1 day Workshop or Seminar,
* Completed Undergraduate Paper,
* Completed Postgraduate Paper,
* Other.

Participants were to select all that applied. If Other was selected, they were asked to provide details.

The SPSS data files TCoA-IIIA for primary schools, TCoA-III Long for primary schools, TCoA-III Long for secondary schools, and TCoA-IIIA for secondary schools:

0 = None selected

1 = Selected One Option = ‘Low’

2 = Selected Two Options = ‘Medium’

3 = Selected Three or Four Options = ‘High’

**Variable Name**: NumALselect

**Description**: Total number of assessment literacy training options selected.

The SPSS data files TCoA-IIIA for primary schools, TCoA-III Long for primary schools, TCoA-III Long for secondary schools, and TCoA-IIIA for secondary schools report the total number of options selected, e.g. if a participant selected 3, this is coded as ‘3’.

**Variable Group**: Demographic Measures for ***Primary School*** Teachers Only

**Variable Name**: Role\_Cat\_PS

**Description**: Role categories for primary school, options were:

* Trainee Teacher,
* Teacher,
* Senior Teacher,
* Assistant or Deputy Principal,
* Principal,
* Other.

Participants were to select ONLY one option.

In the SPSS data files TCoA-IIIA and TCoA-III Long for primary schools:

1 = Teachers

2 = Senior Teachers, Assistant or Deputy Principal and Principals

3 = Other

4 = Trainee Teachers

**WARNING.** Options provided different from that of Secondary School, care to be taken if you choose to merge the data sets.

**Variable Name**: Yrs\_Train

**Description**: Years of pre service training, options were:

* Less than 1,
* Between 1 and 2,
* Between 2 and 3,
* More than 3.

Participants were to select ONLY one option.

In the SPSS data files TCoA-IIIA and TCoA-III Long for primary schools:

1 = 2 or less

2 = Between 2 and 3

3 = exactly 3 years

4 = More than 3

**Variable Name**: Type\_Train

**Description**: Level of the school system for which the participant trained. Options were:

* Early Childhood,
* Primary,
* Secondary,
* Tertiary,
* Both Primary & Secondary.

Participants were to select ONLY one option.

In the SPSS data file TCoA-III Long for primary schools:

a = Early Childhood

b = Primary

c = Secondary

d = Both Primary & Secondary

**Note.** This variable was not used in the CoA-IIIA version.

**Variable Name**: Schl\_Type

**Description**: School type, options were:

* Contributing Primary (Years 1-6 only),
* Full Primary (Years 1-8),
* Intermediate (Years 7-8 only),
* Secondary (Years 9-13).

These options describe the normal year range taught in each school. Participants were to select ONLY one option.

In the SPSS data file TCoA-III Long for primary schools:

a = Contributing Primary

b = Full Primary

c = Intermediate

d = Secondary

In the SPSS data file TCoA-IIIA for primary schools, the selected option was coded nominally as ‘Contributing Primary’, ‘Full Primary’, ‘Intermediate’, and ‘Secondary’.

**Note.** Some secondary schools have an attached intermediate section. If the teacher selected Year 7 or 8 but the school was secondary, the teacher was coded as secondary.

**Variable Group**: Demographic Measures for ***Secondary School*** Teachers Only

Measures used in just the secondary school data set.

**Variable Name**: Role\_Cat\_SS

**Description**: Role categories secondary school. Participants were to select ONLY one option from:

* Teacher,
* Department Assistant Head,
* Department Head,
* Faculty Head,
* Assistant, Deputy, or Associate Principal,
* Principal, and
* Other, where participants were asked to specify.

Participants were to select ONLY one option.

In the SPSS data files TCoA-III Long and TCoA-IIIA for secondary schools:

1 = Teacher

2 = Department Head

3 = Department Head

4 = Faculty Head

5 = Assistant, Deputy, Associate Principal

6 = Principal

7 = Other

**WARNING.** Options provided different from that of Primary School. Care should be taken if you choose to merge the data sets.

**Variable Name**: High\_Deg

**Description**: Highest degree obtained by participant. Participants were to select ONLY one option from:

* Bachelor,
* Postgraduate Certificate,
* Postgraduate Diploma,
* Master, and
* Doctoral.

Participants were to select ONLY one option.

In the SPSS data files TCoA-III Long and TCoA-IIIA for secondary schools:

1 = Bachelor

2 = Postgraduate Certificate

3 = Postgraduate Diploma

4 = Master

5 = Doctor

**Variable Name**: Spec\_Subj

**Description**: Specialist teaching subjects, options were:

* English,
* Mathematics,
* Science,
* Other, participants were asked to provide details.

In the SPSS data files TCoA-III Long and TCoA-IIIA for secondary schools:

1 = English

2 = Mathematics

3 = Science

4 = Other

**Variable Name**: Schl\_Gen\_Type

**Description**: School type for secondary schools. In New Zealand secondary schooling there is a tradition of separate schools for boys and girls, often associated with higher academic status schools, such as grammar schools. Otherwise, most public schools are co-educational. Options were:

* Single Sex BOYS,
* Single Sex GIRLS,
* Coeducational.

Participants were to select ONLY one option.

In the SPSS data files TCoA-III Long TCoA-IIIA for secondary schools:

1 = Single Sex BOYS

2 = Single Sex GIRLS

3 = Coeducational

**Variable Name**: Yr\_Lvls\_Tght

**Description**: Year levels taught in secondary school, options were:

* 9,
* 10,
* 11,
* 12,
* 13.

Participants were to select all that applied.

In the SPSS data files TCoA-III Long and TCoA-IIIA for secondary schools:

1 = Year 9

2 = Year 10

3 = Year 11

4 = Year 12

5 = Year 13

# **Assessment Practice Checklist**

Last update on: 05/12/2016

## Dataset Description

This checklist consists of 11 different assessment practices that teachers could use to indicate which kinds of assessment practices they had in mind when answering the TCoA statements.

## Summary Table

|  |  |
| --- | --- |
| **Variable Code** | **Item in Questionnaire** |
| A\_Check1 | Unplanned Observation |
| A\_Check2 | Oral Question & Answer |
| A\_Check3 | Planned Observation |
| A\_Check4 | Student Written Work |
| A\_Check5 | Student Self or Peer Assessment |
| A\_Check6 | Conferencing |
| A\_Check7 | Portfolio/Scrapbook |
| A\_Check8 | Teacher Written Test |
| A\_Check9 | Standardised Test |
| A\_Check10 | Essay Test |
| A\_Check11 | 1-3 Hour Examination |

# **Detailed Information for Assessment Practice Checklist**

Participants selected as many of the following variables as they wanted to indicate which assessment practices they had in mind as they answered the questionnaire. In Brown (2002, pp. 135-139) these assessment types aggregated into four main categories (i.e., teacher controlled classroom assessments; formal examination; oral assessments; and portfolio by itself).

**Variable Group**: Assessment Practice Measures

**Examination Type**

**Variable Name**: A\_Check10

**Description**: *Essay Test*

In the SPSS data files:

0 = not selected

1 = selected

**Variable Name**: A\_Check11

**Description**: *1-3 Hour Examination*

In the SPSS data files:

0 = not selected

1 = selected

**Oral Type**

**Variable Name**: A\_Check1

**Description**: *Unplanned Observation*

In the SPSS data files:

0 = not selected

1 = selected

**Variable Name**: A\_Check2

**Description**: *Oral Question & Answer*

In the SPSS data files:

0 = not selected

1 = selected

**Variable Name**: A\_Check6

**Description**: *Conferencing*

In the SPSS data files:

0 = not selected

1 = selected

**Teacher Controlled Type**

**Variable Name**: A\_Check3

**Description**: *Planned Observation*

In the SPSS data files:

0 = not selected

1 = selected

**Variable Name**: A\_Check4

**Description**: *Student Written Work*

In the SPSS data files:

0 = not selected

1 = selected

**Variable Name**: A\_Check5

**Description**: *Student Self or Peer Assessment*

In the SPSS data files:

0 = not selected

1 = selected

**Variable Name**: A\_Check8

**Description**: *Teacher Written Test*

In the SPSS data files:

0 = not selected

1 = selected

**Variable Name**: A\_Check9

**Description**: *Standardised Test*

In the SPSS data files:

0 = not selected

1 = selected

**Portfolio Type**

**Variable Name**: A\_Check7

**Description**: *Portfolio/Scrapbook*

In the SPSS data files:

0 = not selected

1 = selected

# **TCoA Questionnaire Statements**

Last updated: 05/12/2016

## Variable Nomenclature

Each item in the TCoA has been coded with a 3 character alpha value representing the key letters of the factor name. Items are sequentially numbered with items 1-3 representing the 3 items used in the Abridged version. Items with numbers >3 are only used in the long version of the TCoA. The columns Long and Abridged show the sequence number of the variable in the questionnaire.

## Summary Table

| **Variable Code** | **Statement** | **Questionnaire #** | |
| --- | --- | --- | --- |
| **Long** | **Abridged** |
| **Improvement** |  |  |  |
| *Describe* |  |  |  |
| IDE1 | Assessment is a way to determine how much students have learned | 51 | 3 |
| IDE2 | Assessment establishes what students have learned | 26 | 12 |
| IDE3 | Assessment measures students’ higher order thinking skills | 32 | 21 |
| IDE4 | Assessment identifies how students think | 10 |  |
| IDE5 | Assessment identifies student strengths & weaknesses | 22 |  |
| IDE6 | Answers to assessment show what goes on in the minds of students | 59 |  |
| *Improve Teaching* |  |  |  |
| ITG1 | Assessment is integrated with teaching practice | 35 | 5 |
| ITG2 | Assessment information modifies ongoing teaching of students | 18 | 14 |
| ITG3 | Assessment allows different students to get different instruction | 64 | 23 |
| ITG4 | Assessment information is collected and used during teaching | 6 |  |
| ITG5 | Assessment changes the way teachers teach | 33 |  |
| ITG6 | Assessment influences the way teachers think | 41 |  |
| *Improve Student Learning* |  |  |  |
| ISL1 | Assessment provides feedback to students about their performance | 21 | 4 |
| ISL2 | Assessment feedbacks to students their learning needs | 12 | 13 |
| ISL3 | Assessment helps students improve their learning | 45 | 22 |
| ISL4 | Assessment is a positive force for improving social climate in a class | 4 |  |
| ISL5 | Assessment makes students do their best | 9 |  |
| ISL6 | Assessment is an engaging and enjoyable experience for children | 15 |  |
| ISL7 | Assessment is appropriate and beneficial for children | 38 |  |
| *Valid* |  |  |  |
| IV1 | Assessment results are trustworthy | 31 | 6 |
| IV2 | Assessment results are consistent | 14 | 15 |
| IV3 | Assessment results can be depended on | 3 | 24 |
| IV4 | Assessment is objective | 13 |  |
| IV5 | Assessment results predict future student performance | 24 |  |
| **Irrelevance** |  |  |  |
| *Bad* |  |  |  |
| IrB1 | Assessment forces teachers to teach in a way against their beliefs | 16 | 7 |
| IrB2 | Assessment is unfair to students | 11 | 16 |
| IrB3 | Assessment interferes with teaching | 5 | 25 |
| IrB4 | Teachers pay attention to assessment only when stakes are high | 1 |  |
| IrB5 | Teachers are over-assessing | 8 |  |
| *Ignore* |  |  |  |
| IrI1 | Teachers conduct assessments but make little use of the results | 56 | 8 |
| IrI2 | Assessment results are filed and ignored | 53 | 17 |
| IrI3 | Assessment has little impact on teaching | 60 | 26 |
| IrI4 | Teachers ignore assessment information even if they collect it | 23 |  |
| Irl5 | Assessment is value-less | 46 |  |
| *Inaccuracy* |  |  |  |
| IrA1 | Assessment results should be treated cautiously because of measurement error | 54 | 9 |
| IrA2 | Teachers should take into account the error and imprecision in all assessment | 57 | 18 |
| IrA3 | Assessment is an imprecise process | 36 | 27 |
|  |  |  |  |
| **School Accountability** |  |  |  |
| ScA1 | Assessment provides information on how well schools are doing | 42 | 1 |
| ScA2 | Assessment is an accurate indicator of a school’s quality | 58 | 10 |
| ScA3 | Assessment is a good way to evaluate a school | 37 | 19 |
| ScA4 | Assessment measures the worth or quality of schools | 17 |  |
| ScA5 | Assessment shows the value schools add to student learning | 34 |  |
| ScA6 | Assessment keeps schools honest and up-to-scratch | 61 |  |
| **Student Accountability** |  |  |  |
| StA1 | Assessment places students into categories | 27 | 2 |
| StA2 | Assessment is assigning a grade or level to student work | 25 | 11 |
| StA3 | Assessment determines if students meet qualifications standards | 20 | 20 |
| StA4 | Assessment selects students for future education or employment opportunities | 2 |  |
| StA5 | Assessment is comparing student work against set criteria | 19 |  |
| StA6 | Assessment is checking off progress against achievement objectives | 28 |  |
| StA7 | Assessment is completing checklists | 47 |  |

# **Detailed Information for TCoA-IIIA and TCoA-III Long**

Following variables code for statements that were used in both the TCoA-III Abridged version and the TCoA-III Long version.

A positively-packed agreement rating scale was used with the following ordinal values:

1 = strongly disagree

2 = mostly disagree

3 = slightly agree

4 = moderately agree

5 = mostly agree

6 = strongly agree

Values other than these have been imputed as described in the section Missing Data Analysis above.

**Variable Group**: Assessment for Improvement

The major premise of the improvement conception is that assessment can be used to improve students' own learning and the quality of teaching. Improvement has two important caveats; (a) assessment must describe or diagnose the nature of student performance and (b) the information must be a valid, reliable, and accurate description of student performance. In this view, a range of techniques, including informal teacher-based intuitive judgement as well as formal assessment tools, identify the content and processes of student learning, including impediments to learning and unexpected strengths, with the explicit goal of improving the quality of instruction and student learning.

***Variable Sub-Group***: Describe

In the SPSS data files, items belonging to this subgroup are labelled as: IMP-DESC

**Variable Name**: IDE1

**Description:** *Assessment is a way to determine how much students have learned from teaching.*

Question number 3 in the TCoA-IIIA, and question number 51 in the Long version.

**Variable Name**: IDE2

**Description:** *Assessment establishes what students have learned*.

Question number 12 in the TCoA-IIIA, and question number 26 in the Long version.

**Variable Name**: IDE3

**Description:** *Assessment measures students’ higher order thinking skills*. Question number 21 in the TCoA-IIIA, and question number 32 in the Long version.

***Variable Sub-Group:*** Improvement for teaching

In the SPSS data files, items belonging to this subgroup are labelled as: IMP-TCHG

**Variable Name**: ITG1

**Description**: *Assessment is integrated with teaching practice*.   
Question number 5 in the TCoA-IIIA, and question number 35 in the Long version.

**Variable Name**: ITG2

**Description:** *Assessment information modifies ongoing teaching of students*. Question number 14 in the TCoA-IIIA, and question number 18 in the Long version.

**Variable Name**: ITG3

**Description:** *Assessment allows different students to get different instruction*. Question number 23 in the TCoA-IIIA, and question number 64 in the Long version.

***Variable Sub-Group***: Improvement for Student Learning

In the SPSS data files, items belonging to this subgroup are labelled as: IMP-STUD

**Variable Name**: ISL1

**Description:** *Assessment provides feedback to students about their performance*.

Question number 4 in the TCoA-IIIA, and question number 21 in the Long version.

**Variable Name**: ISL2

**Description:** *Assessment feedbacks to students their learning needs*.

Question number 13 in the TCoA-IIIA, and question number 12 in the Long version.

**Variable Name**: ISL3

**Description:** *Assessment helps students improve their learning*.

Question number 22 in the TCoA-IIIA, and question number 45 in the Long version.

***Variable Sub-Group***: Valid

In the SPSS data files, items belonging to this subgroup are labelled as: IMP-VAL

**Variable Name**: IV1

**Description:** *Assessment results are trustworthy.*

Question number 6 in the TCoA-IIIA, and question number 31 in the Long version.

**Variable Name**: IV2

**Description:** *Assessment results are consistent.*

Question number 15 in the TCoA-IIIA, and question number 14 in the Long version.

**Variable Name**: IV3

**Description:** *Assessment results can be depended on.*

Question number 24 in the TCoA-IIIA, and question number 3 in the Long version.

**Variable Group**: Irrelevance

The premise of Irrelevance is that assessment, usually understood as a formal, organized process of evaluating student performance, has no legitimate place within teaching and learning. Teachers' knowledge of students based on long relationship and their understanding of curriculum and pedagogy preclude the need to carry out any kind of assessment beyond the intuitive in-the-head process that occurs automatically as teachers interact with students. Assessment may be rejected also because of its pernicious effects on teacher autonomy and professionalism and its distractive power from the real purpose of teaching (i.e., student learning). It may also be that the degree of inaccuracy (e.g., standard error of measurement) published with any formal assessment contributes to teachers' conception of assessment as irrelevant*.*

***Variable Sub-Group***: Bad

In the SPSS data files, items belonging to this subgroup are labelled as: IRR-BAD

**Variable Name**: IrB1

**Description:** *Assessment forces teachers to teach in a way against their beliefs.*

Question number 7 in the TCoA-IIIA, and question number 16 in the Long version.

**Variable Name**: IrB2

**Description:** *Assessment is unfair to students.*

Question number 16 in the TCoA-IIIA, and question number 11 in the Long version.

**Variable Name**: IrB3

**Description:** *Assessment interferes with teaching.*

Question number 25 in the TCoA-IIIA, and question number 5 in the Long version.

***Variable Sub-Group***: Ignore

In the SPSS data files, items belonging to this subgroup are labelled as: IRR-IGNO

**Variable Name**: IrI1

**Description:** *Teachers conduct assessments but make little use of the results.* Question number 8 in the TCoA-IIIA, and question number 56 in the Long version.

**Variable Name**: IrI2

**Description:** *Assessment results are filed & ignored*.

Question number 17 in the TCoA-IIIA, and question number 53 in the Long version.

**Variable Name**: IrI3

**Description:** *Assessment has little impact on teaching*.

Question number 26 in the TCoA-IIIA, and question number 60 in the Long version.

***Variable Sub-Group***: Inaccuracy

In the SPSS data files, items belonging to this subgroup are labelled as: IRR-INACC

**Variable Name**: IrA1

**Description:** *Assessment results should be treated cautiously because of measurement error*.

Question number 9 in the TCoA-IIIA, and question number 54 in the Long version.

**Variable Name**: IrA2

**Description:** *Teachers should take into account the error and imprecision in all assessment.*

Question number 18 in the TCoA-IIIA, and question number 57 in the Long version.

**Variable Name**: IrA3

**Description:** *Assessment is an imprecise process.*

Question number 27 in the TCoA-IIIA, and question number 36 in the Long version.

**Variable Group**: School Accountability

School accountability sees assessment as a process used to account for a teacher's, a school's, or a system's use of society's resources. This conception uses assessment results to demonstrate publicly that teachers or schools are doing a good job and may impose consequences on schools or teachers for reaching or not reaching required standards. Two rationales for this conception exist; one emphasizes demonstrating publicly that schools and teachers deliver quality instruction, while the second emphasizes improving the quality of instruction.

In the SPSS data files, items belonging to this group are labelled as: SCHL-ACC

**Variable Name**: ScA1

**Description:** *Assessment provides information on how well schools are doing.* Question number 1 in the TCoA-IIIA, and question number 42 in the Long version.

**Variable Name**: ScA2

**Description:** *Assessment is an accurate indicator of a school’s quality.* Question number 10 in the TCoA-IIIA, and question number 58 in the Long version.

**Variable Name**: ScA3

**Description:** *Assessment is a good way to evaluate a school.*

Question number 19 in the TCoA-IIIA, and question number 37 in the Long version.

**Variable Group**: Student Accountability

The premise of student accountability is that students are held individually accountable for their learning through assessment. This is seen in the assignment of grades or scores, checking off student performance against criteria, placing students into classes or groups based on performance, as well as various qualifications examinations in which secondary age students participate for graduation or entry selection to higher levels of educational opportunity. There are many significant consequences for individual students dependent on their performance on such assessments, including retention in a year or grade level, graduation, and tracking or streaming. Together, these uses instantiate a conception wherein assessment is used as a means of making students accountable for learning.

In the SPSS data files, items belonging to this group are labelled as: STUD-ACC

**Variable Name**: StA1

**Description:** *Assessment places students into categories.*

Question number 2 in the TCoA-IIIA, and question number 27 in the Long version.

**Variable Name**: StA2

**Description:** *Assessment is assigning a grade or level to student work.* Question number 11 in the TCoA-IIIA, and question number 25 in the Long version.

**Variable Name**: StA3

**Description:** *Assessment determines if students meet qualifications standards.* Question number 20 in the TCoA-IIIA, and question number 20 in the Long version.

# **Detailed Information for Additional Items of the TCoA-III Long**

Following variables code for statements that were used in the CoA-III Long version. This section provides only the additional items numbered 4 and above. Please read this section with the previous Section 4.1

**Variable Group**: Assessment for Improvement

***Variable Sub-Group***: Describe

**Variable Name**: IDE4

**Description:** *Assessment identifies how students think.*

Question number 10 in the TCoA-III Long version.

**Variable Name**: IDE5

**Description:** *Assessment identifies student strengths & weaknesses.*

Question number 22 in the TCoA-III Long version.

**Variable Name**: IDE6

**Description:** *Answers to assessment show what goes on in the minds of students.*

Question number 59 in the TCoA-III Long version.

***Variable Sub-Group:*** Improvement for teaching

**Variable Name**: ITG4

**Description:** *Assessment information is collected and used during teaching.* Question number 6 in the TCoA-III Long version.

**Variable Name**: ITG5

**Description:** *Assessment changes the way teachers teach.*

Question number 33 in the TCoA-III Long version.

**Variable Name**: ITG6

**Description:** *Assessment influences the way teachers think.*

Question number 41 in the TCoA-III Long version.

***Variable Sub-Group***: Improvement for Student Learning

**Variable Name**: ISL4

**Description:** *Assessment is a positive force for improving social climate in a class*.

Question number 4 in the TCoA-III Long version.

**Variable Name**: ISL5

**Description:** *Assessment makes students do their best*.

Question number 9 in the TCoA-III Long version.

**Variable Name**: ISL6

**Description:** *Assessment is an engaging and enjoyable experience for children.*

Question number 15 in the TCoA-III Long version.

**Variable Name**: ISL7

**Description:** *Assessment is appropriate and beneficial for children.*

Question number 38 in the TCoA-III Long version.

***Variable Sub-Group***: Valid

**Variable Name**: IV4

**Description:** *Assessment is objective.*

Question number 13 in the TCoA-III Long version.

**Variable Name**: IV5

**Description:** *Assessment results predict future student performance.*

Question number 24 in the TCoA-III Long version.

**Variable Group**: Irrelevance

***Variable Sub-Group***: Bad

**Variable Name**: IrB4

**Description:** *Teachers pay attention to assessment only when stakes are high.* Question number 1 in the TCoA-III Long version.

**Variable Name**: IrB5

**Description:** *Teachers are over-assessing.*

Question number 8 in the TCoA-III Long version.

***Variable Sub-Group***: Ignore

**Variable Name**: IrI4

**Description:** *Teachers ignore assessment information even if they collect it.*

Question number 23 in the TCoA-III Long version.

**Variable Name**: IrI5

**Description:** *Assessment is value-less*.

Question number 46 in the TCoA-III Long version.

***Variable Sub-Group***: Inaccuracy

**Note**. There are no additional items for this factor in the TCoA-III Long version.

**Variable Group**: School Accountability

**Variable Name**: ScA4

**Description:** *Assessment measures the worth or quality of schools*.

Question number 17 in the TCoA-III Long version.

**Variable Name**: ScA5

**Description:** *Assessment shows the value schools add to student learning.* Question number 34 in the TCoA-III Long version.

**Variable Name**: ScA6

**Description:** *Assessment keeps schools honest and up-to-scratch.*

Question number 61 in the TCoA-III Long version.

**Variable Group**: Student Accountability

**Variable Name**: StA4

**Description:** *Assessment selects students for future education or employment opportunities.*

Question number 2 in the TCoA-III Long version.

**Variable Name**: StA5

**Description*:*** *Assessment is comparing student work against set criteria.*

Question number 19 in the TCoA-III Long version.

**Variable Name**: StA6

**Description:** *Assessment is checking off progress against achievement objectives.*

Question number 28 in the TCoA-III Long version.

**Variable Name**: StA7

**Description:** *Assessment is completing checklists.*

Question number 47 in the TCoA-III Long version.

# **TCoA-III Long Unused Items**

Last updated: 05/12/2016

## Dataset Description

The following items were administered in the TCoA-III long survey of 2001. Analyses resulted in these items being dropped. They are included for users who may be interested in these items.

## Summary Table

| **Variable Code** | **Statement** | **Questionnaire #** |
| --- | --- | --- |
| **Improvement** |  |  |
| *Improve Teaching* |  |  |
| UNUSE\_v44 | Only by using many different assessments can a teacher get accurate information | 44 |
| **Irrelevance** |  |  |
| *Bad* |  |  |
| UNUSE\_v29 | Assessment is biased against minority group students | 29 |
| UNUSE\_v43 | High stakes tests are bad for teaching | 43 |
| *Control* |  |  |
| UNUSE\_v40 | Assessment regulates student behaviour | 40 |
| UNUSE\_v48 | Assessment allows teachers to control classrooms and students | 48 |
| UNUSE\_v50 | Assessment is a good way to regulate classroom processes | 50 |
| UNUSE\_v62 | Teachers regulate student learning through assessment | 62 |
| **Teacher Accountability** |  |  |
| UNUSE\_v30 | Assessment provides teachers useful external reference points of what student achievement should look like | 30 |
| UNUSE\_v39 | Assessment gives teachers information on how well they teach | 39 |
| UNUSE\_v49 | Assessment results measure teacher effectiveness | 49 |
| UNUSE\_v52 | Assessment determines which teachers most help students learn | 52 |
| UNUSE\_v63 | Assessment shows the value teachers add to student learning | 63 |
| **Student Accountability** |  |  |
| UNUSE\_v7 | Assessment is systematic collection of information about student achievement | 7 |
| UNUSE\_v55 | Assessment shapes the activities that students undertake | 55 |
| UNUSE\_v65 | Classroom assessment is practice for high-stakes testing | 65 |

* 1. **Detailed Description of TCoA-III Long Unused Items**

These unused items were intended for the following factors. They are provided as a courtesy to researchers looking for possible items. Their numbering corresponds with their order of presentation in the original 65 item long version of the TCoA.

**Variable Group**: Assessment for Improvement

***Variable Sub-Group:*** Improvement for teaching

**Variable Name**: UNUSE\_v44

**Description:** *Only by using many different assessments can a teacher get accurate information.*

Question number 44 in the TCoA-III Long version.

**Variable Group**: Irrelevance

***Variable Sub-Group***: Bad

**Variable Name**: UNUSE\_v29

**Description:** *Assessment is biased against minority group students.*

Question number 29 in the TCoA-III Long version.

**Variable Name**: UNUSE\_v43

**Description:** *High stakes tests are bad for teaching.*

Question number 43 in the TCoA-III Long version.

***Variable Sub-Group***: Control

These items were drafted to capture the notion that assessment can be used to control the behaviour of students. These items failed to cohere into a meaningful factor and so were dropped.

In the SPSS data file, items belonging to this subgroup are labelled as: IRR-CTRL

**Variable Name**: UNUSE\_v40

**Description:** *Assessment regulates student behavior.*

Question number 40 in the TCoA-III Long version.

**Variable Name**: UNUSE\_v48

**Description:** *Assessment allows teachers to control classrooms and students.*

Question number 48 in the TCoA-III Long version.

**Variable Name**: UNUSE\_v50

**Description:** *Assessment is a good way to regulate classroom processes.*

Question number 50 in the TCoA-III Long version.

**Variable Name**: UNUSE\_v62

**Description:** *Teachers regulate student learning through assessment.*

Question number 62 in the TCoA-III Long version.

**Variable Group**: Teacher Accountability

These items were drafted to capture the notion that assessment can be used to control the activities of teachers. These items failed to cohere into a meaningful factor and so were dropped.

In the SPSS data file, items belonging to this subgroup are labelled as: TCHR-ACC

**Variable Name**: UNUSE\_v30

**Description:** *Assessment provides teachers useful external reference points of what student achievement should look like.*

Question number 30 in the TCoA-III Long version.

**Variable Name**: UNUSE\_v39

**Description:** *Assessment gives teachers information on how well they teach.*

Question number 39 in the TCoA-III Long version.

**Variable Name**: UNUSE\_v49

**Description:** *Assessment results measure teacher effectiveness.*

Question number 49 in the TCoA-III Long version.

**Variable Name**: UNUSE\_v52

**Description:** *Assessment determines which teachers most help students learn.*

Question number 52 in the TCoA-III Long version.

**Variable Name**: UNUSE\_v63

**Description:** *Assessment shows the value teachers add to student learning.*

Question number 63 in the TCoA-III Long version.

**Variable Group**: Student Accountability

**Variable Name**: UNUSE\_v7

**Description:** *Assessment is systematic collection of information about student achievement.*

Question number 7 in the TCoA-III Long version.

**Variable Name**: UNUSE\_v55

**Description:** *Assessment shapes the activities that students undertake.*

Question number 55 in the TCoA-III Long version.

**Variable Name**: UNUSE\_v65

**Description:** *Classroom assessment is practice for high-stakes testing.*

Question number 65 in the TCoA-III Long version.