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A FORMATIVE EVALUATION OF THE MICHIGAN EDUCATIONAL
ASSESSMENT PROGRAM KINDERGARTEN SPECIAL STUDY
FOR 1975-76

By

Shirley M. Willard

A DISSERTATION

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ABSTRACT

A FORMATIVE EVALUATION OF THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM KINDERGARTEN SPECIAL STUDY FOR 1975-76

By

Shirley M. Willard

The purpose of this formative evaluation study was to provide evaluative information to the Michigan Department of Education, Research, Assessment, and Evaluation Service (REAS) area on the Michigan Educational Assessment Program (MEAP) Kindergarten Special Study for 1975-76. The MEAP Kindergarten Special Study for 1975-76 was a first-year implementation pilot study designed by the MEAP.

The purpose of the Kindergarten Special Study for 1975-76 was to pilot certain procedures and materials in 75 volunteer kindergarten classrooms in order for teachers to collect and record formative assessment information on each individual child from September, 1975, through April, 1976. The behavioral basis for assessment was the Michigan Department of Education publication, "Tentative Objectives for Preprimary Programs in Michigan."

Special Study participants were provided preservice training by MEAP staff in September, 1975. During this preservice session, teachers were provided the Kindergarten Special Study procedural manual and the MEAP "First Grade" entry-level tests. The procedural manual included directions for choosing and administering

four alternative assessment procedures and four recording-reporting forms. The four alternative assessment procedures designed by MEAP staff included use of (a) MEAP tests which had been initially developed for and piloted at the first grade level in 1974-75, (b) other tests, (c) observation, and (d) other. Recording-reporting forms included a "Class Roster Sheet" delineating objective, assessment mode, and date of mastery for each child; "Individual Performance Record Sheets"; "Comments About Objectives, Tests, and Items Sheets"; and "Administrative Mode Comment Sheets." Upon completion of the Kindergarten Special Study, participants were required to return the "Class Roster Sheets" by May 1, and requested to return the other sheets to MEAP staff for informational purposes.

The purpose of the evaluation study was to provide a breadth of information to the REAS area of the Michigan Department of Education, focusing on three areas of informational concern: design and implementation of the Special Study itself, impact of the Special Study on teacher instructional behavior, impact of the Special Study on communication within the school and between the school and the child's home.

Evaluation procedures included the analysis of information collected by MEAP staff and the writer. MEAP data-collection procedures included a feedback questionnaire distributed to participants of a MEAP November, 1975, follow-up regional meeting and an informal questionnaire sent in January, 1976, to participating teachers inquiring as to the need for further regional or local meetings with MEAP staff. Writer data-collection procedures included

the administration of three surveys and interviews with a subset of participating teachers and principals. Two surveys were sent to all participating kindergarten teachers, one in February, 1976, and one in May, 1976. One survey was sent to all participating elementary principals or supervisors in May, 1976. The subset of teachers and principals were interviewed at their local building site of implementation of the Special Study.

The major findings of the formative evaluation study indicated that not all participants were volunteer as intended by the MEAP; the dominant assessment modes used were MEAP tests and observation; the MEAP tests and the "Tentative Preprimary Objectives" need to be revised; the MEAP tests and recording-reporting forms were generally perceived as providing valuable information, but also as being "too time consuming" and as seriously detracting from the regular kindergarten instructional program.

Priority conclusions are that the Special Study procedures were perceived as too "time consuming" by the majority of participants due to the format of the MEAP tests and the amount of recording requested; many participants viewed a number of the Preprimary Objectives as more appropriate for pre-kindergarten children than for kindergarten children; teachers did not reflect a dominant or consistent rationale for their choice of objectives or assessment mode, for the number of objectives to teach during the year, or for when a particular objective should be taught; teachers generally did not differentiate between assessment and evaluation; principals did not

perceive that they had a clear role or report consistent intentions for use of the Special Study data.

Priority recommendations include to maintain the four assessment mode options, but to clarify and consolidate the materials and procedures; to revise the Preprimary Objectives; to provide in-service to participants which clarifies role expectations, educational assumptions and measurement concepts which are central to the Special Study.

The final chapter also presents conclusions and recommendations relating to how the Special Study evaluation findings reinforce writer perception of educational needs in the broader context of early childhood education in Michigan public schools. The MEAP Kindergarten Special Study is viewed as a potential factor for change in providing leadership to Michigan public schools in early childhood education.

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TABLE OF CONTENTS

	Page
LIST OF FIGURES	vi
LIST OF APPENDICES	vii
 Chapter	
I. INTRODUCTION	1
General Context, Background, and Purpose of the Evaluation Study	1
Underlying Educational Assumptions	6
Rationale for the Design of the Evaluation Study	7
Probable Significance of the Evaluation Study	14
General Organization of the Evaluation Study	15
II. BACKGROUND OF THE EVALUATION STUDY	16
Part One: Limitations of the Evaluation Study	16
Specific Limitations	16
Discussion of the Limitations	16
Part Two: History of Events and Circumstances	
Producing the MEAP Kindergarten Special Study for 1975-76	19
Implementation of the Six-Step Process Model	19
Implementation of the Michigan Educational Assessment Program	21
Design and Procedures of the Kindergarten Special Study for 1975-76	24
Summary of Key Characteristics of the MEAP Kindergarten Special Study for 1975-76	26
III. DESIGN AND EVALUATIVE DESCRIPTION OF THE IMPLEMENTATION OF THE EVALUATION STUDY PROCEDURES	31
Part One: Design of the Evaluation Study	31
Meaning and Value of Evaluation Design	31
Specific Informational Concerns-Objectives for the MEAP Kindergarten Special Study	34
Development of the Design of the Evaluation Procedures	37

Chapter	Page
Congruence of the Evaluation Design and Informational Concerns	38
Planned Data-Collection Schedule	40
Part Two: Evaluative Description of the Implementation of the Evaluation Study Procedures	40
Questionnaires and Staff Reports of the MEAP . .	40
Survey and Interview Procedures of the Writer . .	42
IV. FINDINGS OF THE EVALUATION PROCEDURES	49
Introduction	49
Findings of the MEAP Procedures	50
MEAP Staff Report of December 3, 1975: Summary of November/December Follow-Up Meetings	50
Staff Report of December 10, 1975, Summarizing Results of November, 1975, Teacher Questionnaire	51
Teacher Questionnaire of January 12, 1976, as to Need for February Follow-Up Meetings	54
Kindergarten Special Study Reporting Forms	55
Findings of the Survey and Interview Procedures . .	62
Summary of Interview Responses	62
Summary of Survey Responses	74
Summary Responses to MEAP Questions of Informational Concern	93
Questions Relating to Instruction	93
Questions Relating to Communication	94
Questions Relating to Implementation of the Special Study	95
V. CONCLUSIONS AND RECOMMENDATIONS	98
Introduction	98
Conclusions According to Key Characteristics of the Special Study	100
Recommendations According to Key Characteristics of the Special Study	108
Conclusions Relating to Overall Design and Implementation of the Special Study	111
Recommendations Relating to Overall Design and Implementation of the Special Study	114
General Conclusions Relevant to the MEAP Kindergarten Special Study Findings	115
General Recommendations Relevant to the MEAP Kindergarten Special Study Findings	121
Final Overall Conclusion and Recommendation	124
APPENDICES	125
BIBLIOGRAPHY	305

LIST OF FIGURES

Figure	Page
1. Evaluating Educational Systems	9
2. Evaluating Instructional Programs	9
3. Planned Schedule for Evaluation Study Data- Collection Procedures	41

LIST OF APPENDICES

Appendix	Page
A. GRADE 1 AND KINDERGARTEN SPECIAL STUDIES PROJECT PLAN	126
B. MEAP INFORMATIONAL HANDOUTS	128
C. LETTERS FROM DIRECTOR OF REAS TO SPECIAL STUDY VOLUNTEERS	132
D. PROCEDURAL MANUAL, KINDERGARTEN SPECIAL STUDY	136
E. MEMORANDUM TO SPECIAL STUDY PARTICIPANTS ON NOVEMBER FOLLOW-UP MEETINGS	175
F. MEMORANDUM TO SPECIAL STUDY PARTICIPANTS ON FEBRUARY FOLLOW-UP MEETING	177
G. KINDERGARTEN QUESTIONNAIRE	179
H. SPECIAL STUDY INSTRUMENTS	181
I. INTERVIEW QUESTIONS FOR KINDERGARTEN TEACHERS AND ELEMENTARY PRINCIPALS (OR SUPERVISORS)	196
J. LETTERS FROM DEPARTMENT STAFF ACCOMPANYING SURVEY . . .	205
K. INTERVIEW CONFIRMATION LETTER	208
L. LETTER TO INTERVIEWEES	210
M. LETTER OF APPRECIATION TO INTERVIEWEES	212
N. MEAP STAFF REPORT OF DECEMBER 10, 1976: SUMMARY OF NOVEMBER-DECEMBER TEACHER QUESTIONNAIRE	214
O. MEMORANDUM FROM MEAP STAFF TO AMERICAN INSTITUTE FOR RESEARCH REQUESTING "CLASS ROSTER SHEET" DATA ANALYSIS	218
P. DETAILED SUMMARY OF TEACHER NARRATIVE COMMENTS FROM MEAP "COMMENTS ABOUT OBJECTIVES, TESTS AND ITEMS" SHEETS	220

Appendix	Page
Q. DETAILED SUMMARY OF INTERVIEW RESPONSES FOR KINDERGARTEN TEACHERS	225
R. DETAILED SUMMARY OF INTERVIEW RESPONSES FOR PRINCIPALS (OR SUPERVISORS)	256
S. DETAILED SUMMARY OF RESPONSES TO KINDERGARTEN TEACHER SURVEY: FEBRUARY, 1976	266
T. DETAILED SUMMARY OF RESPONSES TO KINDERGARTEN TEACHER SURVEY: MAY, 1976	277
U. DETAILED SUMMARY OF RESPONSES TO PRINCIPAL (OR SUPERVISOR) SURVEY: MAY, 1976	288
V. EXCERPT FROM MEAP STAFF REPORT ON TEST ANALYSIS FOR GRADE ONE ASSESSMENT	303

CHAPTER I

INTRODUCTION

General Context, Background, and Purpose of the Evaluation Study

This study is an evaluation of the Michigan Department of Education, Michigan Educational Assessment Program (MEAP), Kindergarten Special Study for 1975-76. The Michigan Department of Education staff identified a need for information regarding the effectiveness of this Kindergarten Special Study. The goal of this dissertation was to meet this need by providing certain information on the effectiveness of the Kindergarten Special Study. Therefore, it is appropriate first of all, to address the general context of needs for both the Kindergarten Special Study, as well as this evaluation of its effectiveness.

Education of very young children is not a new topic to the international, national, or state educational scene. In 1891, the Michigan legislature passed a law providing for kindergarten as a component of public school education. (See section 340.584 of the Michigan School Code.) In 1933, the Michigan legislature provided state aid for kindergarten programs. (See section 388.1105 of the Michigan School Code.) In 1944, the Michigan legislature enacted a law permitting local and intermediate school districts to operate nursery schools and day-care centers. (See section 340.587 of the Michigan School Code.)

However, an eventual concern in this country was the placing of emphasis on education of the very young child, rather than simply care of the young child. Previous to 1973, in Michigan, two separate licenses were issued to child-care centers by the Department of Social Services. A "Nursery School" license assured the presence of a certificated teacher, whereas a "Day Care" license did not. Such issues as child advocacy and equal opportunity contributed to the enactment of a more recent licensing law in Michigan, Act 116, P.A. 1973. The proposed regulations for Act 116 require that an educational component be provided in all child-care centers in Michigan.

Concern for the care and education of young children is equally apparent at the national level. The National Center for Education Statistics issued a report, "Preprimary Enrollment, October, 1974," presenting national statistics on the enrollment of three, four, and five year olds in nursery school and kindergarten programs. A summary of this report states:

Reflecting a sizable reduction in the birth rate in recent years, the number of children three through five in the United States declined from 12.5 million in 1964 to 11.4 million in 1969 and to 10.4 million in 1974. . . . On the other hand, the number of these children enrolled in preprimary programs increased from 3.2 million in 1964 to 3.9 in 1969 and to 4.7 million in 1974. Thus there was a 47 percent rise in enrollment during the same period that the number of children in the appropriate age group was decreasing by 17 percent . . . the steepest growth rate was in the enrollment of three-year-olds, where the percent enrolled was more than four and one-half times as great in 1974 as in 1964. The percent of four-year-olds in school increased two and one-half times during the decade. The enrollment of five-year-olds started from a much higher base (58 percent in 1964) but also increased very substantially to 79 percent in 1974. Overall, the proportion of three to five-year-old children enrolled in preprimary programs rose from one-fourth in 1964 to 45 percent in 1974.

Clearly, preprimary education is one of the most dynamic and rapidly developing segments of the American educational system.¹

Since 1971, the Michigan Department of Education has been paying renewed and particular attention to the education of the young child. The State Board of Education and the Michigan legislature have already taken actions affecting public sector preprimary education. In December, 1971, the State Board of Education approved the "Tentative Objectives for Preprimary Education in Michigan." Also in 1971, the Michigan legislature enacted Act 198, P. A. 1971, to provide public school education for handicapped persons ages 0-25. In 1972, Section 340.587 of the Michigan School Code was further amended, continuing establishment of "nursery schools" and "day-care centers" by local and intermediate school districts.

In March, 1974, the Michigan Department of Education created the position of Preprimary Instructional Specialist in General Education Services.² Prior to this time, there had been no position in the Department of Education specifically designated for education of the very young child.

In Fall, 1974, the MEAP began piloting a First Grade Assessment Program. In Fall, 1975, First Grade and Kindergarten Special Studies began.

In February, 1976, the State Board of Education adopted "Directions in Early Childhood Education, Part I." This paper

¹"Statistic of the Month: Enrollment in Preprimary Programs," American Education 11 (December 1975): back cover.

²The writer has held the position since its creation.

provides age limits, program components, and terminology on which to base discussions of education of the young child. The age limits and purpose for education of the young child are stated as:

Early childhood education is here defined as the providing of purposeful experiences, public or private, aimed at guiding the physical, emotional, intellectual and social development of the young child, 0-9 years of age or through the third grade.³

Further terminology adopted by the State Board of Education in this paper refers to specific public school program components. The terminology adopted by the Board as used in this dissertation refers to the period of early childhood as being composed of pre-primary programs (for ages 0-5 years), and primary programs (for ages 6-9 years). Preprimary may be divided into Infant-Toddler programs (for ages 0-2 years), pre-kindergarten programs (for ages 3-4 years), and kindergarten programs (for age 5 years).

In conjunction with on-going communication with substantial numbers of early childhood educators outside of the Department, a Preprimary Task Force was created within the Department. The Departmental Preprimary Task Force is composed of an Associate Superintendent, five Service Area Directors, two Program Supervisors, and the Preprimary Specialist. This Task Force has provided coordination and communication of developmental efforts across service areas, and has studied in-depth and proposed recommendations for action.

³"Directions in Early Childhood Education, Part I" (staff paper written by Shirley M. Willard, adopted by the State Board of Education on February 3, 1976), p. 1.

Thus, the activities of the Michigan Department of Education reflect national as well as state-level concerns regarding the education of young children.

Within the Michigan Department of Education, the Michigan Educational Assessment Program (MEAP) is a unit of the Research, Assessment, and Evaluation Service (REAS) area. REAS is responsible for the design and implementation of a state assessment program in Michigan public schools. Presently, there are fourth and seventh grade assessment programs in every elementary and junior high or middle school building. In fall, 1974, a pilot program was initiated at the first grade level. This first grade pilot program was continued in fall, 1975. However, based on the feedback obtained from the fall, 1974, first grade program,⁴ the MEAP decided to design and implement a Kindergarten Special Study during the 1975-76 school year. MEAP staff were in need of evaluation information concerning the effectiveness of the implementation of this Kindergarten Special Study. As Preprimary Instructional Specialist for the State Department of Education, this writer had particular interest in designing and implementing an evaluation of the Kindergarten Special Study.

The overall purpose of the evaluation was to gather information needed at the state level by MEAP staff in order to make decisions regarding the worth and effectiveness of the Kindergarten Special Study. Based on identified underlying educational assumptions stated below, MEAP staff and the writer identified

⁴The nature of this feedback is discussed in Chapter II.

informational concerns. These informational concerns centered around three general areas: (1) What were the perceptions of participating teachers and principals regarding the ease and effectiveness of implementing the materials and procedures of the Kindergarten Special Study? (2) What was the effect of the Kindergarten Special Study assessment procedures on teacher instructional behavior? (3) What was the effect of the Kindergarten Special Study assessment procedures on communication between teachers, principal, and parents? The purpose of the evaluation study design, the results of which are reported in this dissertation, was to gather information in response to these basic, general questions.

Underlying Educational Assumptions

Both the MEAP staff who designed the Kindergarten Special Study and the Preprimary Instructional Specialist who designed and implemented the evaluation study⁵ share certain educational biases and assumptions relevant to the study. They can be stated as follows:

1. Local school personnel should carry out instructional planning procedures which include the identification of goals, objectives, assessment procedures, delivery system (teaching strategies), evaluation procedures, and means by which to formulate recommendations for improvement.

2. Identified objectives should address cognitive, affective, and psycho-motor development, and be appropriate to the age/developmental level of the children being served.

⁵This writer is the Preprimary Instructional Specialist for the Michigan Department of Education.

3. Assessment procedures should be appropriate to the objective(s) being assessed and facilitate the on-going educational process.

4. Information obtained from the assessment procedures should be recorded and used for instructional planning (not for purposes of prediction of achievement, categorical labeling of children, or for creating solely normative standards).

5. The use of assessment data for instructional planning should result in instructional strategies which address individual needs and strengths of children.

6. Assessment information should form and be utilized as a basis for on-going communication between teachers-principal-parents.

7. Assessment information should form and be utilized as a basis for program or curriculum planning at the school building and school district level, and for policy planning at the district and state levels.

From these underlying assumptions, the MEAP Kindergarten Special Study was designed, informational concerns were identified, and the evaluation study was designed.

Rationale for the Design of the Evaluation Study

It is necessary to delineate an understanding for and purpose of "evaluation" as used for this study. The definition of and purpose for an evaluation are central to determining the design, implementation, and reporting of an evaluation study. The many diverse purposes and processes of educational evaluation have been,

and are, the subject of many research and theoretical documents. For purposes of this study, the writer has identified certain evaluation constructs from the many which have been developed.

A concise summary of certain contemporary evaluation models is presented by Worthen and Sanders in their book, Educational Evaluation: Theory and Practice. They summarize models according to Stake, Scriven, Provus, Hammond, Stufflebeam, Alkin, and Tyler, also indicating a model based on "Personal Judgment (e.g. accreditation)." Models are summarized by such essential characteristics as definition, purpose, key emphasis, role of evaluator, relationship to objectives, relationship to decision making, types of evaluation, constructs proposed, criteria for judging evaluation, implications for design, contributions, and limitations.⁶ Although the various models described by Worthen and Sanders are often highly related on certain characteristics, each model is distinctive enough to present a discretely separate viewpoint and set of procedures.

For the purposes of this study, several models are particularly applicable. The evaluation model of Marvin Alkin, as defined in his work, "Evaluation Theory Development," is especially applicable. The overall definition of evaluation as formulated by Alkin is:

Evaluation is the process of ascertaining the decision areas of concern, selecting appropriate information and collecting and analyzing information in order to report summary data useful to decision-makers in selecting among alternatives.⁷

⁶Summarized from Blaine R. Worthen and James R. Sanders, Educational Evaluation: Theory and Practice (Worthington, Ohio: Charles A. Jones Publishing Co., 1973), pp. 210-15..

⁷Marvin C. Alkin, "Evaluation Theory Development," Evaluation Comment, p. 2.

In further defining a framework within which to operationalize such a definition, Alkin presents a process model of five sequentially linked types of evaluation. These five basic types of evaluation are differentiated by their discrete functions to be performed at various points in a sequentially linked process. The first two areas, systems assessment and program planning, are more related to the evaluation of educational systems, while the last three--program implementation, program improvement, and program certification--are primarily related to the evaluation of instructional programs.

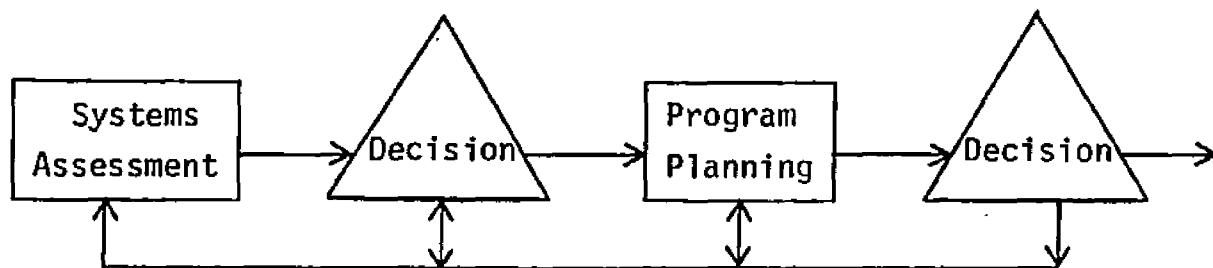


Figure 1.--Evaluating educational systems.

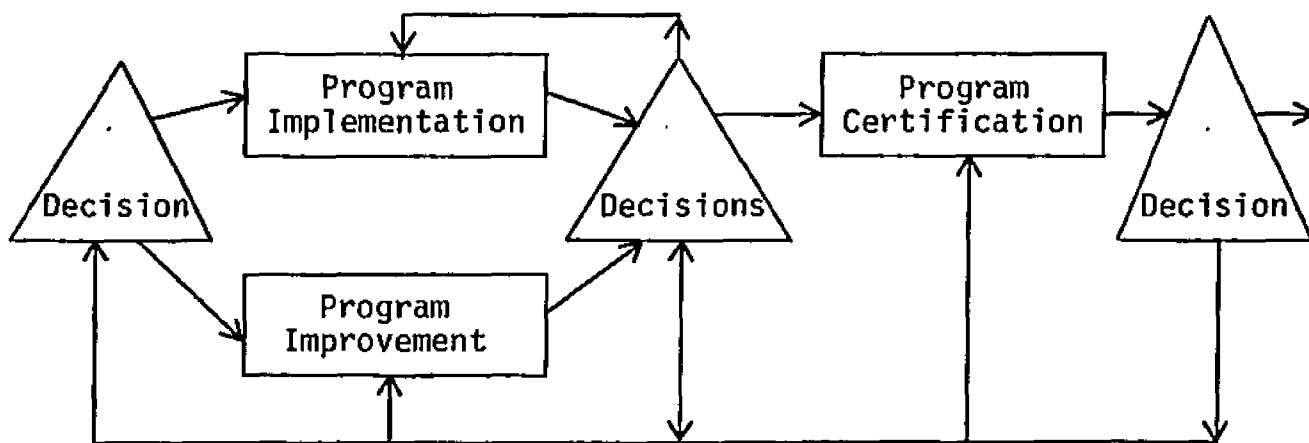


Figure 2.--Evaluating instructional programs.

Source: Marvin C. Alkin, "Evaluation Theory Development," Evaluation Comment, pp. 5-6.

The evaluation study presented here is of Alkin's program implementation type.

After the decision maker has selected the program to be implemented, an evaluation of program implementation determines the extent to which the implemented program meets the description formulated in the program planning decision.⁸

Alkin also discusses this concept as "instructional operation."

Evaluation of instructional operation is an examination of the implementation of the instructional plans. Here the evaluator must consider whether or not strategies were carried out as designed or, if there were deviations from planned strategies, he may want to examine the reasons for such deviations and then examine the outcomes and consequences of the program.⁹

More specifically, Alkin describes the various levels of curriculum, instructional planning, and instructional operation. He distinguishes between the "macro" and the "micro" levels. The subject of this dissertation is most certainly a "macro" level evaluation study.

An evaluator interested in instructional planning at a broader, or macro level, would be interested in examining the general instructional strategies designed by state or provincial planners.¹⁰

While this evaluation study addresses the implementation of a state-designed program of assessment procedures (rather than instructional procedures), the purpose and design are parallel.

A second decision-management approach to evaluation which is highly applicable to this evaluation study is that of Daniel L.

⁸Ibid., p. 4.

⁹Marvin C. Alkin, "Evaluating 'Curriculum' and 'Instruction,'" Curriculum Theory Network 4,1 (1973/74): 44-45.

¹⁰Ibid., p. 45.

Stufflebeam. In a proposed new definition for evaluation, he states:

Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives. . . . Several key points should be kept in mind regarding the new definition.

1. Evaluation is performed in the service of decision-making, hence, it should provide information which is useful to decision-makers.

2. Evaluation is a cyclic, continuing process and therefore, must be implemented through a systematic program.

3. The evaluation process includes the three main steps of delineating, obtaining and providing. These steps provide the basis for a methodology of evaluation.

4. The delineating and providing steps in the evaluation process are interface activities requiring collaboration between evaluator and decision-maker, while the obtaining step is largely a technical activity which is executed mainly by the evaluator.¹¹

Stufflebeam refers to four basic types of decision-making settings: (1) metamorphism, (2) homeostasis, (3) incrementalism, and (4) neomobilism.¹² Of these types of decision-making settings, the two which seem of particular application to this evaluation study are type #3 (incrementalism) and type #4 (neomobilism). The MEAP First Grade Assessment pilot program began more on the basis of a neomobilistic type of decision setting. Stufflebeam describes this type of decision setting as:

Neomobilistic decision-making denotes innovative activity for inventing, testing and diffusing new solutions to significant problems. Such change is supported by little theory or extant knowledge; yet, the change is large, often because of great opportunities such as those being produced by the knowledge explosion, or because of critical conditions such as riots in inner cities. Evaluation strategies to support neomobilistic

¹¹ Worthen and Sanders, Educational Evaluation, pp. 129-30.

¹² Ibid., p. 130.

decision-making usually are ad hoc types of investigations. Often, these studies are exploratory and heuristic at the beginning of a change effort and then increasingly rigorous as the change progresses.¹³

The third type of decision-making setting, incrementalism, is of more direct application to the evaluation of the Kindergarten Special Study, which evolved from the pilot First Grade Assessment Program. Stufflebeam describes incremental decision-making evaluation as:

Incremental decision-making denotes developmental activity having as its purpose continuous improvement in a program. Such activity usually is supported by expert judgement and structured inquiry into the efficacy of the present program and the recommended changes. Decision-making in this quadrant differs from homeostatic decision-making in two respects. First, incremental decisions are intended to shift the program to a new normal balance based upon small, serial improvements, while homeostatic decisions are intended to correct the program and change it back to its normal balance. Second, while homeostatic decisions are supported by technical standards and a continuing supply of routinely collected information, evaluations for incremental change are usually ad hoc and supported by little extant knowledge. Special studies, the employment of expert consultants, and the formation of special committees characterize most efforts to introduce incremental change.¹⁴

In addition to types of evaluation settings, Stufflebeam has also identified four types of evaluation decisions, which he describes as:

. . . (1) planning decisions to determine objectives, (2) structuring decisions to design procedures, (3) implementing decisions to utilize, control and refine procedures, and (4) recycling decisions to judge and react to attainments.¹⁵

This evaluation study is aimed at providing information to decision makers to make implementing decisions regarding the MEAP Kindergarten Special Study for 1975-76.

¹³Ibid., p. 133.

¹⁴Ibid., p. 132.

¹⁵Ibid., p. 135.

From Stufflebeam's basic concepts of decision-making settings and types of decisions flow his perceived four basic types of evaluation: context, input, process, and product. He summarizes "process" evaluation as:

1. Objective: To identify or predict, in process, defects in the procedural design or its implementation, to provide information for the preprogrammed decisions, and to maintain a record of procedural events and activities.

2. Method: By monitoring the activity's potential procedural barriers and remaining alert to unanticipated ones, by obtaining specified information for programmed decisions, and describing the actual process.

3. Relation to Decision-Making in the Change Process: For implementing and refining the program design and procedure, i.e. for effecting process control.¹⁶

Stufflebeam's "process" evaluation type decision is comparable to a third evaluation concept, applicable to this evaluation study of the Kindergarten Special Study. This third theoretical orientation is that presented by Sanders and Cunningham, "formative" evaluation:

The term evaluation will be used herein to refer to the process of determining the value or worth of a process or product. Formative evaluation will refer to the process of judging a fluid process or product that can be revised in form. The results of formative evaluation studies are given to persons directly involved in the process or in developing the product.¹⁷

They present this formative evaluation framework as being two dimensional: formative evaluation activity and sources of information. The four categories of formative evaluation activities are pre-developmental activities, evaluation of objectives, formative interim evaluation, and formative product evaluation. Their three

¹⁶Ibid., p. 139.

¹⁷James R. Sanders and Donald J. Cunningham, "A Structure for Formative Evaluation in Product Development," Review of Educational Research 43,2 (1973): 217.

major sources of information are identified as internal information, external information, and contextual information. The general focus of this evaluation study fits the "formative product evaluation" category described as:

By formative product evaluation, we don't mean a summative or consumer report-type of appraisal. We also don't mean the evaluation of pieces of the final product. Instead, we are suggesting that an important formative evaluation activity is the evaluation of the product as it has been put together strictly for feedback to the developer. Anderson (1969) provided an excellent example of what he called a "field test." We would label such a study as a formative product evaluation study. . . . Validation of a product with a sample of subjects from the target population or a feasibility study of a plan for educational change are the most frequently found formative product evaluation studies in the literature.¹⁸

Thus, the rationale of the design of this evaluation study draws from these three major theoretical orientations. As will be discussed in depth in Chapter III, the breadth of the evaluative focus may pose certain limitations, but does provide a substantial amount of information on the informational concerns identified by Michigan Department of Education staff.

Probable Significance of the Evaluation Study

The information gathered, conclusions, and recommendations of the evaluation study will be presented to the Director of Research, Evaluation, and Assessment Services (REAS) of the Michigan Department of Education. The information, conclusions, and recommendations will form a basis for Michigan Department of Education staff members to make decisions regarding future implementations of the Kindergarten Special Study design. Decision areas would include (1) any changes

¹⁸Ibid., p. 230.

in the design and materials of the Kindergarten Special Study; (2) limitation, maintenance, or expansion of the implementation of the Kindergarten Special Study; and (3) introduction of further or fewer controls on its future implementation.

Conclusions and recommendations will also be presented to other Department of Education staff members and relevant referent groups and advisory councils whose interest and responsibility affect the education of young children.

Any significance beyond decision making of state department staff and recommendations of referent group members and advisory councils is unknown. Participants in the Kindergarten Special Study have requested to receive results of the evaluation study. Other early childhood education personnel who are interested in implementing criterion-referenced assessment (with particular characteristics of the Kindergarten Special Study design) may be able to utilize the results of the evaluation for planning purposes.

General Organization of the Evaluation Study

The remaining chapters of this evaluation study are organized to present background information, including the limitations of the evaluation study and the history of events and circumstances producing the MEAP Kindergarten Special Study for 1975-76 (Chapter II); to describe the design and implementation of the evaluation of the MEAP Kindergarten Special Study for 1975-76 (Chapter III); to present the findings of the evaluation procedures (Chapter IV); and to offer certain conclusions and recommendations for action (Chapter V).

CHAPTER II

BACKGROUND OF THE EVALUATION STUDY

Part One: Limitations of the Evaluation Study

Specific Limitations

The limitations of the evaluation study emanate primarily from four factors: (1) The evaluation design is one which reflects a gathering of breadth of information rather than a depth of information. (2) The degree to which the evaluation information is generalizable is limited. (3) The information gathered in the evaluation procedures was totally on the basis of self-reporting by a requested volunteer population (this assumed limitation of a totally volunteer population proved not to be the case, as is presented in Chapter IV and discussed in Chapter V). (4) Certain weaknesses of the Kindergarten Special Study design itself placed limitations on the evaluation.

Discussion of the Limitations

The limitation of seeking a breadth of information, rather than a depth of information, was determined by the type of information judged most needed by state department staff at the end of the first or initial year of implementation. State department staff concurred that broad, comprehensive information related to the intended effects of the design should be gathered during the initial implementation phase. This means that the first year's

implementation informational objectives were focused on the overall effectiveness of the MEAP Kindergarten Special Study design and its implementation, rather than focused on specific components. The broad areas of concern as identified in Chapter I are: (1) ease and effectiveness of implementation of the procedures and materials, (2) effect of the assessment procedures on school and school-home communication, and (3) the effect of the assessment procedures on teacher instructional behaviors. Each area is further specified into component concerns presented in the MEAP Kindergarten Special Study design description in Chapter III. Upon analysis of these initial data, specific components can be identified for future in-depth examinations in implementation of the Special Study.

The findings, conclusions, and recommendations of this evaluation study are limited to those studies and projects which share the unique design characteristics of the MEAP Kindergarten Special Study or departments or projects which wish to design and implement similar studies. The key characteristics of the MEAP Kindergarten Special Study design (and, therefore, parameters for generalizability) are described in detail in Part Two. Seven key characteristics have been identified to describe the MEAP Kindergarten Special Study for 1975-76. Designs which share certain or all of these characteristics would find the evaluation information applicable.

Certain weaknesses or factors not controlled for in the Kindergarten Special Study design and implementation itself placed limitations on the evaluation study. For example, it was not

possible to control for certain factors relating to certain of the key characteristics of the Special Study's design and implementation. In addition to key characteristics of the Special Study design, the evaluation was limited by other factors of the Kindergarten Special Study such as size of participating population. While the writer surveyed 100 percent of the participants, the representativeness of their responses vis-à-vis total kindergarten teacher and elementary principal population is questionable. This is because of the size and demographic distribution of the chosen participating population. These weaknesses and characteristics of the Kindergarten Special Study imposed limitations on the evaluation study. These characteristics and appropriate recommendations are discussed in Chapters IV and V on "Findings" and "Conclusions and Recommendations."

A fourth limitation of the evaluation study comes from "self-reporting" as the sole formal mode of gathering data. During the interview procedures, "informal" observations were made and conclusions drawn by the writer. However, no formalized, structured observational data-gathering procedure was utilized. Given the initial informational objectives of State Department of Education staff, the self-reporting mode was judged to be adequate. This most likely will change with informational needs in future implementations. Specific recommendations are made regarding this aspect of limitation.

Part Two: History of Events and Circumstances
Producing the MEAP Kindergarten Special
Study for 1975-76

Implementation of the
Six-Step Process Model

In late 1969 and early 1970, the Michigan State Board of Education, under the new leadership of Dr. John W. Porter, then acting Superintendent of Public Instruction, began a new thrust for Michigan public education in the form of a six-step process model for educational accountability. A Michigan Department of Education publication, A Position Statement of Educational Accountability, describes the advocated process model as:

1. Identification, discussion and dissemination of common goals for Michigan Education.
2. Approaches to educational challenges based on performance objectives consistent with the goals.
3. Assessment of educational needs not being met, and which must be met to achieve performance objectives and goals.
4. Analysis of the existing (or planned) educational delivery systems in light of what assessment tells us.
5. Evaluation and testing within the new or existing delivery system to make sure it serves the assessed needs.
6. Recommendations for improvement based upon the above.¹

Michigan Department of Education staff was subsequently charged with development and implementation of each procedural step of the process model. The first charge to staff, in conjunction with a commission of Michigan educators, was the identification of state-level "goals." A State Department of Education publication, The Common Goals of Michigan Education, describes the background of this document as:

¹ A Position Statement on Educational Accountability (Lansing: Michigan Department of Education, 1972), p. 2.

In early 1970, the continuing concern for the quality of public education in the State of Michigan prompted the State Board of Education to appoint an advisory task force composed of Michigan educators, students, and lay citizens. This task force was given the charge of identifying and delineating what are believed to be the common goals of an educational system capable of meeting the growing and changing needs of contemporary society.

In June, 1970 the Task Force on Goals presented its recommendations to the State Board of Education. The State Board received these recommendations and made revisions and additions. A document entitled The Common Goals of Michigan Education: Tentative which included the goals as revised by the State Board was distributed to educators and interested citizens throughout the State. Twenty-five public meetings were then held in order to elicit the opinions and concerns of local educators and lay citizens regarding the tentative common goals. . . . The State Board reviewed these opinions and concerns, revised the tentative common goals accordingly, and has now adopted the revised goals as State Board policy. . . .²

Upon adoption of The Common Goals of Michigan Education, Department of Education staff was charged with the development of student performance objectives. These objectives were developed by teachers and specialists in 10 subject areas and reviewed and revised by grade-level commissions representing teachers, curriculum specialists, school administrators, and interested citizens in the 10 instructional areas. One of these areas was preprimary education. In this area, two commissions were created to identify appropriate behavioral expectations for preprimary children: a pre-kindergarten commission (for ages 3 and 4) and a kindergarten commission (for age 5). Their combined work resulted in the Michigan Department of Education publication, Tentative Objectives for Preprimary Programs in Michigan. This document was approved by the State Board of Education in December, 1971.

²The Common Goals of Michigan Education (Lansing: Michigan Department of Education, 1971), p. i.

Implementation of the Michigan Educational Assessment Program

Development of the third step in the Michigan Department of Education process model is described in the publication, Educational Assessment: The Michigan Plan:

In 1969, the State Board of Education initiated the Michigan Educational Assessment Program in an effort to provide much needed data about student achievement in the state's schools. . . . State-wide testing of fourth and seventh graders was begun and was directed primarily toward reading and mathematics. . . .

. . . Standardized, norm-referenced tests were subsequently developed and became a part of the educational assessment effort.

However, in 1970, a number of local school district officials challenged the use of standardized, norm-referenced tests as good indicators of what was being taught. They also questioned the instructional utility of the single summary scores being reported by the assessment program.

. . . Current versions of the tests are designed to match goals and objectives which were developed as clear statements of intent for the schools of the state.³

Thus, the MEAP changed to criterion-referenced testing for all grade levels. By fall of 1974, criterion-referenced tests were being administered in the fourth and seventh grades.

The Michigan Educational Assessment Program, since its beginning in 1969, has tested fourth and seventh grade students in all of the state's 531 K-12 public school districts. The fourth grade level was selected because it is the end of the very important primary years and the seventh grade because it is the end of the elementary sequence.⁴

In the fall of 1974, the assessment program was expanded to include first grade students on a pilot, statewide sampling basis. First grade is, by Michigan law, the mandatory beginning of formal education experiences for children six years of age by December 1

³"Educational Assessment, The Michigan Plan" (Lansing: Michigan Department of Education, 1975), p. 3.

⁴Ibid., p. 7.

of that school year. The pilot First Grade program, both in fall of 1974 and in 1975, was different from that of the statewide fourth and seventh grade programs. It was a "pilot" program and consisted of a matrix sampling of students and a matrix sampling of objectives upon which students were assessed. The 1974 program constituted the first attempt to gather assessment data on the Preprimary Objectives using an experimental set of MEAP-developed tests. Approximately 70,000 first grade students participated in the fall, 1974, project.

This program is described in Charting Educational Progress: Michigan Educational Assessment Program:

The 1974-75 school year saw another dramatic change in Michigan's Educational Assessment Program . . . a pilot project in objective referenced testing for new first-graders. These experimental tests covered areas of student learning, attitudes and motor skills. These tests were given to a state-wide sample of over 70,000 new first-graders in about one thousand schools.

These new tests were developed during the 1973-74 school year by educators in four Michigan school districts, with the technical support of the Department of Education.

The special problems of testing such young children make special procedures necessary: the test must be given to individual students or to very small groups of students. Not too many questions for each objective can be asked; nor can very many objectives be tested. For some first grade objectives, special testing materials were needed by the teachers.⁵

Based on the feedback given the MEAP from the fall, 1974, First Grade pilot program implementation, certain conclusions on the weaknesses of the program were reached. Based on test results and teacher-administrator commentary on the 1974-75 First Grade State Assessment Program, the following characteristics were identified

⁵Charting Educational Progress: Michigan Educational Assessment Program (Lansing: Michigan Department of Education, 1974), p. 7.

by MEAP staff and pilot participants as constituting major weaknesses in the program:

<u>Characteristic</u>	<u>Nature of Weakness</u>
1. Forty-four tests of 48 objectives constituted the total MEAP Assessment battery.	1. There are 132 Preprimary Objectives with varying levels of performance specifications. ⁶ Teachers saw only the test to be administered, not knowing its objective or that objective's relationship to the other objectives.
2. The assessment battery provided one test per objective. The same test form was given to each class of first graders within a selected school. Therefore, each student in the school was measured on the same objective.	2. Each teacher received student information on only one objective. This is not sufficient assessment information to determine individual strengths and needs for instructional program planning. The student information received was a carbon to the answer sheet. There was no computer printout on class, school, district, or state results.
3. The assessment battery was administered to a sample of elementary buildings, constituting approximately one-half of the total first grade population.	3. This sampling (coupled with sampling described in #2 above) does not provide comprehensive individual data, nor data on all students as do the fourth and seventh grade state assessment tests.
4. The administration of each test averaged 2-3 hours of classroom time.	4. Whether individual or small-group administered, the total time required to administer a test prohibited administration of more than one test per first grade.
5. All MEAP test items were based on the State Department of Education Preprimary Objectives.	4. Many of the preprimary objectives were judged by teachers to be much too easy for entering first graders.

⁶ Although additional items are presently being field tested, expansion of the First Grade Assessment program has been delayed by resolution of the State Board of Education.

Design and Procedures of the
Kindergarten Special Study
for 1975-76

Based on the 1974 First Grade Pilot Program test results and teacher-administrator commentary, the Director of the REAS unit decided that two special studies should be designed and implemented for the 1975-76 school year. This evaluation study will speak only to the Kindergarten Special Study. MEAP staff was assigned the task of designing a kindergarten study which would attempt to correct the identified weaknesses of the First Grade pilot program. During March and April of 1975, the MEAP staff designed the Kindergarten Special Study for 1975-76. A timetable project plan was developed by MEAP staff (see Appendix A).

The MEAP staff has described the outcomes of the 1974 First Grade pilot project as these outcomes relate to the decision to create the Kindergarten Special Study for 1975-76:

In the 1974-75 Michigan Educational Assessment Program last fall, forty-four tests of forty-eight pre-primary performance objectives were tried out on samples of first grade students. The test items for these tests were written by educators in four Michigan school districts and were based on the preprimary objectives adopted by the State Board of Education in 1974.

For each of the tests, a sample of buildings containing first graders was selected and all first graders in those buildings were tested with the same test form. Only about half of the first grade students were tested and any participating student only took one test.

This sampling plan had two obvious drawbacks. First, teachers who participated received information on only one objective, which was certainly not enough information to judge the needs of entering first graders. Second, the assessment tests were not set up for teachers to administer more than one test to students in a reasonable time period. Teachers who wanted to test more than one objective could not do so without investing significant amounts of classroom time.

While the Michigan Education Assessment Program will try out test items for thirty-two additional objectives this next

fall using the sampling methods described above, the assessment staff has also devised two special studies. The major purpose of these studies is to increase the usefulness of an entry-level assessment program to local educators by attempting to correct the drawbacks mentioned above.⁷

In April, 1975, school district superintendents were notified of MEAP plans to conduct two special studies (at the kindergarten and first grade levels) and were invited to identify volunteers to participate in each study. They were invited to send representatives to a May, 1975, informational meeting where MEAP staff would explain the general purpose and procedures for each study. (See Appendix B for MEAP informational handouts.) In June, 1975, the MEAP received names of identified volunteers for the studies. Participants for the kindergarten study were chosen randomly by MEAP staff.

In June, 1975, the Director of REAS sent letters to both the volunteers who had been selected and those who had not been selected, to inform them of their status. (See Appendix C for letters from Director of REAS.) The population selected to participate represented 37 school districts, 70 buildings, and 75 classrooms (a total of 124 classrooms had volunteered).⁸

September 2 through September 26, the MEAP staff held meetings throughout the state for teachers and principals who were the

⁷Michigan Educational Assessment Program informational handout describing Kindergarten and First Grade Special Studies, distributed at May 23, 1975 meeting, Lansing, Michigan.

⁸Seventy-five participating classrooms or teachers represents approximately 2 percent of the total reported kindergarten teacher population for the school year 1975-76, which was 3,369 (figure taken from unaudited Fourth Friday school district reports to Michigan Department of Education).

volunteer participants in the study. The purpose of these meetings was to provide a general briefing or orientation for Special Study participants, which included distributing to them the "blue notebook" procedural manual for the Kindergarten Special Study. (For contents of procedural manual, see Appendix D. For reporting forms, one sample is included.)

The Special Study itself was designated to be implemented from September 29, 1975, through May 1, 1976. Follow-up meetings for the Kindergarten Special Study participants were held November 17 through November 28, 1975 (see Appendix E). In January, 1976, a questionnaire on the need for February follow-up meetings was sent to Special Study participants by MEAP staff. Local meetings were to be held upon request (see Appendix F). Final student record and comment sheets were due to MEAP staff by May 1, 1976.

Summary of Key Characteristics
of the MEAP Kindergarten Special
Study for 1975-76

The design of the Kindergarten Special Study, intended to be implemented during the 1975-76 school year, had certain key characteristics which can be summarized as follows:

1. Through communication with local school district superintendents, a volunteer participant population of principals and teachers would be identified. From this locally identified volunteer population, actual participants would be selected by MEAP staff attempting demographic representation and distribution.

Contacting the local district superintendent is standard procedure for official State Department communication with those

buildings (principals and teachers) for whom the local superintendent is responsible. Thus, initial communication requesting Special Study volunteers was sent to local superintendents.

2. The 132 Michigan Department of Education "Tentative Objectives for Preprimary Program in Michigan" would serve as the basic behaviors to be assessed. The use of these objectives directly reflects the aforementioned educational assumption of preference to base assessment on clearly stated cognitive, affective, and psychomotor objectives. Children would thus be assessed on objectives (behaviors or expectations) which address the whole child.

This characteristic also offers the specific benefit to the Michigan Department of Education to collect further information on the "Tentative Objectives" document. Such feedback focuses specifically on the teachers' judgment of the developmental appropriateness of each objective for five-year-old children (validity) and on the teachers' perceptions of the importance of certain objectives or areas of objectives (cognitive, affective, psychomotor) in local kindergarten programs.

3. Teachers could choose from four different assessment modes or methods of assessing student behaviors: (a) MEAP-developed tests,⁹ (b) other tests, (c) observation, and (d) other. The rationale for providing teachers with four different modes or methods for assessing the preprimary behaviors was to introduce flexibility into the assessment procedures. For example, a teacher may judge that a

⁹A total of 75 MEAP tests was available to each teacher.

particular objective would be most appropriately (validly and reliably) assessed by one of the four modes or methods rather than another. Collecting information on teachers' choice or preference for assessment mode(s) and their rationale for this choice would provide further feedback to the Michigan Department of Education on the MEAP-developed tests, as well as the preference and rationale for the use of assessment modes.

4. Assessment information on each individual child should be recorded on designated "Class Roster" sheets and returned to the Michigan Department of Education upon completion of the Special Study. Information on these sheets would include the objective assessed, the assessment mode used, and the date that student mastery was determined.

The purpose of the class roster sheets, as designed, was to provide immediately useful information to local teachers and administrators, and information of use to the Michigan Department of Education staff. From the local staff viewpoint, each individual child was having a profile created, based on the attainment of specific behaviors. Documentation for attainment of behaviors included the method used to assess, as well as the date on which achievement was determined. From the state level, these reporting sheets could be analyzed from diverse aspects, and provide a description of a sample of present kindergarten practices as defined by the Special Study.

5. Assessment and recording procedures would be implemented and data recorded on a formative basis, over the entire

period of the Special Study (September, 1975, through April, 1976), or approximately the period of the regular school year. This characteristic of the study, in particular, contrasts with the present Fourth and Seventh Grade Assessment Programs, which administer a paper-and-pencil test over a specified short period of time soon after school begins in the fall. Formative assessment procedures allow for student behavior information to be obtained, instruction to be planned accordingly, and further assessment or evaluation made until achievement of the behavior is finally recorded. This characteristic definitely places the overall profile created on the child over a year's period of time, to be one which is "positive" or achievement oriented. Those objectives not recorded as having been attained would provide guidelines on further instructional needs to the first grade teacher.

6. Other recording sheets would be available to participants and requested to be completed for teacher use and for feedback to the MEAP staff. These additional sheets would provide opportunities for participants to offer feedback to the Michigan Department of Education on many aspects of the Special Study.

7. The MEAP would provide specifically scheduled preservice and on-going support services to participants. The MEAP would assess and meet participant needs through (a) interaction with participants at two scheduled regional meetings, and a third regional or local building meeting, if so requested; (b) a teacher self-assessment questionnaire completed by the participants of the November regional meetings; and (c) a teacher self-assessment

questionnaire, sent to all participating teachers, inquiring about the need for a February regional or local building meeting with MEAP staff.

The described inservice and on-going support activities, and informal questionnaires provided by MEAP staff to participants, would assure the necessary training and support to understand and successfully implement the Special Study. "Successful" implementation would, of course, be dependent on and defined by those intentions or objectives of the MEAP staff for the Special Study. In describing the development of the evaluation design in Section V, the writer elaborates on MEAP staff intentions or objectives.

However, the project did have an overall purpose to be of assistance to both Michigan Department of Education staff and the staff of local participating school districts. Through the experience of designing, implementing, and participating in the Kindergarten Special Study, further knowledge and expertise could be gained by state and local staffs.

CHAPTER III

DESIGN AND EVALUATIVE DESCRIPTION OF THE IMPLEMENTATION OF THE EVALUATION STUDY PROCEDURES

Part One: Design of the Evaluation Study

Meaning and Value of Evaluation Design

Before specifying the particular evaluation design for the MEAP Kindergarten Special Study, it is appropriate to address both the concept and importance of "design," as such, in the entire task of evaluation.

The first and foremost problem of an evaluator in a descriptive survey study is, as Hyman notes, ". . . the effective conceptualization of the phenomenon to be studied."¹ The basic conceptualization of the Special Study itself, the writer found to be logically linked to the basic assumptions. Therefore, much "conceptualization" regarding the evaluation goals and procedures would also logically be linked to the basic assumptions, key characteristics of the Special Study, and informational concerns of Department of Education staff.

Further, Stufflebeam describes "delineating" activities in steps three and four of his four-step process definition of

¹Herbert Hyman, Survey Design and Analysis (New York: The Free Press, 1955), p. 92.

evaluation. He believes that delineating activities are interfaced between the evaluator and decision maker. Specifically, he states:

In general, design is the preparation of a set of decision situations for implementation toward the achievement of specified objectives. . . . This definition says three things. . . . First, one must identify the objectives to be achieved through implementation of the design. . . . Second, this definition says that one should identify and define the decision situations in the procedure for achieving the evaluation objective. . . . Third, for each identified decision situation the evaluator needs to make a choice among the available alternatives. Thus, the completed evaluation design would contain a set of decisions as to how the evaluation is to be conducted and what instruments will be used.²

Also, as previously indicated, the position of the writer is that several models or conceptual bases provided structure and direction to the underlying philosophy, evaluation model, and implementation. Therefore, the writer did not strictly adhere to a step-by-step design procedure as delineated above by Stufflebeam, but considered and incorporated other biases as well.

Further emphasis as to the need for planning design and structure of evaluation studies is presented by Worthen and Sanders under the topic of "Guidelines for Writing Evaluation Proposals and Reports":

When an evaluator is first called in to evaluate a program, there are several things he must ascertain or decide at the outset. First, he needs to find out why the evaluation is taking place. Second, he needs to identify the various audiences for which he must provide evaluation information and determine their needs and backgrounds so that he can report his findings in the format most appropriate for the type of audience being addressed. . . . Third, he will need to decide on an overall evaluation plan including the basic design,

²Worthen and Sanders, Educational Evaluation, pp. 143-44.

specification of what information will be collected, proposed collection and analysis techniques, and a description of how the information will be used.³

As Preprimary Instructional Specialist for the Michigan Department of Education, the writer-evaluator had implicit overview concerns and objectives as to the overall effectiveness of the Kindergarten Special Study. Such concerns would especially center on Michigan Department of Education staff design and implementation procedures which produced the Kindergarten Special Study. This is a separate concept for an evaluation study and was in no way formally designed and instrumented with specific objectives for this evaluation study. This study is the type of formative evaluation described by Sanders and Cunningham:

. . . We are suggesting that an important formative evaluation activity is the evaluation of the product as it has been put together strictly for feedback to the developer. . . . Validation of a product with a sample of subjects from the target population or a feasibility study of a plan for educational change are the most frequently found formative product evaluation studies in the literature.⁴

However, "fall-out" information gleaned from the implementation of the evaluation procedures does address the project formulation aspect of the study, and therefore will be reflected in the final section on conclusions and recommendations.

³Ibid., p. 300.

⁴Sanders and Cunningham, "A Structure for Formative Evaluation in Product Development," p. 230.

Specific Informational Concerns-
Objectives for the MEAP Kinder-
garten Special Study

The primary purpose of the evaluation study was to design and implement procedures to gather information to respond to the informational concerns of Michigan Department of Education staff. This staff would include the Director of REAS and the MEAP staff. Their questions of concern fall into three main areas: (1) effectiveness of design and ease of implementation of the Kindergarten Study itself, (2) impact of the Kindergarten Study on instructional behavior of the teacher, and (3) impact of the study on communication between teachers-principal (or supervisor)-parents.

The evaluation of the MEAP Kindergarten Special Study for 1975-76 was primarily designed to gather information to respond to these informational concerns of Michigan Department of Education staff. The specific informational questions of concern to the Department of Education staff logically flow from the underlying educational assumptions stated in Chapter I. Therefore, specific informational concerns can be stated in corollary and parallel forms of questions for and implied objectives of the Kindergarten Special Study:

Informational Question

Implicit Objective

A. Relating to Instruction

1. Do the Kindergarten Special Study assessment procedures encourage the teacher to focus on individual strengths and needs of children?

1. The Kindergarten Special Study assessment procedures will encourage the teacher to focus instruction on individual strengths and needs of children.

Informational Question

2. Do the Kindergarten Special Study assessment procedures change the teacher's instructional behavior toward individualizing instruction of children?
3. Does the specific, recorded, individualized assessment information gathered through the Kindergarten Special Study procedures provide more useful and complete information for local decision making than previous local assessment procedures?
4. Are the Preprimary Objectives judged generally appropriate for kindergarten children by the participating teachers?

Implicit Objective

2. The Kindergarten Special Study assessment procedures will change the teacher's instructional behavior toward individualizing instruction of children.
3. The specific, recorded, individualized Kindergarten Special Study assessment information will provide more useful and complete information for local decision making than previous local assessment procedures.
4. The Preprimary Objectives will be judged as generally appropriate for kindergarten children by participating teachers.

B. Relating to Communication

- | | |
|--|--|
| <ol style="list-style-type: none"> 5. Did the participants receive needed/requested support from the local administration? 6. Do the participating teachers and principals (or supervisors) perceive that the Kindergarten Special Study assessment procedures make a positive difference on communication between teachers, parents, and principals (or supervisors)? 7. Is sufficient valid and reliable child achievement data provided to the Michigan Department of Education staff for state-level decision making? | <ol style="list-style-type: none"> 5. The teachers will receive needed/requested support from the local administration and from the MEAP. 6. The participating teachers and principals (or supervisors) will perceive that the Kindergarten Special Study assessment procedures make a positive difference on communication between teachers, parents, and principals (or supervisors). 7. Sufficient valid and reliable child achievement data are provided to Michigan Department of Education staff for state-level decision making. |
|--|--|

Informational QuestionImplicit Objective

C. Relating to Implementation of the Special Study

- | | |
|--|--|
| 8. Do the procedures and materials of the Kindergarten Special Study gather the intended information for local- and state-level decision making? | 8. The procedures and materials of the Kindergarten Special Study will gather the intended information for local- and state-level decision making. |
| 9. Are the mechanics of recording manageable and efficient from the teachers' point of view? | 9. The mechanics of data recording will be perceived as manageable and efficient from the teachers' point of view. |
| 10. Are the mechanics of administering the MEAP group and individual tests manageable and efficient from the teachers' point of view? | 10. The mechanics of administering the MEAP group and individual tests will be perceived as manageable and efficient from the teachers' point of view. |
| 11. Are the items of the MEAP tests regarded as appropriate by the kindergarten teachers? | 11. The items of the MEAP tests will be regarded as appropriate by the kindergarten teachers. |
| 12. Did the participants receive needed/requested training and support from the MEAP staff? | 12. The participants will receive needed/requested training and support from the MEAP staff. |

These questions-objectives were identified by the writer, MEAP staff, and the Director of REAS. On the basis of the answers given to the identified questions, if the identified objectives of the assessment procedures were achieved or not, then appropriate decisions can be made at the state level regarding the future format and implementation of the Kindergarten Special Study. If evaluation information indicated that certain objectives were not achieved, and "obstacles" or "problem areas" identified, then appropriate state-level decisions can be made regarding future implementation of the Special Study. In other words, the overall purpose of the

Evaluation Study was to determine if the MEAP Kindergarten Special Study for 1975-76 met its objectives, and if not, to identify those not met and the reasons why.

Development of the Design of the Evaluation Procedures

The general planning of the evaluation design centered around the identification of appropriate information sources, the identification of roles for all collectors of information, and the identification and design of procedures for collection of information.

Information sources.--Four information sources were identified from which to gather data relevant to the evaluation questions of concern: (a) participating kindergarten teachers, (b) the principals or supervisors of the participating kindergarten teachers, (c) MEAP staff, and (d) the Director of the Research, Evaluation, and Assessment Service area (REAS) of the Michigan Department of Education.

Collectors of information.--Both the writer of this evaluation and the MEAP staff collected certain information on the Kindergarten Special Study. The MEAP staff had designed limited information-collection procedures into the study itself. These procedures consisted of informal questionnaires sent to participating teachers in December and March, and the formal reporting forms to be returned to the Department in May after completion of the Special Study. MEAP staff agreed to share this information with the writer in order that it be incorporated into a broader

informational perspective. Thus, the results of MEAP questionnaires and two reporting forms are included in the information findings, as well as the information collected by the writer.

Procedures for collection of information.--Including the method employed by the MEAP staff, four data-gathering methods were identified in total. They were (a) informal questionnaires designed by MEAP staff and distributed or sent to participating teachers (see Appendices F and G), (b) three formal surveys designed by the writer and sent to all participating teachers and principals (or supervisors) (see Appendix H), (c) formal interviews by the writer of a subset of participating teachers and principals (or supervisors) (see Appendix I), and (d) two data-reporting forms designed by REAS as a component of the total study and returned to the Department of Education by participating teachers at the end of the study (see Appendix D).

Congruence of the Evaluation Design and Informational Concerns

The surveys and interview questions designed by the writer were composed of items directly relating to the three basic areas of concern. For the first survey, administered to participating kindergarten teachers in February and March, 1976, items 1-12 relate to teacher instructional behaviors; items 13-20 relate to the nature of communication between teachers, principal (or supervisor), and parents; and items 21-34 relate to participant experiences and perceptions of the design and materials of the study (see Appendix H). For the second set of surveys administered in May, one

to the kindergarten teachers and one to principals (or supervisors) (Appendix H), similar congruence was also designed into the forms. However, for the May teacher survey, many items relating to instructional behavior were eliminated because of time constraints on pre-post participation information. This weakness, and a corollary compensation, are discussed in the following section on the description of implementation of the design. For the principals survey (administered in May, 1976), items 1, 2, 3, 4, 10, 11, 15, and 16 relate to the actual implementation of the MEAP design; items 5, 7, 12, 13, and 18 relate to concerns of communication; and items 6, 8, 9, 11, 14, 17, 19, and 20 relate to administrative behaviors (see Appendix H).

It was the writer's decision to administer only one survey to participating principals because of the minimal nature of their involvement during the initial meetings. It was the writer's judgment that given a period of time during which the Special Study was in operation, more relevant information could be obtained from the principals regarding their role in and perceptions of the study.

Interview questions identified by the writer were also designed to directly relate to the three informational areas of concern. Many of the interview questions are the same, or highly similar to those of the formal surveys. However, the intent was to question participants further on the response given. All interviews were to be done at the building site and tape recorded with the permission of the interviewee.

Interview participants were chosen on the basis of two factors: (1) an attempted representation of urban, suburban, and rural participation; and (2) those persons judged by MEAP staff as being most willing to offer feedback to the Department. Based on these two factors, potential interview participants were identified by MEAP staff and the writer.

Planned Data-Collection Schedule

A schedule for the collection of data by all collectors from all sources was identified, as shown in Figure 3.

Part Two: Evaluative Description of the Implementation of the Evaluation Study Procedures

Questionnaires and Staff Reports of the MEAP

In November, 1975, MEAP staff distributed an informal questionnaire to those present at the regional follow-up meetings (see Appendix G). The findings of this questionnaire and MEAP staff conclusions were summarized in a report to the Director of REAS and copied to this writer. These findings are summarized and presented in Chapter IV.

In January, 1976, the MEAP staff mailed a questionnaire to all teacher participants, inquiring about the need for a second follow-up meeting (see Appendix E). The findings of this questionnaire and MEAP staff conclusions were also shared with this writer. These findings are also summarized and presented in Chapter IV.

	Data Obtained Through MEAP Reporting Forms	Surveys (By Writer)	Interviews (By Writer)	MEAP Staff Meetings and Reports
September, 1975		Identification of informational concerns		Initial regional meetings
October, 1975		Designing of surveys #1, #2, and #3	Designing of teacher and principal inter- view procedures	Final initial regional meet- ings
November, 1975	Informal teacher questionnaire sent by and returned to MEAP	Finalization of survey #1; con- tinue design of surveys #2 and #3	Continue design of teacher and prin- cipal interview procedures	MEAP staff follow- up regional meet- ings
December, 1975		Administration of survey #1; continue design of #2 and #3	Finalization of teacher and prin- cipal interview procedures	MEAP staff follow- up regional meet- ings, and report on November and December follow- up meetings
January, 1976		Continue design of surveys #2 and #3	Begin interviewing subset of teachers and principals (or supervisors)	
February, 1976	Informal teacher questionnaire sent by and returned to MEAP	Continue design of surveys #2 and #3	Continue inter- viewing subset	
March, 1976		Continue design of surveys #2 and #3	Continue inter- viewing subset	MEAP staff report on February questionnaires
April 1976		Finalization of surveys #2 and #3; begin data analysis	Complete inter- viewing subset; begin data analysis	
May, 1976	Final teacher data reporting forms and comment sheets due to MEAP	Administration of surveys #2 and #3; continue data analysis	Analysis of data	MEAP sends "Class Roster Sheet" reporting forms to AIR for speci- fied analysis ^a
June, 1976		Complete analysis of data	Complete analysis of data	

^aSee Appendix O for the "Class Roster Sheet" data analysis requested by MEAP staff.

Figure 3.--Planned schedule for evaluation study data-collection procedures.

Survey and Interview Procedures of the Writer

All data-collection procedures conducted by the writer were done through the official channels and resources of the Michigan Department of Education. This meant that all evaluation procedures were approved through supervisory personnel channels and standard Department approval procedures. All surveys administered under the auspices of the Department had to be formatted and approved by the Department's forms control unit, a section of REAS. Also, because of recently implemented Department regulations, permission of the Deputy Superintendent of Public Instruction had to be obtained to administer other than the official, standard forms.

Administration of February Kindergarten Teacher Survey (#1), May Kindergarten Teacher Survey (#2), and Principal (or Supervisor) Survey (#3).--All three surveys were designed by the writer with input from the MEAP staff and the Director of REAS. All surveys were formatted by the forms control unit of REAS. This forms control unit is responsible for approving and formatting all Department forms by conducting a rigorous scrutiny of all drafts for clarity and conciseness of content, as well as format. Each draft was discussed with the writer by forms control unit personnel, MEAP staff, and the Director of REAS. This procedure most definitely added a further quality-control factor to the surveys themselves.

According to the planned data-collection schedule, the first survey was to be administered in December to all participating kindergarten teachers. However, because of the aforementioned recently implemented Department regulation requiring the approval of the

Deputy Superintendent for the administration of nonstandard Department of Education surveys, this first survey was administered approximately two and a half months later than stated in the original schedule. Thus, the intended "December" survey (#1) became a late February survey with a requested April due date (because of school district spring vacations). With this initial mailing, a letter under the Deputy Superintendent's signature, describing all data-collection procedures, was also mailed to local superintendents. A letter from MEAP staff accompanied each teacher survey (see Appendix J).

By the requested April due date, only 19 of the 75 surveys mailed had been returned to the Department. Therefore, a follow-up letter was written by the evaluator and sent by MEAP staff requesting prompt response to the survey. In total, 66 February surveys with an April due date were returned.

The tardiness of implementation of the intended January survey (#1) necessitated a change in the initially planned design for the second kindergarten teacher survey (#2). Those items in the first teacher survey which were going to be repeated for pre-post comparison were removed from the second survey. The period of time between the administration of the two surveys was too short to render pre-post information. The final surveys, one to kindergarten teachers (#2) and one to principals (or supervisors) (#3), were mailed in early May requesting a May 17 return date. After May 17, a follow-up letter by the present writer was sent by MEAP staff requesting prompt return of the surveys. The number of participating

teachers had decreased by five, so that 70 surveys were the total teacher surveys mailed. The total number of teacher surveys returned was 52. A total of 70 principal (or supervisor) surveys was mailed and a total of 40 returned.

Although much thought was given to the content and clarity of the surveys, there were still items to which participants did not respond; some items received responses that were not relevant to the question and others were left blank. Whereas surveys more readily reach the total number of participants in a study than do on-site interviews, there was less control over obtaining a response, or a relevant response. However, there proved to be less than total control in either procedure.

Interviews of teachers and principals (or supervisors).--

The implementation of the interview procedure was conducted by a step-by-step process. From the list of probable volunteer interviewees, a MEAP staff member made telephone contact to determine willingness to be interviewed. Upon confirmation of willingness to be interviewed, a letter of confirmation of date, time, and place was sent to the local building by MEAP staff (see Appendix K). The writer drove to the local elementary building to interview on site. The interviewee was given a letter delineating intent and procedure (see Appendix L) and a copy of the interview questions (see Appendix I) to read before beginning the interview. The writer obtained oral permission of the interviewee to audio-tape the interview. The interview was then conducted by the writer reading the question and the interviewee responding. Almost all responses were

further questioned for clarification or elaboration. Upon termination of the entire interview procedure, the writer sent a letter of appreciation to each interviewee (see Appendix M) and a package of materials describing current developmental efforts of the Department of Education for directions in early childhood education.

Anticipating the unknown and the uncontrollable, the writer scheduled more interviews than actually deemed necessary to receive an adequate amount of interview information. In total, three interviews were cancelled, two due to teacher illness and one due to the researcher's illness. For reasons unknown, two principal interview tapes and two teacher interview tapes produced nothing but static, and could therefore not be included and analyzed in the data collection. Although this did reduce the intended number of interviews, findings indicated themes and consistencies by the end of the first six interviews.

By the end of the first three interviews, the writer decided to change the wording of two of the interview questions. This decision was made because all interviewees did not understand the meaning of two questions as they were phrased. The two changes were in both principal and teacher questions that used the word "design." For example, principal interview question #9 had originally read, "What do you perceive to be the advantages of the Kindergarten Special Study design?" The use of the word "design" in this context clearly was not understood by principals. A similar reaction was received from teachers. Therefore, the word was replaced by "procedures" throughout the interview questions. This impression was reinforced

after the formal interview procedures in carrying on conversations with participants. They did not use nor generally understand the use of the term "design" in this context. A second question that was changed was teacher interview question #22: "How do you choose the administration mode by which to assess any given objective?" The interviewees consistently did not understand what "administration mode" meant or referred to, and so the question was expanded to include a listing of the four assessment modes from which participants were supposed to be choosing (i.e., MEAP test, other test, observation, or other).

Most interviews were conducted in the privacy of a quiet, closed room. However, this was not possible in all cases because of various circumstances of time or unexpected events in local buildings. One teacher interview was conducted in the kindergarten classroom with an aide attempting, rather unsuccessfully, to keep the children at the other end of the room. Another teacher interview was conducted in a restaurant during lunch. Several principal interviews suffered from constant interruptions because of emergency situations that required the principal's attention.

The writer had believed the interview procedure would be unique in obtaining in-depth, more "honest" (less inhibited) information on the implementation of the Special Study than might the survey forms. It had been the writer's assumption that people who hesitate to commit to writing, even anonymously, their thoughts and feelings might be willing to do so orally. This does not appear to have generally been the case. Many in-depth, straightforward

comments were received in writing. Although the interview procedure did not prove to be a unique method for gathering in-depth, more honest information, it did offer the writer an impression of the more total context in which the Special Study was being implemented, i.e., the kindergarten classroom and the total elementary building. Since the writer is also the Michigan Department of Education Pre-primary Instructional Specialist, the interview procedure was a highly educational professional experience.

However, the value of the type and amount of information gathered through the interview procedure as being more in-depth or unguarded from the survey procedure is, in the writer's judgment, open to question. Other advantages of the interview procedure should be considered before deciding on its worth as a data-gathering procedure in a similar study. For example, having a Michigan Department of Education person come to one's building is certainly more "personal" than receiving a form to complete, and may have an effect on the attitude of participants. Also, several interviewees did state that they would not commit to writing what they were telling the writer orally. They also sought reassurances about their information remaining anonymous.

Again, as with the survey forms, there were incidents of being unable to receive a clear or relevant response to an interview question. No matter how many times the question was asked or rephrased, a relevant response was not given in certain cases. It appears to be the case that if a person is confused or evasive in writing, there is no absolute assurance that the person would be

any less confused or evasive on the same topic in an interview. Personal conversation is not a guarantee of greater insight or relevant response than the other response modality used. In only two or three interviews did this appear not to be the case.

CHAPTER IV

FINDINGS OF THE EVALUATION PROCEDURES

Introduction

The source of the findings of this evaluation is the data-gathering procedures of both the MEAP staff and those of the writer. The writer has analyzed and summarized the findings from all data-gathering procedures. However, it is necessary and appropriate to alert the reader to the complexity of analyzing and summarizing the findings of the individual procedures and the difficulty in generalizing the findings of all procedures. This section first presents a general summary of findings in a narrative format, matched to each identified procedure of the MEAP staff and of the writer. When appropriate, this summary refers to an appendix, in which may be found a detailed summary of the findings of that particular procedure. Detailed appendices summarizing the writer interview and survey findings are included.

Presenting the findings in this way means a possible dilemma. Seven appendices are a detailed summary of highly complex and individualized feedback, and the body of this section presents a general summary of that detailed summary. Presenting a general summary of these detailed summaries does not permit the presentation of dominant or theme responses for each question of each procedure. The responses

collected by both MEAP staff and writer procedures generally reflect a great degree of response variance for each question. This is true of the writer surveys where respondents were asked to check one of two or three foils in response to a question. A high degree of variance within responses to a given question is especially true of those survey questions which were open-ended, and of the interview questions. The body of this chapter, therefore, summarizes highly varied and detailed responses to the questions of all data-collection procedures. Where sufficient commonality of responses is present, generalizations are made. The reader is urged to read the appendices, and in particular the respondent comments, to appreciate the degree of variance of response to individual questions. Specific examples of this variance are presented with certain of the findings. The findings are summarized according to MEAP procedures and according to writer procedures.

Findings of the MEAP Procedures

MEAP Staff Report of December 3, 1975: Summary of November/December Follow-Up Meetings

Based on a series of follow-up meetings with Kindergarten Special Study participants, conducted November 11 through December 2, 1975, a MEAP staff report was written to the director of REAS. This report contained a summary section of MEAP staff perceptions of the concerns and comments stated during the series of follow-up meetings. The staff summary of information and conclusions relating to these meetings was:

Kindergarten Study

1. Most of the problems expressed are ones of procedure such as:
 - a. Teachers were unsure whether every student had to be tested with every MEAP test.
 - b. Teachers were unsure as to how explicitly to follow Administration Manuals.

An explanation of the study and its purposes seemed to answer most questions.

2. Almost all of the preprimary objectives are important in a kindergarten program.
3. Tests are enjoyable for students and informative for teachers. Teachers and other representatives from the districts were enthusiastic about this model of a kindergarten assessment.¹

The December, 1975, staff summary already began to highlight what later data indicated to be sources of major concern: use and administration of MEAP tests, appropriateness of preprimary objectives, teacher and principal (or supervisor) reaction to this model of kindergarten assessment. Later data do not agree in total with the above-stated staff conclusions.

Staff Report of December 10, 1975, Summarizing Results of November, 1975, Teacher Questionnaire

This staff report, in particular, identifies areas which later survey and interview information prove to be of major concern, as well as areas of perceived strength of the Special Study (see Appendix N). MEAP staff summarized teacher responses to a feedback questionnaire distributed by MEAP staff to participants of the November follow-up meetings. MEAP staff reported that 41 of the 75 participating teachers were present at these meetings. Thus, the

¹Quotation from the MEAP staff memorandum of December 3, 1975, to the Director of REAS, Michigan Department of Education.

data reported by MEAP staff represent feedback from approximately 55 percent of the participating teachers.

Although the MEAP staff report on the questionnaire data is directly quoted in the appendix, the writer wishes to highlight certain themes and characteristics that later proved to typify general informational findings. For example, question #3 on this questionnaire asks: "Has the kindergarten study been helpful to your classroom program?" The spectrum of degree of "helpfulness" ranges from "not especially up to now" to "somewhat" to "yes, it has made me more aware of individual progress." It is possible to question the degree to which MEAP staff summary of responses to this question as "yes: 18" and "no: 2" accurately reflects the nature of participant comments. The comments indicate not only a diversity of opinion and reaction to the helpfulness of the study, but also a diversity concerning how, or in what ways, it was perceived as helpful to that point in time.

Those participants who gave a definite or qualified affirmative response to this question found it helpful for very diverse reasons. For example:

"Been useful as a curriculum guide."

"It has helped find out what children do not find easy to learn."

". . . It has provided me with a test booklet that is already prepared."

"Other years I have had to prepare my own tests and evaluation forms on ditto."

"Through record keeping I can see in black and white where each child is."

"Helped at conference time."

"I plan to use it as a teaching tool."

"Some of the tests have given me new ways of presenting an objective, but for the most part, the study has not been helpful."

"Yes, it has made me more aware of individual progress."

Although any of these reasons for helpfulness can be viewed as valid from the teachers' point of view, such diversity of response also signals diversity of teachers' values in what constitutes "helpfulness," and certainly signals highly specific rather than overall or general "helpfulness." This point of values or educational assumptions is discussed in depth in Chapter V, "Conclusions and Recommendations," as a key factor in the overall findings, and therefore in formulating certain conclusions and recommendations.

Other important areas highlighted in this staff report are reflected in one teacher's lengthy response to the question: "If you could select a subset of the preprimary objectives that are appropriate for your kindergarten program, and were provided the MEAP assessment forms would you replicate the kindergarten study another year?" A response of particular relevance to general findings and conclusions is:

No! This study does not seem to have any relevance. If we are not to turn in the individual student roster, how can you know what objectives and what test items need to be improved (and in what areas children lack)? I do not approve giving an unvalidated test to my children. Seems like you need to work on individual school districts, instead of across the state. Many items do not pertain to our children and I'm sure others don't to other districts in the state. It's too bad we can't have the money which was spent on this test and use it for materials and personnel for our schools--that seems more valid than these tests.

This comment isolates various areas which became general themes reinforced in the survey and interview findings: (1) teacher attitude toward general educational assumptions underlying the study, (2) the appropriateness of the preprimary objectives,

(3) validity of the MEAP tests, (4) consistency of MEAP staff instructions regarding use and utility of the reporting forms, (5) cost effectiveness of state studies and assessment programs (this latter issue reflecting another area), and (6) local personnel perception and understanding of the role of the Michigan Department of Education and the MEAP in particular.

Teacher Questionnaire of January 12,
1976, as to Need for February
Follow-Up Meetings

A January 12, 1976, memorandum was sent to Kindergarten Special Study participants by MEAP staff, inquiring about the need for MEAP staff to hold regional follow-up meetings in February, 1976 (see Appendix F). Respondents were asked to indicate need by checking any of the following: "___no questions, ___telephone, ___personal meeting."

Of the total 75 questionnaires mailed to teacher participants, 35 were returned to MEAP staff (46%) and given to the writer for examination. Of the 35 responses, 33 teachers indicated "no questions," 1 teacher had a specific question which she wrote on the form, and 1 teacher wrote that she was no longer participating in the Special Study. There were no requests for personal meetings or for immediate telephone consultations. Several teachers indicated that if questions should arise they would telephone MEAP staff. The staff memorandum, summarizing the results of this questionnaire, reports that teacher participants generally did not perceive a need to meet with MEAP staff. Although this accurately reflects the response of 46 percent of the participating teachers, later survey

and interview data indicate that the response may not have accurately described participant need as would be perceived by Michigan Department of Education staff. This is to say that had MEAP staff received further or additional data, they may have questioned the degree to which the Study was meeting its objectives. The response of the 46 percent of participants could logically be interpreted to mean that the project was "running smoothly" and that no immediate or additional in-service or assistance was needed. The MEAP staff questionnaire was based on voluntary teacher self-assessment of need, and in this case appears to be inconsistent with information later gathered by survey and interview procedures.

Kindergarten Special Study Reporting Forms

Certain reporting forms were built into the design of the Kindergarten Special Study, as described in Chapter III. Upon termination of the Special Study, these reporting forms were to be returned to the MEAP. Two sets of the reporting forms were given to the writer for analysis. These two forms were the "Comments About Objectives, Tests and Items" sheets and the "Administration Mode Comment Sheets." The use and return of these two forms were considered a "voluntary" aspect of participation in the Study. The third reporting form, "Student Roster Sheet," was required to be returned to the MEAP in early May and was immediately sent to the American Institute for Research for specific data analysis.²

²See Appendix O for letter delineating data analysis requested by MEAP staff.

Thus, the writer did not have access to the "Class Roster Sheets." As stated, the other two reporting forms were not required to be returned, but were asked to be returned in order to provide feedback on the Special Study to MEAP staff. The writer's analysis of the information contained in these two forms is as follows:

"Comments About Objectives, Tests and Items" sheets (see Appendix P).--Based on the Kindergarten Special Study manual given to the writer by MEAP staff (the same manual distributed to the participating kindergarten teachers), the following calculations were made:³

<u>Total Possible Return to MEAP</u>		<u>Actual Return to MEAP</u>	
Sheets:	825	Sheets:	215 (26%)
Comments:	2,475	Comments:	408 (16%)

The writer did not analyze the very specific feedback on particular tests or objectives. The writer believes that such a task should be done by MEAP staff in conjunction with the Preprimary Specialist and the existing MEAP Preprimary Task Force.

Of the actual number (215) of "Comments About Objectives, Tests and Items" sheets returned, a total possible number of comments would have been 645. All 215 sheets were analyzed by the writer for the number of comments relating to each of the three domains of behavioral objectives: cognitive, affective, and psychomotor. However, the sheets and items were not all used as formatted

³Seventy-five participating teachers x 11 sheets per manual x 3 comments per sheet = 2,475 comments.

by MEAP staff. While a great number of the comments returned to MEAP staff were in the intended format of the sheets, a number of them were not. Some teachers chose to use these sheets for general feedback, or left comment items blank. Thus, the breakdown of comments received is as follows:

Comments relating to tests and objectives in the cognitive domain:	235 (57%)
Comments relating to tests and objectives in the affective domain:	72 (18%)
Comments relating to tests and objectives in the psychomotor domain:	101 (25%)

The remaining 237 comment items were either blank or general feedback, not related to the format of the sheet as intended to be used. However, these narrative comments do provide very essential information regarding participant attitude, knowledge, and perceptions of the Special Study. Therefore, these narrative comments have been summarized as data (see Appendix P).

These narrative comments, in particular, reiterate the participants' perceived strengths and weaknesses of the Special Study as also found in writer surveys and interviews. Again, the predicament of generalizing a summary of a summary is apparent. Whereas certain themes can be identified, one individual participant's response, much less the total collection of participants' responses, may give perceptions which are both positive and negative, and which appear ambivalent, if not inconsistent. For example:

Example #1:

I have enjoyed giving these tests, but I also have grown tired of the project. I have spent hours and hours recording the results. The children enjoyed the individual testing. And I know I have learned much more about each child. But at

the same time, I had to give up playing with the children at their free time. . . . I will be glad to take part in the study another year, if we can receive the materials in time to study and group them. I believe about half as many tests per teacher could be handled more comfortably.

Example #2:

These tests have been a real challenge to me. Some of them I feel were valuable and others not. I feel they should be compiled into several tests but not 74! The children became very bored with the booklets. We usually cover most of the objectives but in other ways. I would be willing to give the tests again.

Example #3:

We have covered more material than I have recorded but time did not permit any more testing or recording. With 31 children in one group and no help it was just too much extra work. . . . I felt I was neglecting our regular work to do the tests. However, I do feel the tests and objectives were valuable and sometimes more important than things I had to do. What we did was interesting, and I could have enjoyed it more and benefited more by it if I had a smaller group and some help.

Example #4:

I have enjoyed participating in the program but found the "paper work" prohibitive for the tests' value. To administer individual tests to each of approximately 25 students without interrupting our current program was impossible. . . .

Given that such examples are typical of participant responses, the writer is faced, in summarizing the findings, with the task of presenting equivocal information. These many and diverse comments can be summarized by themes pertaining to the overall informational concerns of the Special Study as indicated below:

Implementation of design: The design does appear to have focused teacher attention on individual strengths and weaknesses of children. However, the specific components of the Study attempting to achieve this focus were seriously questioned. Several teachers questioned the experience and/or qualifications of the designers regarding their understanding of kindergarten teaching.

Another crucial point which appears in these comments, as well as in other data, is that the overall purpose of the design, "assessment," was not always how the testing procedures were used. In many cases, teachers indicated that they tested after teaching or knowing that the child had acquired the particular skill. Did these teachers use the procedures as intended (i.e., for assessment purposes), or did they use them for evaluation purposes? Comments would indicate that they either did not understand the difference, or that they understood that either purpose was appropriate in implementing this Special Study.

Test manuals: General reaction was positive to the MEAP test manuals, although specific recommendations for improvement included condensing manuals into fewer in number, and improving the pictorial illustrations both for clarity and cultural bias. The validity of these tests was also questioned.

Reporting forms: Teacher reaction to the total of the reporting forms was clearly negative. They felt there were too many reporting forms and that the majority of their time had to be spent in administering tests and recording the information. At question also seemed to be the basic concept of the need to record information, and most certainly what amount of information is necessary and efficient to ask teachers to record. Specific recommendations were made to improve the format of the class roster sheets. Teachers clearly perceived a need for additional adult assistance relating to recording information, administering tests, and/or instruction, but

felt that one adult, i.e., the teacher, could not do all tasks for all children.

MEAP training and support: Participants generally had a very positive attitude toward MEAP personnel, and especially toward special services asked for and received. Comments relating to improvement of state-level implementation centered on the need to distribute materials earlier in the year and that instructions from state personnel to local staff were perceived as inconsistent or unclear. This was especially a concern regarding the use of the "class roster sheets" and "student performance record" sheets. Teacher comments also reflected a participant need to have state personnel clearly state the general purpose of the entire Special Study, as well as the purpose and rationale for the various and specific components.

In general, teachers reported that their participation was a learning experience and that most received some benefit from it. However, they also perceived the Study to be "too time consuming," disruptive of classroom procedures, and that either the amount of information to be tested and recorded should be reduced or assurance of assistance be supplied with the Study.

"Administration Mode Comment Sheets".--Based on the sample Kindergarten Special Study manual given to the writer by MEAP staff (the same manual distributed to the participating kindergarten teachers), the following calculations were made:

<u>Total Possible Return to MEAP⁴</u>	<u>Actual Return to MEAP</u>
Sheets: 750	Sheets: 93 (12%)
Comments: 3,000	Comments: 305 (10%)
Number of items identifying Mode A (MEAP tests) for comment:	80 (26%)
Number of items identifying Mode B (other tests) for comment:	37 (12%)
Number of items identifying Mode C (observation) for comment:	86 (28%)
Number of items identifying Mode D (other) for comment:	26 (9%)
Number of items identifying subject matter or materials instead of assessment mode:	76 (25%)

As this summary indicates, of the possible total administration mode sheets, approximately 12 percent were returned. Of those returned, the two modes most commented on were Mode A, the MEAP tests, and Mode C, teacher observation. Of the 305 comment items completed on these sheets, approximately 25 percent of them did not have comments pertaining to mode of assessment as defined by the Kindergarten Special Study. Rather, these comment items referred to curriculum materials and/or subject matter.

Those items which identified subject matter or materials for the requested "administration mode" repeated the following substitutions:

Safety, math books, dittos, unit, show and tell, alphabet test, discussions, chalkboard work, pictures, cards, speech therapist, teacher-led activities, visiting time, weekly reader, exercise activities, many modes, math, flannel board, oral directions, directed singing, daily activities, log, piano, huggables, collection of objectives, film, balls, building block, group.

⁴Seventy-five participating teachers x 10 sheets per manual x 4 comments per sheet = 3,000 comments.

Findings of the Survey and Interview Procedures

The two procedures utilized only by the writer to gather evaluative information on the Kindergarten Special Study were surveys and interviews of both participating teachers and principals (or supervisors). While 100 percent of the participating population was requested to respond to the survey forms, a subset of teachers and principals (or supervisors) was chosen to be interviewed. Again, the writer wishes to stress the highly complex nature of the information and the difficulty in formulating a clear, unequivocal summary of the information and interpreting the material.

Summary of Interview Responses

The interview questions of both teachers and principals were, in great part, the same as or similar to those of the surveys. This is because the questions of both methods were designed to seek information on the basic informational questions of concern identified by Department of Education staff. The interview questions were completely open ended in nature, whereas most of the survey questions were not. Although such "open-endedness" leaves great latitude for interviewee response in giving honest and full information, it does create a dilemma for the evaluator in analyzing and summarizing responses. For example, the interview questions had no "right answer," nor a limit on the number of comments that a participant might make to any given question. This created highly individualized responses which may or may not have been clear or even relevant to the question posed. Thus, in some cases, the meaning of the response was open to interpretation, despite writer efforts for

the interviewee to clarify and specify. In total, 17 interviews were scheduled, but for reasons delineated in Chapter III, 12 interviews of principals and 12 interviews of teachers form the basis of the following findings. The summary of response totals in the reported findings does not always add up to the exact number of respondents. Some respondents gave more than one discrete answer, so that each separate concept was analyzed and reported. In many cases, the same respondent voiced positive and negative or ambivalent responses to one or more questions.

Summary of teacher interview responses⁵.--

Relating to instruction: The teacher interview data indicate that these teachers had not all previously utilized performance objectives, but a majority reported to have previously assessed children and did believe that the use of objectives and assessment procedures was sound instructional practice for kindergarten. However, a majority of these teachers did question the appropriateness of the Department of Education Preprimary Objectives. The assessment modes most utilized previous to the Kindergarten Special Study were teacher observation and commercial tests, with a preference for assessing "standard academic skills" and psychomotor development. The primary purpose of these assessment practices was reported to be identification of individual student weaknesses or needs.

Most of these teachers reported specific instructional benefits to their participation, as centering on having specific, concrete, complete information. Other noted benefits included

⁵See Appendix Q for a detailed summary of responses.

focusing attention on individual children and a means to check on effectiveness of teaching. However, 4 of the 12 teachers could identify no particular benefits. Disadvantages to participation centered on the time-consuming nature of testing and recording information which detracted from the normal teaching procedures. This was mentioned also by those teachers who did not report any major disadvantages.

The majority of these teachers did find that the Special Study procedures were providing them with more complete information. However, they were almost evenly divided about whether or not the information was more useful.

Relating to communication: Most of the teachers reported the coordination between the kindergarten program and the first grade consisted of either teachers planning together, or information being passed on to the first grade teacher. In one instance, the materials used by kindergarten and first grade were sequential, and two teachers reported that very little coordination existed. The majority of these teachers saw no change in coordination due to the Kindergarten Special Study. In many cases, this was due to the fact that they felt the coordination was already good. Four teachers perceived change or the possibility of change toward better coordination. The majority of teachers indicated that there was no coordination or communication between pre-kindergarten programs in the school or community. However, a majority did foresee changes in or the possibility of improving this communication due to the Kindergarten Special Study. The majority of teachers reported no change in the

nature of communication with parents due to the Kindergarten Special Study. The majority of these teachers had had minimal or no communication with the first grade teachers regarding the Kindergarten Special Study which they were implementing. The teachers were approximately evenly divided on having provided any Kindergarten Special Study information to their principals.

The majority of teachers identified the role of their principal as one of "support." Three teachers described the role of the principal as "none." Again, the majority of teachers felt they were receiving the local administrative-supervisory support needed. Three did not.

A majority of teachers voiced concern over anything, or anything meaningful, happening with the Kindergarten Special Study information within their buildings. Three teachers said they thought or hoped that it would be passed on to first grade teachers.

Relating to implementation of the Special Study: The specific MEAP staff services provided teachers received very diverse reaction. The initial September meetings received almost evenly divided response between being "good, helpful," etc. and being "confusing, bewildering," etc. The November follow-up meetings were perceived by the majority (eight) as "helpful, good," etc. and by a minority (three) as "very disheartening, bad," etc. The majority found ongoing support services to be "good," with a minority simply responding that they had no need of any ongoing services.

Teachers were almost evenly divided on the number who had the assistance of an instructional aide or student teacher in their classrooms. Most teachers felt this was of primary importance.

As noted in Appendix Q, the responses to Question 21--"How do you choose which objective to assess?"--consistently indicated that most teachers equated the "choice of objective" with the MEAP test. They responded as though the question were "How do you choose which MEAP test to administer?" This has obvious implications regarding their understanding of the difference between an objective and a MEAP test-assessment procedure, as well as their understanding and/or use of the other three assessment modes. The many diverse responses to this question concentrated on two main bases of choice of objective or MEAP test: as a follow-up to what had been taught, and according to the local kindergarten curriculum or goals. The other responses included: "By the numerical order of the test" and "Random picking of tests out of box."

Responses to this question were highly diverse. However, they do indicate that a number of teachers used the MEAP tests for evaluation rather than assessment purposes, and that no generally recognizable system or rationale for choice of objective or MEAP test was utilized. A similar situation is indicated by teacher response to question 22, "How do you choose the administration mode by which to assess any given objective (i.e., MEAP test, other test, observation, or other)?" As previously stated, the teachers did not understand to what "administration mode" referred. After three interviews, the writer revised the question to include the naming of

the four administration modes designed into the Study by MEAP, so that teachers would understand the meaning of the question. Answers tended to center on a preference for observation and, second, use of MEAP tests. Four teachers responded that it depended on the objective.

The number of objectives assessed ranged from 29 to "all of them." There was no consistent or general pattern for how often teachers recorded information on the "Class Roster" sheets. Again, teachers were divided as to the general amount of time they spent recording information. There was almost an even distribution across the time amounts: a great deal, a moderate amount, very little. The majority of teachers did feel that the amount of time spent assessing and recording was worth the information obtained. Four teachers voiced "no" or "conditional" statements.

The majority of these teachers were not using the individual "Student Performance Record" sheets. Comments indicated that teachers initially understood from MEAP staff that this was a requirement, but learned at the November regional meeting that it was not necessary. This perceived change in instructions from MEAP staff was commented on with hostility by three of the teachers interviewed. They stated that after the November meeting, they felt that recording of information was not worth their time since it would probably not be used.

No teacher gave a "yes" response to using the "Administration Mode" comment sheets. Ten teachers said "no," they were not using them, and one responded "a couple of them." But even this latter

teacher asked the writer to show her the sheet to which the question was referring. None of the teachers immediately understood to what sheets the question was referring.

The two assessment modes preferred by these teachers were teacher observation and MEAP tests. Again, comments indicated a lack of systematic basis for choice of mode, and lack of systematic or generalizable rationale for preference of choice.

A majority of the teachers found "most" of the MEAP tests appropriate, although these teachers did make specific comments and recommendations for improvement. Teacher concerns about the MEAP tests centered on poor illustrations in the test booklets, and they perceived certain of the illustrations as culturally biased. The majority of teachers reported a positive reaction to the tests by the children. One teacher reported initial child enthusiasm, which eventually evolved into boredom or resistance to the tests. Another teacher reported initial crying by children, which eventually evolved into enjoyment of the tests. No teacher stated that the children's reaction was negative.

A majority of these teachers reported concern regarding use of the information by the Michigan Department of Education. Eight responses indicated that they did not know what the Department might do with the information, or believed that the Department would do very little. Four responses gave perceived purposes for which the state might use the information.

Teacher interviewees were divided in their willingness to participate in a similar study next year. Six responded "yes," two responded "no," and three responded "under certain conditions."

Summary of principal (or supervisor) interview responses⁶.--

Relating to communication: Eight of the 12 principals (or supervisors) did have input regarding participation in the Kindergarten Special Study. Of these eight, one requested not to participate. Four of the 12 principals (or supervisors) had no input into the decision of their building's participation. Of these four, one would have requested not to participate, one was undecided, and two would have agreed to participate. This means that of the 12 principals interviewed, seven were actual "volunteers" in the Study.

Half of these principals (or supervisors) attended the initial September meeting held by MEAP staff, and had mixed reactions about its helpfulness. The other half of the principals (or supervisors) either did not attend (four) or could not remember (two). Of those who did not attend, a variety of reasons were given.

A majority (seven) of these interviewees did not attend the November follow-up meeting held by MEAP staff. Theme reasons were because of having sent a representative and having confidence in the kindergarten teacher. Of the five who did attend the meeting, their comments on the meeting reflected various degrees of satisfaction.

A majority of these interviewees did not initiate any other communication with MEAP staff. Of those who did, concerns centered on the MEAP tests.

⁶See Appendix R for a detailed summary of responses.

A majority of interviewees felt that the Study had not impacted on the communication between them and their kindergarten teachers. The theme reasons for this were that good communication and/or similar procedures had already existed. Three persons indicated that communication had changed "to a degree," in that test information was being discussed. One stated a definite change, in that the teacher was now more hostile. One interviewee did not know because of the teacher being new.

When asked to describe the nature of first grade teacher involvement in the Kindergarten Special Study, the majority of interviewees (seven) responded "none that I know of." One reported, "I don't know." Only one interviewee had formally called a meeting of kindergarten and first grade teachers for the purpose of communicating Special Study procedures.

In response to what would happen with the individual achievement information, 5 of the 12 interviewees stated that it "probably will be sent to the first grade teacher." Three responded "I don't know," and three responded that "the information will or might be placed in the child's permanent file." One interviewee did not know that the format was different from the MEAP Fourth Grade Assessment Program computer print-out reporting system.

Relating to instruction: Five of the interviewees responded a definite "yes" as to the Kindergarten Special Study having impacted on the kindergarten program. However, three of these commented that the impact was one of testing time detracting from regular instruction. The other two perceived that the Special Study was providing

direction, organization, and a system for the kindergarten program. Five interviewees responded "somewhat or probably." Their comments reflected perceived impact in that teachers were evaluating their kindergarten program, using more formal organization and systematic approach, using assessment procedures and recording information, and expanding the content of the kindergarten program. One interviewee responded "no" and one responded "I don't know."

Half of the interviewees perceived that the Kindergarten Special Study would have an impact on the early elementary program (K-1). Of these interviewees, half of them perceived the primary impact of the Study to be a setting in place of the first piece of a sequential early elementary curriculum. Three interviewees saw no impact, but for very diverse reasons. These reasons included the perception that the procedures were already being used, that the first grade teachers won't use the information, and a highly ambiguous comment, that it "won't impact on students, although teachers may act on feedback." Three respondents simply stated, "I don't know."

Relating to implementation of the Special Study: Perceived advantages of the Special Study procedures centered on two points: individual information, and that the Special Study provided clear, organized, structured, and orderly direction and procedures. The objectives were singled out as a component contributing to these two advantages and were named as an advantage in themselves.

Reported disadvantages centered on 12 comments relating to concerns about the testing procedures. These included the perception

that the time necessary to administer MEAP tests took away from instruction and that observation, as a testing mode, lacks validity and reliability. Four interviewees commented on the Study as being "a waste of time if no follow-up by first grade teachers" occurs. One interviewee reported no major disadvantages and two reported "I don't know." The responses to these questions asking for perceived advantages and disadvantages certainly indicate that interviewees perceived both advantages and disadvantages.

Ten interviewees reported that an aide was participating in the Kindergarten Special Study classroom. However, in no case was it reported that the aide was assigned specifically because of the Special Study. Two interviewees responded that no assistance was provided. In one case, this was in contradiction to this same principal's teacher, who reported having the assistance of an aide. Interviewees unanimously agreed that the assistance of an aide would make a difference in the implementation of the Special Study. However, they identified very different functions for the aide to perform. Described aide functions included paper work, individual testing, all assessment procedures, and instruction.

In response to question #5--"What do you see as your role in the Kindergarten Special Study?"--most interviewees supplied more than one description. Roles described centered primarily on being liaison-facilitator between kindergarten teachers and the Department of Education, supporting the kindergarten teacher and giving feedback to the department, and applying the relevance of the Special Study to the local program. One person responded "none" until the

completion of the Study. There was obviously no clear, common function(s) perceived by the majority of principals (or supervisors).

When asked to compare the Kindergarten Special Study procedures to those of the Fourth Grade MEAP assessment program, as to one being a more useful educational procedure for their building, the majority (eight) voiced preference for the Kindergarten Special Study procedures. Reasons for this preference centered on two theme perceptions. First, interviewees perceived that the Fourth Grade Program results do not appear to be used by the teachers and therefore are not cost effective. Second, interviewees perceived that the Kindergarten Special Study provides a longer period of time for judging if a child has acquired a behavior or skill. One interviewee preferred the Fourth Grade state assessment program because the information was less individualized, and therefore easier to use for grouping children. Three interviewees voiced no preference.

The majority of interviewees (eight) stated that they would be willing to have the Study implemented in their building again. Three responded that they would be willing under certain conditions. These conditions included changes in the MEAP tests, if the kindergarten teacher agreed, and if the Department of Education gave greater assistance. One interviewee responded "no" because of the amount of time detracted from the regular instructional program. This person also stated that he/she was against individualization of instruction.

Summary of Survey Responses

Each indicated survey appendix tabulates responses to each question by individual foils. Responses to open-ended questions have been summarized in the appendix into core statements or direct quotations. Direct quotations are indicated by quotation marks. For those concepts that were repeated by more than one respondent, the number of respondents who stated the concept is identified.

Summary of responses to Kindergarten Teacher Survey #1, February, 1976 (see Appendix S).--The total number of surveys sent was 75. The total number returned was 66, or 75 percent of the total sent.

Relating to instruction: Of the 66 respondents, 54 percent reported that they had previously used performance objectives; 35 percent reported that they had not. For 9 percent of these teachers, this was their first year at the kindergarten level.

However, 29 percent reported that objectives had not been officially adopted either by their district, by their building, or by themselves personally. Many teachers reported that objectives had been adopted at one, several, or all of these levels. Teachers perceived the two main purposes for using performance objectives as being (1) to provide a basis for assessing students' strengths and weaknesses and (2) to facilitate individualized and group instruction.

Of these teachers 83 percent did feel that basing assessment and instruction on objectives is a viable educational procedure for

kindergarten. A minority, 9 percent, did not believe it to be so, and 8 percent thought so only under certain conditions (i.e., small classes, fewer objectives).

Of these respondents, 77 percent found the Preprimary Objectives generally appropriate, 18 percent did not, and 3 percent indicated "most, yes and no." Many comments across all categories of responses indicated that some or many of the objectives were "too easy" for kindergarten.

Previous to the 1975-76 school year, 90 percent of the teachers reported having assessed and recorded individual student performance, and 9 percent reported that they had not. Of the 90 percent who reported having previously assessed and recorded student performance, the primary methods reported to have been used were teacher observation (97%), teacher-constructed tests (93%), commercial tests (66%), and information from parents (42%). Within this same 90 percent, the behavioral areas reported to have been assessed were cognitive (82%), psychomotor (77%), and affective (71%). Of this same 90 percent, assessment was reported to have been conducted individually by 88 percent, of the entire group by 74 percent, and of small groups by 66 percent.

As to the purposes for teacher assessment of students, the highest percentages reported were (1) to identify individual student weaknesses/needs (98%), (2) to identify individual student strengths (97%), and (3) to identify a basis for individual program planning (90%).

As to how often certain grouping modes were used in instruction, teachers reported entire group instruction as most often utilized (64%); second, small group instruction (64%); and least often utilized was individual student instruction (50%).

Teachers' responses relating to identifying the primary impact on their teaching of the use of performance objectives and recording of information were very diverse. The impact identified by 23 percent of the teachers was "providing data on individual weaknesses and strengths." However, the number of persons not responding to the question almost equalled this (21%). The next most frequently identified impact was "leaving less time to teach to the objectives" (16%).

Relating to communication: Previous to the 1975-76 school year, the nature of coordination between kindergarten programs and first grade was described by 73 percent of the teachers as "written information on kindergarten students given to first grade teacher." The next most frequent response was "development of a sequential K-1 curriculum" by kindergarten and first grade teachers. Of these teachers 38 percent reported end-of-the-year conferences between kindergarten and first grade teachers, 7 percent reported that there is no coordination, and 6 percent responded that they did not know what the nature of coordination was.

The theme responses describing coordination between the kindergarten programs and any pre-kindergarten programs in the school or community was 50 percent of the teachers reported that

"there is no coordination," and 35 percent reported that written information on pre-kindergarten students is given to the kindergarten teachers.

Reporting information to parents previous to the 1975-76 school year was identified by certain theme practices: personal conferences (97%), narrative comments (71%), objectives or behaviors attained by each student (59%), and by a scale from excellent to unsatisfactory (42%).

To the date of responding to this survey, 58 percent of the teachers had not reported to parents any of the student performance information obtained through the Kindergarten Special Study procedures. Forty-two percent responded that they had reported information to parents.

Sixty-six percent of the respondents had had no communication with the first grade teacher(s) regarding the Special Study, whereas 25 percent reported that they had had some communication.

Of these teachers, 28 percent reported that they had provided information obtained through Special Study procedures to their building principal; 68 percent reported that they had not.

Relating to implementation of the Kindergarten Special Study:

Teacher perceptions of the purpose(s) of a state-conducted preprimary assessment program centered on the following theme responses:

- "To identify individual student strengths and needs" (85%)
- "To communicate student performance to the next grade level teacher" (66%)
- "To communicate student performance to parents" (57%)

Other purposes were identified by less than half of the respondents.

Teachers were asked to rank order six types of test information by the order of benefit to them in planning instruction. Number 1 ranking was to describe the type considered most important. Following is a summary of how teachers ranked the type of test information from 1 to 6, giving the highest percentage of respondents ranking that type of information by that rank number. For example, two types of test information were equally ranked as number 1 by the teachers: "Individual attainment of objectives on a criterion-referenced test," and "Observation and recording of student performance."

<u>Type of Test Information</u>	<u>Ranked</u>	<u>by</u>	<u>%</u>
INDIVIDUAL attainment of objectives on a criterion-referenced test	1		33%
Observation and recording of student performance	1		33%
INDIVIDUAL attainment of objectives on a criterion-referenced test	2		24%
CLASS attainment of objectives on a criterion-referenced test	3		16%
Observation and recording of student's performance	3		16%
Information from parents	4		26%
Ranking of INDIVIDUALS on a norm-referenced test	5		26%
Ranking of your CLASS on a norm-referenced test	6		38%

These responses indicate that teachers do not generally agree on the type of test information of greatest benefit in planning instruction. Also, the writer believes it important to point out

that, based on conversations as well as formal interviews with kindergarten teachers, one may question the degree to which teachers understood the terminology used in this question. In other words, how many teachers really understood the difference between criterion-referenced and norm-referenced testing, or use of test data? Given this level of understanding, the meaning of the above-summarized responses is in doubt.

Of the teachers responding, 68 percent believed that the Special Study procedures were providing them with more complete information on individual students and 26 percent did not. However, 48 percent found the information more useful, whereas 39 percent did not; 2 percent responded "yes and no."

Teachers' use of MEAP recording sheets was very diverse and lacked dominant theme practices. For the "Class Roster" sheets, 33 percent of the teachers reported recording information weekly, 21 percent bi-weekly, 20 percent monthly, and other responses varied from "I have not recorded information to this date" (6%) to "randomly" (4%). Regarding the "Comments About Objectives, Tests and Items" sheets, 65 percent reported that they were using them and 33 percent reported that they were not. The "Student Performance Record" sheets were being used by 64 percent of the teachers; 30 percent reported that they were not using them. The "Administration Mode Comment Sheets" were reported as being used by 54 percent of the teachers and not being used by 38 percent.

In response to the question concerning whether or not teachers had a preferred assessment administration mode, 73 percent

responded "yes," 18 percent responded "no," and 9 percent gave no response. Of those 73 percent who responded "yes," they did not follow the survey directions to identify one preferred assessment mode. Twenty-four respondents checked more than one response. Therefore, the following percentages are based on 24 respondents having checked more than one preference: 44 percent preferred teacher observation, 27 percent preferred MEAP tests, 17 percent preferred other tests (teacher-made tests were the dominant theme here), and 7 percent preferred "other." As to why the particular mode was preferred, 24 percent of the respondents gave no response. Of those who did respond, 15 percent preferred MEAP tests because they perceived them as:

- "More valid"
- "Reliable"
- "Easy to administer"
- "The children enjoyed them"
- "They were readily available"

Of the other respondents, 13 percent reported preference for observation because of such diverse reasons as:

- "Flexible"
- "Not disruptive of instruction"
- "More accurate"
- "More personal"
- "Takes less time"

Teachers' use of or plans for use of Special Study information centered on:

- "To identify individual student weaknesses/needs" (83%)
- "To identify planning" (64%)

The other purposes were identified by less than half of the respondents.

To the date of completing this survey, the number of pre-primary objectives reported by each teacher to have been assessed varied from two to "all." The mean number of objectives reported assessed at this time was 54. The median number of objectives reported to have been assessed was 50.

The MEAP September preservice session was perceived as providing needed information by 73 percent of the teachers. Of the other respondents, 18 percent responded "no" and 9 percent gave no response. The November Follow-Up meeting was attended by 58 percent of the teachers, not attended by 36 percent, and 6 percent gave no response. (Evaluation comments on this meeting and of the Study are included under the December, 1976, MEAP staff reports.) Of these respondents, 76 percent felt that they were receiving the needed support services from the MEAP, 12 percent did not, and 12 percent did not respond to this question.

Summary of responses to Kindergarten Teacher Survey #2, May, 1976 (see Appendix T).--The total number of surveys sent was 70. The total number of surveys returned was 52 (74%). The data from this survey, and their interpretation, were highly limited by the number of teachers who did not respond to a number of the questions. This is noted in the summary.

Relating to communication: Of the 52 respondents to this questionnaire, 27 (52%) reported that they had personally volunteered to participate in the Special Study; 25 (48%) reported that they had not. Because volunteer participation was identified in the key characteristics of the Special Study, the writer analyzed

survey responses according to volunteer and non-volunteer participants. (See Appendix T for columns V [volunteer] and N-V [non-volunteer]).

There was minimal difference in the responses between volunteers and non-volunteers. For example, in response to question #12, "in total, how many Preprimary Objectives did you assess?", the median number for both volunteers and non-volunteers was 74. The mean number for volunteers was 84 (83.58) and for non-volunteers 79 (79.00).

A total of 14 questions received "no response" from some participants. Since question #7 had seven separate components, a total of 20 items for the 14 questions received no response from some participants. To these items, "no response" was received a total of 57 times from the 27 volunteer teachers, and a total of 71 times from the 25 non-volunteer teachers. For the volunteer teachers this gives a "no response" mean number of 2 (2.11); for non-volunteers 3 (2.80).

Only to questions #13, #17, and #21 is there enough variance between volunteer and non-volunteer responses to specific foils to note a difference by this factor. In question #13, "Did you have MORE information on individual children due to your participation in the Kindergarten Special Study than you have had in previous years?", 29 respondents (56%) reported "yes." Of these 29, 20 were volunteers and 9 were non-volunteers. In question #17, "Do you intend to use the Kindergarten Special Study procedures (voluntarily) for your kindergarten program next year?", a total of 9 reported "yes." Of these 9, 7 were volunteers and 2 were non-volunteers. In question #21, "Are you willing to participate in a similar study again?", a total of 18 reported "yes." Of these 18, 12 were volunteers and 6 were

non-volunteers. The responses to these foils indicated the greatest degree of variance between volunteer and non-volunteer responses in this survey.

The two primary modes of coordination between kindergarten and first grade, anticipated for 1976-77, were:

- "Written information on kindergarten students being given to first grade teacher" (69%)
- "End of year conferences between kindergarten and first grade teachers" (42%)
- "There will be no coordination" (2%)
- "I do not know" (10%)

Anticipated coordination for 1976-77 between kindergarten and any pre-kindergarten program centered on:

- "There will be no coordination" (30%)
- "Written information on prekindergarten students requested to be given to kindergarten teacher" (25%)
- "I do not know" (21%)

Of the total respondents, 52 percent responded that they had reported to parents student performance information obtained through the Special Study; 48 percent had not.

Of these respondents, 60 percent said they had had communication with the first grade teachers regarding the Special Study procedures, whereas 38 percent had not. Building principals or supervisors received Special Study student performance information from 40 percent of these teachers; 60 percent reported that they had given no information to them.

Relating to implementation of the Special Study: The descriptions and instructions for procedures contained in the front of the Special Study Procedure Manual (blue notebook) distributed by MEAP staff were described as "satisfactory, complete, good, helpful" by 71 percent of the respondents. However, from that percentage, as well as from other respondents, numerous comments were

made suggesting improvements. Of all teachers, 15 percent did not respond to the question.

The "Class Roster" sheets were reported as "helpful, good, o.k." by 56 percent of the teachers. Again, participant comments offered suggested improvements or changes in these reporting forms. A total of 15 percent of the teachers did not respond to this question.

The "Comments About Objectives, Tests and Items" sheets were perceived as "good, helpful," etc. by 50 percent of the teachers. Many comments were provided suggesting changes or specifying strengths. Of total respondents, 17 percent did not respond to this question.

The "Student Performance Record" sheets were reported as "good, o.k., clear to follow" by 30 percent, but 33 percent reported them as not useful. Of the total teachers, 17 percent did not respond to the question. Others reported specific weaknesses or suggestions for improvement.

"Administration Mode Comment Sheets" were reported as "fine, o.k., adequate" by 35 percent of the teachers; as "didn't use as much, or not used" by 29 percent. No response was given to this question by 30 percent of the teachers.

The Administration Manual for the MEAP test was described as "good, helpful, o.k." by 54 percent; and as "too much repetition, combine manuals" by 13 percent. Of total teachers, 19 percent gave no response. A number of comments addressed specific weaknesses or suggestions for improvement.

Student booklets for the MEAP tests were reported as "good, helpful, o.k., clear" by 58 percent of the respondents, and 17 percent suggested "fewer or combining booklets." Of total teachers, 19 percent did not respond to the question. Comments included specific suggestions for improvement.

Teachers reported children's main reaction to the MEAP tests as:

- "They enjoyed most of the tests" (65%)
- "They seemed willing to tolerate most of the tests" (33%)
- "They were quite negative to taking most of the tests" (4%)

For question #9--"How did you determine WHICH objective to assess?"--the responses were highly varied:

- "According to my curriculum" (38%)
- "Determined which ones were of most importance" (17%)
- "Assessed all or almost all objectives" (15%)

Other comment categories reflected very diverse rationale.

In response to question #10--"How did you determine which assessment MODE . . . to use?"--such diversity was again apparent:

- "Used mostly MEAP and own test" (25%)
- "No response" (13%)
- "By observation of students if possible" (12%)
- "By when it appeared in the curriculum" (12%)
- "Needs of children" (12%)

Many other responses were given, but were low in the number of respondents reporting each one.

Great diversity of rationale again appears in response to question #11--"How did you determine WHEN to assess a particular objective?":

- "When children were exposed to a skill, after children had practiced, mastered skill, after teaching a particular skill" (34%)
- "When had time to give a test" (17%)
- "No response" (12%)

The teacher responses on this second survey as to the total number of preprimary objectives assessed reflect the same broad number range as the first teacher survey. However, because of the highly dubious meaning of 29 percent of these responses, mean and median figures were not computed. The 29 percent referred to includes 9 percent of the respondents who reported "most all" objectives assessed, 3 percent who reported "do not know," and 17 percent who gave no response. For those who did give a number response, the range was from 20 objectives to 132 objectives.

Of the responding teachers, 56 percent reported that they had MORE information on individual children because of the Special Study and 33 percent reported that they did not. A total of 56 percent believed the Special Study information to be BETTER ORGANIZED than previous information, whereas 31 percent did not. To this question, 11 percent gave no response.

The Special Study information was reported as useful as follows:

- "To me, the child's teacher" (86%)
- "To the first grade teacher" (60%)
- "To the Department of Education" (58%)
- "To the child's parents" (54%)
- "To no one" (8%)
- "No response" (4%)

Teachers' responses as to their use of the information centered on the following:

- "To identify individual student strengths" (67%)
- "To identify individual student weaknesses/needs" (65%)
- "To identify a basis for group planning" (44%)
- "To identify a basis for individual program planning" (40%)

Of the teachers reporting, 17 percent stated that they voluntarily plan on using the Kindergarten Special Study procedures for their program next year, 42 percent do not, and 37 percent reported that they would with certain changes. Comments relating to changes centered on the combining of or substituting for the MEAP tests.

Teachers reported the greatest advantage to their participation by very diverse responses. The most recurring themes were:

- "Quicker and earlier identification of individual strengths and weaknesses" (19%)
- "Expanded objectives of kindergarten program" (11%)
- "No response" (15%)

Teacher responses as to the greatest disadvantage to their participation had more consistent themes. The most recurring responses were:

- "Too time consuming" (57%)
- "Too much bookkeeping, recording, paper work" (27%)
- "Too much testing, combine tests" (17%)

When asked what additional or different support services were needed from the State Department of Education, very diverse "services" were identified. Of the total respondents, 27 percent reported that the services provided were adequate and no others needed. The remaining respondents gave a variety of responses ranging from actual possible state department services, to suggested changes in the Special Study, to changes in local support. A total of 34 percent of the teachers did not respond to the question.

In response to the final question--"Are you willing to participate in a similar study again?"--34 percent responded "yes,"

34 percent responded "no," and 27 percent responded "under certain conditions." The certain conditions specified were highly diverse, but those which occurred more than once were "If we could test only objectives judged necessary," "Fewer test booklets," and "If we had materials well in advance."

Summary of responses to Principal (or Supervisor) Survey, May, 1966 (see Appendix U).--The total number of surveys sent was 70. The total number returned was 40 (57%). As was the case with teacher surveys, directions often were not followed. This added to the complexity of reporting data.

Relating to communication: Principals' (or supervisors') responses as to the nature of their involvement in the decision to participate in the Kindergarten Special Study indicated that 29 (73%) of the respondents did have input into the decision to participate. One of these respondents (2%) requested not to participate. Of the total respondents, 10 (25%) did not have input into the decision to participate. Of this 25 percent, 15 percent would have requested to participate and 10 percent would have requested not to participate. This means that of the 40 principals who responded, approximately 29 (73%) were actual volunteers and 11 (27%) were non-volunteers.

Volunteer (V) and non-volunteer (N-V) responses are identified in two columns in Appendix U. However, only 11 of the 40 respondents were non-volunteers. Due to this very small number of non-volunteers, the meaningfulness of statistically treating the variance between volunteers and non-volunteers is doubtful. Therefore, conclusions and

generalizations are not made regarding the nature of volunteer versus non-volunteer responses to questions for principals.

Respondents reported that their kindergarten teachers' involvement in the decision to participate in the Special Study was as follows: 77 percent of the teachers did have input and agreed to participate. None who had input requested not to participate. A total of 23 percent of the teachers were reported as not having input regarding their participation. Of this 23 percent, principal (or supervisor) respondents perceived that 13 percent of the teachers would have agreed to participate and that 10 percent would not have agreed to do so.

Of the total respondents, 70 percent did attend the initial September meeting held by MEAP staff. Comments indicated general satisfaction with the meeting, although satisfaction was not unanimous. Of the 28 percent who did not attend, only a few provided comments as to why not. Comments included: "Time," "Did not know of it," and "Sent a representative." One person reported being unable to remember if he/she had attended the meeting.

The November follow-up meeting was attended by 33 percent of the respondents. Half of these 33 percent commented on the meeting. Their comments indicated general although not unanimous satisfaction. Of the total respondents, 62 percent did not attend this meeting. The majority did not comment on why they did not attend. Of those who did comment, reasons included "Other commitment," "Notice sent after meeting," and "Didn't see it as necessary." Twenty percent of the respondents did initiate other communication with MEAP staff. Those who did comment included methods

of communication (i.e., telephone) as well as content (i.e., in regard to test materials). Of the total respondents, 78 percent did not initiate other communication with MEAP staff. One person could not remember if he/she had initiated any other communication with MEAP staff.

Relating to implementation of the Special Study: Descriptions of personal role in the Study had the following theme responses:

"To assist and participate in implementing the assessment procedures" (42%)

"I had no clear role" (27%)

"To function as liaison between the kindergarten teacher and the MEAP staff" (20%)

Of the total principals (or supervisors) reporting, 70 percent did perceive that the Study impacted on the kindergarten program. However, 28 percent of these respondents did not comment on the nature of the impact. Of those who did, impact was generally described in positive terms. Concerns centered on the amount of time for testing and recording, which detracted from the normal instruction of the kindergarten program. Of the total respondents, 28 percent saw no impact on the kindergarten program. Their comments indicated that the objectives and procedures contained in the Study had already been a part of their local program.

Of these respondents 65 percent perceived that the Special Study did or will have an impact on their early elementary program. The descriptions of impact were extremely diverse and indicated no central theme. A total of 30 percent reported that they perceived no impact on the early elementary program. The majority of these 30 percent did not comment on their response.

The presence of an instructional aide or student teacher was reported by 53 percent of the respondents; 47 percent reported that there was no aide or student teacher. A few comments were made by those respondents answering yes, and no comments were made by those respondents answering no. However, there was general agreement, by 80 percent of all respondents, that the assistance of an aide or student teacher would make a difference in the implementation of the Study. A total of 15 percent responded "no," that they did not believe it would make a difference. A total of 4 percent either "did not know" or did not respond.

The involvement of the first grade teachers in the Special Study did not appear to be consistent, nor to have a general pattern. The responses on involvement can be summarized as:

- "The kindergarten and first grade teachers met on their own initiative to discuss the Special Study materials and procedures" (35%)
- "The first grade teacher was informed of the project by the kindergarten teacher" (30%)
- "The first grade teacher was informed of the project by the principal or supervisor" (23%)
- "I do not know" (18%)

When asked if other kindergarten teachers in the building or district would like to participate in a similar study, 10 percent responded "yes," 38 percent responded "no," and 45 percent reported that they did not know. A minimum number of respondents provided comments on their response.

Intents or plans for use of the individual kindergarten student achievement information were very diverse. Of total respondents, 33 percent reported that the kindergarten teacher would make that decision, and 27 percent reported that the information would be

sent to the first grade teacher at the request of the principal (or supervisor). Other comments varied from not having yet decided, to using it for local decision making.

A total of 53 percent of the respondents believed they had more information on entering first graders than in previous years. More than half of these respondents did not comment. Of those who did, comments and perceptions did not indicate a central theme. A total of 40 percent did not believe that they had more information. Again, less than half of this 40 percent commented on their response, and of those who did, no central theme was indicated.

As to whether or not the Special Study information was more complete and useful for instructional decisions, 50 percent responded "yes." Approximately half of this 50 percent offered comments which were again too diverse to present a central theme. A total of 32 percent responded "no" as to the information being more complete and useful, and 10 responded "unknown at this time" or "hopefully." No response was given by a total of 8 percent.

When asked if the information was more complete and useful for administrative decisions, 38 percent responded "yes," 47 percent responded "no," 5 percent were uncertain, and 10 percent did not respond to the question.

Responses as to whether this information was more complete and useful for reporting to parents, 48 percent responded "yes," 38 percent responded "no," 2 percent responded "yes and no," and no response was given by 12 percent.

When asked to compare the kindergarten MEAP design to that of the fourth grade MEAP, as to which of the two was a more useful educational procedure for the building, 18 percent preferred the Kindergarten Special Study design, 33 percent preferred the fourth grade design, and 25 percent believed them to be of equal value. Twenty-two percent of the respondents did not answer the question. (Principal-supervisor interview data strongly indicated a lack of understanding of the word "design," but also a lack of knowledge of the Kindergarten Special Study procedures and materials. Therefore, the meaningfulness of these responses may be open to question.)

When asked if they would be willing to have this or a similar study implemented in their building again, 40 percent responded "yes," 30 percent responded "no," and 30 percent responded "under certain conditions." Those who responded "no" or "under certain conditions" commented, in particular, on the need for additional classroom assistance and the amount of time and work required to implement the Study.

Summary Responses to MEAP Questions of Informational Concern

Questions Relating to Instruction

1. Do the Kindergarten Special Study assessment procedures encourage the teacher to focus on individual strengths and needs of children?

Yes, all data procedures indicated greater awareness of individual strengths and weaknesses/needs of children.

2. Do the Kindergarten Special Study assessment procedures change the teacher's instructional behavior toward individualizing instruction of children?

The degree to which awareness of individual strengths and needs was actually operationalized in instructional behavior is highly questionable. This appeared to be due not so much to intent, motivation, or desire on the part of teachers as to inservice needs and technical assistance factors.

3. Does the specific, recorded, individualized assessment information gathered through the Kindergarten Special Study procedures provide more useful and complete information for local decision making than previous local assessment procedures?

Generally, this was not perceived to be the case by the majority of either teachers or principals. Information was generally perceived to be more complete, but not necessarily more useful.

4. Are the Preprimary Objectives judged generally appropriate for kindergarten children by the participating teachers?

There were general, consistent feedback comments that a number of the objectives are considered "too easy" for kindergarten children, and that teachers expected a number of the behaviors to be acquired before entrance into kindergarten.

Questions Relating to Communication

1. Did the participants receive needed/requested support from the local administration?

Generally, teachers believed that they did. The one area singled out was from those teachers who did not have an instructional aide or student teacher, and did state the need for one. Those principals who had not been involved in the initial decision

to participate indicated that they wished their local administration had involved them in the decision.

2. Do the participating teachers and principals (or supervisors) perceive that the Kindergarten Special Study assessment procedures make a positive difference on communication between teachers, parents, and principals (or supervisors)?

The data did not provide a clear, unequivocal response to this overall question. The degree of positive difference in communication varies according to the population involved, i.e., kindergarten teacher to parents or kindergarten teacher to principal, or kindergarten teacher to first grade teacher, etc. The one area which did indicate a possible, albeit minor, change toward greater communication was between local pre-kindergarten programs and kindergarten programs.

3. Is sufficient valid and reliable child achievement data provided to the Michigan Department of Education staff for state-level decision making?

Writer judgment would indicate that this is not the case if decisions rest on validity-reliability factors. The conclusions and recommendations elaborate on this judgment.

Questions Relating to Implementation of the Special Study

1. Do the procedures and materials of the Kindergarten Special Study gather the intended information for local- and state-level decision making?

The procedures themselves were generally commented upon as viable and appropriate for kindergarten. However, the particular materials used in this Study, most especially the number and format

of the reporting forms, do not appear to gather efficiently the intended information for either the local or state level.

2. Are the mechanics of recording manageable and efficient from the teachers' point of view?

This definitely does not appear to be the case for the majority of teachers. While the amount of time spent recording was reported as varied, the "time-consuming" nature of recording was a constant theme in the comments of both principals and teachers. This again relates to the number of recording-reporting forms and their format.

3. Are the mechanics of administering the MEAP group and individual tests manageable and efficient from the teachers' point of view?

Data on this question were not consistent, but general recurring comments indicate that teachers do not perceive the administration of MEAP tests as manageable and efficient. This was more clearly the case with the individual tests, although comments did indicate a general dissatisfaction.

4. Are the items of the MEAP tests regarded as appropriate by the kindergarten teachers?

Generally, yes, although certain items and concerns were singled out as being in need of improvement.

5. Did the participants receive needed/requested training and support from the MEAP staff?

Participants were in general agreement that specifically requested services from the MEAP staff were very well provided. However, "needed" services did not have an equally clear response. From the point of view of participants, their opinion generally

reflected satisfaction, although comments for improvements were suggested. From the point of view of the writer-evaluator (hindsight), needed training and support services were not provided.

Again, the writer emphasizes that these findings are based on summarizations of the raw data received from questionnaires, interviews, and surveys. The raw data are: (1) MEAP data gathered from 55 percent of participants who were present at the November Follow-Up meetings; (2) 46 percent return on MEAP questionnaires regarding the necessity for February Follow-Up meetings; (3) 26 percent of total possible return of the "Comments About Objectives, Tests and Items" sheets; (4) 12 percent of total possible return of the "Administration Mode Comment" sheets; (5) 12 interviews of teachers and 12 interviews of principals; (6) 75 percent of total possible return on February, 1976, teacher surveys; (7) 74 percent of total possible return of May, 1976, teacher surveys; and (8) 57 percent of total possible return of May, 1976, principal (or supervisor) surveys.

In presenting these findings an effort was made generally to defer interpretations to the following chapter on "Conclusions and Recommendations." This was done in order that the reader might first gain a sense of the breadth and complexity of the information collected. The reader is again urged to study the appendices of the data summaries, to appreciate the level of detail involved in presenting the general findings of the Kindergarten Special Study evaluation.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This presentation of conclusions and recommendations is designed to respond to the "key characteristics" of the Special Study as delineated in Chapter II. Logically, there is a sequential, developmental link between the underlying educational assumptions, the key characteristics of the Study, and the questions of informational concern or implied objectives. It is the writer's perception that the general operating assumption of the Department project has been that, given a certain assessment design and its successful implementation by the Michigan Department of Education, specified desired results or outcomes will occur at the local school district classroom level. It is, therefore, more appropriate to center these conclusions and recommendations on the state-level design and its implementation. This is not to say that factors at the local level, or sites of implementation, did not affect the outcomes of the Special Study. However, the degree to which the Michigan Department of Education has, or can have, control over such factors is quite dubious. A further reason for differentiating between state and local levels of implementation is that this evaluation report, of a state department project, is being submitted to the Research, Evaluation and Assessment Service Area of the Michigan Department

of Education, which has supported its design and implementation. It is therefore appropriate that recommendations for action be directed to the Michigan Department of Education, rather than to local school districts or buildings which were functioning as sites of implementation for the state program.

There are three general, logically linked functions which this evaluation study performs. The first function is to present the design and implementation of the MEAP Kindergarten Special Study for 1975-76. This presentation, and the Special Study itself, is prescriptive in nature and intent by advocating certain procedures, with accompanying materials, to improve the quality of kindergarten programs. The second general function of this evaluation study is to present the results of the evaluation procedures of the Kindergarten Special Study, which is a descriptive function; that is, describing what results were obtained through various information-collection procedures. In this final section on "Conclusions and Recommendations," this study takes on an evaluative judgment function, based on comparing the prescription of intent to the description of evaluation results.

The evaluative judgments made regarding the Kindergarten Special Study for 1975-76 are then placed in a broader context of evaluative judgments regarding the more total state picture of preprimary and early childhood education, of which the Kindergarten Special Study is an important aspect.

Conclusions According to Key Characteristics
of the Special Study

Characteristic #1: Through communication with local school district superintendents, a volunteer participant population of principals and teachers will be identified. From this locally identified volunteer population, actual participants will be selected by MEAP staff based on general demographic representation and distribution.

It is clear from the findings that the Kindergarten Special Study for 1975-76 did not, in reality, have a totally volunteer population of principals and teachers. Only 54 percent of 52 responding teachers reported to have personally volunteered for the project. Of the 40 responding principals, 73 percent reported having input into the decision and requested to participate. The fact that approximately half of the teachers were not volunteers most probably had an effect on implementation and outcomes of the Special Study. However, this fact did generate data on an additional, if unintended, dimension of the Special Study: the impact on nonvolunteer teachers and principals.

An examination of the demographic information shows that the participant population did not adequately reflect a truly representative distribution of participants. Participant population concentrated on more "rural" areas. This did present an additional insight, however. In the interview procedures, the writer perceived that the participants from more rural areas were generally more enthusiastic about and receptive to the entire project than those from other areas. This appeared to be due to several factors. The first was that the writer found less "automatic" and general hostility toward the Michigan Department of Education in the more rural areas.

The second factor was that the procedures of the Kindergarten Special Study had not been previously implemented in these districts, and the staffs were highly receptive to trying ideas and receiving assistance to improve the quality of their kindergarten-early elementary programs.

Characteristic #2: The 132 Michigan Department of Education "Tentative Objectives for Preprimary Program in Michigan" would serve as the basic behaviors to be assessed.

A good number of the "Tentative Objectives" are appropriate behavioral expectations for children younger than five years old. The historical reason for this situation is that the separate products of the Michigan Department of Education Pre-kindergarten Commission and the Kindergarten Commissions were combined into one document. It is not surprising, then, that kindergarten teachers would disagree with the "Tentative Objectives for Preprimary Programs in Michigan" document as expressing appropriate behavioral expectations for five-year-old children. The teachers in this study also commented during the interview procedure that some of the objectives were too hard, especially the cognitive objectives, and that some were too easy (see Appendix Q).

Another primary difficulty which surfaced in the evaluation study is that many of the participating teachers did not utilize a rational, consistent system for determining which objective to assess at what point in time during the school year. That is to say, the teachers generally did not report a systematic basis for judging appropriate behavioral expectations of five year olds at any given

point in time. This problem directly relates to the confusion caused by the "Tentative Objectives" document itself.

However, it is necessary to be aware that the other, polar end of this situation is equally a dilemma. Teachers should not feel tied into a rigid expectational pattern for highly specific behaviors of students. Some teachers did perceive the present document in this light. An "Objectives" or behavioral expectations document should not indicate expectations that a child acquire behavior "x" by or on September 29, behavior "y" by or on December 4, and behavior "z" by or on June 2. General guidelines of sequential behavioral development in children would seem more appropriate to achieving the overall educational goals set forth by the Michigan Department of Education.

The teachers participating in this study generally did not report systematic utilization of the "Tentative Objectives," nor did they formulate a systematic basis for judging the number of objectives to be assessed or acquired by each, all, or any specific number of children. For example, when asked how many objectives they assessed, the teachers responded with the greatest diversity of all their responses in the surveys. The responses spread out from 20, across a spectrum to 132, including 17 percent of the participants who made no response at all to the question (see Appendix T, Kindergarten Teacher Survey #2). Apparently, neither teachers nor principals understood whether all objectives were to be assessed and acquired, or only some of them, and if some, then which ones?

Characteristic #3: Teachers can choose from four different assessment modes or methods of assessing student behaviors: (a) MEAP-developed tests, (b) other tests, (c) observation, and (d) other.

Designing into a total assessment program a number of options as to methods of assessment was well received by participants. Not only was this a favorable public relations posture, but may also offer a potentially more valid and reliable method for measuring attainment of objectives by children. However, there were problems relating to implementation of this aspect of the design. The testing modes identified by MEAP staff were not always used for the purposes of assessment, but rather for evaluation. As reported in the "findings," 34 percent of teacher respondents reported testing after teaching or observing that a child had acquired a particular skill. This fact alone casts doubts upon the appropriate use of the testing procedures on the part of the participants.

Another central problem area here is the general question of validity and reliability within and across measurement modes. There is minimal or no evidence that each of the four assessment modes used in the Special Study is valid and reliable, each within itself. The MEAP tests have not had a validity-reliability technical report issued on them; the category of "other tests" implies that any locally developed or commercially produced instrument is valid and reliable. The category of "observation" has no validity-reliability criteria, controls, or documentation. The category of "other" is so amorphous as to lack even definition, much less controls for validity-reliability.

The validity-reliability factor across modes is highly open to question. That is to say, given the same objective there appears to be minimal or no evidence that any or all of the four modes of the Special Study provide equally valid and reliable measurement of a particular behavior or skill. In the comments the teachers made about "Objectives, Tests and Items," the dominant theme was the time-consuming nature of the task and the volume of record keeping, rather than about the quality of the information they received from the process (see Appendix P). Any decisions about validity-reliability will, therefore, probably have to be based on information generated at the State Department level.

Particularly concerning the MEAP tests, beyond the question of validity-reliability, there is the question of their format or organization. These tests were perceived to be cumbersome, time consuming, and repetitious by many of the teachers. Quite a few comments were made by the teachers about the illustrations in the tests, describing them as of poor quality, and some as culturally biased. The fact that they are labeled as "First Grade" booklets, and used in the Kindergarten Special Study, seemed to cause confusion on the part of some of the participants.

Characteristic #4: Assessment information on each individual child should be recorded on designated "Class Roster" sheets and returned to the Michigan Department of Education upon completion of the Special Study. Information on these sheets would include the objective assessed, the assessment mode used, and the date that student mastery was determined.

The Class Roster Sheets contain much of the essential information asked for in the other reporting forms. The one most

objectionable aspect of the information reported on these sheets is the date that mastery was determined. It appears to be the case that the dates given on these sheets often reflect the date of recording the information, rather than the date of teacher determination that a child mastered a particular skill or objective. This fact indicates a lack of participant understanding of the rationale behind the particular format of these sheets, particularly the rationale behind requesting the date of mastery. Evidently, Department staff did not successfully communicate to the participants the rationale behind or importance of knowing the date of mastery for any given objective.

Characteristic #5: Assessment and recording procedures would be implemented and data recorded on a formative basis, over the entire period of the Special Study (September, 1975, through April, 1976), or approximately the period of the regular school year.

The previous conclusion, regarding what the recorded date actually represents, has further implications for this fifth characteristic of the Kindergarten Special Study design. It appears that at least some of the data submitted to MEAP staff on the student roster sheets may in reality be more summative data, recorded from teachers' memories, rather than truly on-going formative assessment and recording.

The practice of formative assessment was generally perceived by participants as providing, in theory, more valid and reliable information on children than a "one-shot" testing procedure. Formative assessment was also preferred over a pre-post design, as teachers and principals indicated in the interview data. However,

in order to adequately implement a truly formative assessment and recording procedure for each child, it seems necessary for teachers to have some kind of assistance in the classroom. Repeatedly, in the comments offered by participants in this Special Study, there were complaints about the burden such procedures placed upon the teacher. The enthusiastically positive comments made about the Special Study procedures were made by teachers who had classroom aides to assist in the implementation.

Formative assessment, over the period of an entire school year, means that the young child may very likely come into contact with other teachers or specialists, such as a physical education teacher or a speech therapist, who may have opportunity and expertise to judge attainment of specific skills. The concept of "assistance" can be broadened beyond the classroom aide or student teacher. However, guidelines for the involvement of others in such assistance over a period of time would be needed to control for validity and reliability of measurement.

Objective #6: Other recording sheets would be available to participants and requested to be completed for teacher use and for feedback to the MEAP staff.

The three other recording sheets available to teachers--the individual "Student Performance Records," the "Comments About Objectives, Tests and Items," and the "Administration Mode Comment Sheet"--were generally not well received by participants and were not widely used (see Appendices Q and T). Participants consistently commented that the recording of information was much too time

consuming. The fact that so few of these sheets were returned to the Department reinforces participants' verbal and written feedback.

Characteristic #7: The MEAP would provide specifically scheduled preservice and on-going support services to participants. The MEAP would assess and meet participant needs through (a) interaction with participants at two scheduled regional meetings, and a third regional or local building meeting, if so requested; (b) a teacher self-assessment questionnaire completed by the participants of the November regional meetings; and (c) a teacher self-assessment questionnaire, sent to all participating teachers, inquiring about the need for a February regional or local building meeting with MEAP staff.

The scheduled pre-service, in-service, and on-going support services provided to the Special Study participants were judged as adequate by many participants. However, from the point of view of the attainment of the implied Special Study objectives, different or additional support services are needed. For example, the role expectations for principals, kindergarten teachers, all types of classroom aides, and first grade teachers need to be clearly formulated and communicated to all participants.

There is clearly a need to address role expectations in such areas as the testing procedures; e.g., is it appropriate for aides to test, or principals, or only kindergarten teachers? As with the observation made above about formative evaluation, so here the MEAP needs to be explicit as to the diverse participants' responsibility in the implementation of the MEAP design. Role clarification should also include clarifying to participants the role of the MEAP as a unit of the Michigan Department of Education. A more positive attitude on the part of participants may result from such clarifications.

A final conclusion in this section is that Special Study participants, generally, did not understand the concepts in the six-step process management model of the Michigan Department of Education. This was especially evident in the interview procedures. There was found to be considerable confusion among the participants as to the definition for and differentiation of the concepts. Especially in relation to an assessment project, the function and meaning of specific measurement concepts such as normative-referenced and criterion-referenced testing and use of data should be understood. Generally, this was not the case for the participants in the Special Study. This fact is probably a significant factor in the kinds of information, participant uses of information, and in their attitudes toward the information generated by the Kindergarten Special Study.

Recommendations According to Key Characteristics of the Special Study

The MEAP should:

1. decide if a totally volunteer population is still desirable based on the lack of variance between volunteer and non-volunteer teacher responses. If, for other reasons, the volunteer nature of participation is deemed desirable, procedures to assure a totally volunteer population should be identified.

2. support and participate in a revision of the "Tentative Objectives for Preprimary Programs in Michigan" document into one which reflects age-appropriate developmental expectations for

preprimary-age children. The revision process should take into account the concerns articulated in the above-stated conclusions. That is, the revised document should reflect a general sequential developmental pattern in the growth of young children in measurable behavioral terms.

3. clearly delineate expectations regarding the number of objectives to be assessed per class or per child. Or, if this is to be a local determination, then guidelines should be provided by MEAP to form the basis for determining how many of what objectives to assess.

4. maintain options as to the methods or modes of assessment of the behavior of the kindergarten children.

5. determine the degree to which the testing procedures are meant to be used for assessment and at what point reassessment and evaluation become inseparable activities in the instructional process.

6. clearly communicate to Special Study participants the concepts, purposes, and uses of assessment tests and data as these are advocated by MEAP.

7. issue a technical report on validity-reliability of the MEAP tests. This report should be shared with the Preprimary Specialist and other early childhood educators for reaction and input. In conjunction with the Preprimary Specialist and other early childhood educators, the MEAP should develop specific guidelines for determining the validity-reliability of "other tests" used to assess the Preprimary Objectives; should develop criteria, controls, and documentation procedures for the "observation" mode of assessment;

should define the category of "other" and provide specific process guidelines for documenting the category as defined.

8. provide guidelines for the use of various alternative modes of assessment, vis-à-vis particular expectations or objectives.

9. revise and condense, wherever possible, the MEAP test booklets and administration manuals in order that they become free of cultural bias, contain quality stimulus illustrations, and reflect their purpose at the kindergarten level.

10. explain to the Special Study participants the importance of recording the actual date of mastery of objectives by their students. If the Department determines that this information is not important, then it should be dropped from the reporting forms.

11. exercise caution in its use and interpretation of any information dependent upon the reported date of attainment variable in the formative assessment procedures.

12. retain the formative assessment characteristics of the Special Study, but with greater controls on the nature of recording and reporting formative results.

13. consider developing guidelines on who may assist teachers, and in what way (assessment and/or recording).

14. condense reporting forms to avoid repetition of information and to emphasize that particular information which is of the essence to be recorded.

15. develop and implement general guidelines on role differentiation and MEAP role expectations for all possible participants.

16. define for Special Study participants the role of the MEAP in Michigan public school education.

17. formulate specific objectives for each phase of development of the Kindergarten Special Study and communicate these objectives to all participants.

19. provide inservice training on each concept of the six steps of the Michigan Department of Education process management model.

19. continue the use of teacher-principal self-assessment, but also provide an additional assessment of participant needs by others, as a support service of the Department.

Conclusions Relating to Overall Design and Implementation of the Special Study

An integral aspect of the Kindergarten Special Study design which could not be measured by this evaluation study was the intent that the assessment information on each individual child be communicated to the first grade teacher. This evaluation study addressed the degree to which communication between the kindergarten teacher and first teacher occurred during the school year, but not what information was communicated to the first grade teacher and how it was used. Such usage would not occur until fall, 1976.

A number of Special Study participants for 1975-76 would be interested in knowing the evaluation results and student attainment results of the 1975-76 Special Study. A number of interviewees, especially principals and supervisors, asked if they could receive a copy of results. "Results" of the student attainments records

(Class Roster Sheets) are of a particular and different nature from the evaluation study results. Principals (or supervisors) who discussed their interest in obtaining such results phrased it in such a way as to give the impression that descriptive information equalled prescriptive admonitions.

A number of Special Study participants for 1975-76 voiced concern, in both the interview and survey procedures, over the cost effectiveness of special studies and of the entire Michigan Educational Assessment Program. There appears to be an interest and concern among a minority of participants as to the cost effectiveness of such studies and programs.

The Kindergarten Special Study design and its implementation were questioned by a number of teachers and principals on the basis of who had input into its development. This was especially apparent in the findings of "Comments About Objectives, Tests and Items" sheets (Appendix P). Describing and sharing information about how a product reached any given form seems necessary to allay and address both informational and attitudinal concerns on the part of participants.

The majority of participants did not appear to share the underlying assumptions of the Michigan Department of Education staff from which flowed the design and implementation of the Special Study. This appears to have been a major factor affecting the results obtained. A sharing of the underlying assumptions by MEAP staff is especially important if the "volunteer" aspect of the Special Study is considered essential. At some point in time, Department staff

may deem it appropriate and necessary to provide inservice to local staff with the specific objective of obtaining participants' understanding of and agreement with the staff-identified educational assumptions. However, the degree to which a Michigan Department of Education project or program, whether volunteer or mandated, can cause or facilitate change at the building or classroom level remains an unanswered question.

Upon receipt of this evaluation study, the MEAP has a breadth of information on the results of the 1975-76 implementation of the Kindergarten Special Study. Specific characteristics and components have been highlighted as being in need of revision or further in-depth study.

The 1975-76 Kindergarten Special Study has given evidence of the degree to which such a project can function as a positive change agency/educational leadership activity in kindergarten education in Michigan public schools. Such leadership in the area of kindergarten education will also impact on lower and higher grade levels. The writer has learned that the number of schools requesting to participate in the 1976-77 Special Study has been so high as to expand the number of participating schools to approximately 200. This is particularly interesting information, given the highly equivocal nature of the 1975-76 findings.

Recommendations Relating to Overall Design and
Implementation of the Special Study

The MEAP should:

1. conduct a follow-through information-gathering procedure to determine if the first grade teachers of Kindergarten Special Study student participants (a) received the Special Study information on the participating child and (b) to what use the first grade teacher puts the information.

2. report general evaluation and student attainment results to interested 1975-76 participants through either a written report and/or a general meeting in the fall of 1976. However, the MEAP should be most cautious in reporting descriptive information and prescriptive information. For example, if the majority of first grade teachers had no involvement in or communication with the Special Study project and procedures, this may accurately describe a situation, but not be one which MEAP staff or the writer advocates. Another example is that it may be the case that many affective objectives are reported as not having been attained. Such information could be interpreted as meaning that the affective objectives could not be attained, or that they were not taught, or that they were not measured. Clear guidelines for interpreting and using descriptive data should accompany any report or meeting of the MEAP staff.

3. share cost-effectiveness information on special studies and the Michigan Educational Assessment Program if such information is available. If such information is not available, the MEAP may wish to consider developing and distributing a cost-effectiveness report.

4. seek the input of representative early childhood educators such as principals, teachers, and other specialists for future developmental design and implementation activities of the Kindergarten Special Study.

5. reexamine the underlying educational assumptions of the Special Study and share the results of this reexamination with potential Special Study participants. Preservice and inservice sessions should share these underlying assumptions with participants as the basis for the design and its implementation.

6. continue to implement the Kindergarten Special Study while stating the specific objectives of a particular year or phase and by on-going evaluation studies which focus on specific components or aspects of the Special Study and attempt to control for identified variables. Future implementations of the Special Study should particularly reflect the recommendations of this evaluation study and the potential and intent of the Special Study to function as an educational leadership activity.

General Conclusions Relevant to the MEAP Kindergarten Special Study Findings

The writer considers it both appropriate and important to place the above-stated specific conclusions and recommendations on the MEAP Kindergarten Special Study for 1975-76 into a broader context of perceptions of early childhood education in the state of Michigan. Indeed, the MEAP Kindergarten Special Study findings are symptoms of a more general situation. Since March of 1974, as Preprimary Instructional Specialist, the writer has had numerous opportunities

to discuss issues with and to collect information from early childhood educators throughout the state, and to observe numerous early childhood programs in operation. The writer has also had a number of opportunities to gain perceptions of issues and programs on a national level. However, since these latter opportunities were considerably more limited than those within the state, I shall confine my conclusions and recommendations on the present context and status of early childhood education to within the state of Michigan.

The abundant, complex, and inconsistent information obtained through the MEAP Kindergarten Special Study evaluation procedures confirms and reinforces my perceptions and conclusions regarding the general status of education of the young child. Many of these conclusions appear to have direct bearing on the findings and conclusions of the Kindergarten Special Study for 1975-76. That is to say, if the following conclusions do reflect or describe an educational reality, and if the accompanying recommendations were to be implemented or acted on, a number of the "problem areas" identified in the Kindergarten Special Study (either as cause or effect) may be resolved from various sources and from a much broader perspective than a project of the Michigan Department of Education. In fact, the Michigan Department of Education could take only limited action on a number of these recommendations which are dependent on a number of educational resources for resolution.

The Michigan Department of Education is asserting and can assert further leadership in addressing these issues. However,

State Department resolutions must have the support of the general educational community for implementation, follow through, and true effectiveness.

The following conclusions are based on my experiences functioning as the Michigan Department of Education Preprimary Instructional Specialist. While functioning in that capacity, I have had numerous opportunities to gain information from and formulate perceptions of the knowledge and attitudes of local school district board members, local school district central office administrators, building principals, classroom teachers, members of professional educational associations, various boards and organizations involved with services to young children, and other State Department staff members, in addition to simply the Department of Education. I am offering, therefore, generalizations which by their nature do not hold true in all cases. Also, one professional educational association should clearly be identified as an exception to the following conclusions: the Michigan Association of Elementary School Principals (MAESP). Since becoming the Michigan Department of Education liaison to this Association in March, 1974, it has been my experience that the following general conclusions do not apply to most members of the MAESP Board of Directors, members of the Curriculum Commission, and representatives to the Michigan Department of Education Preprimary referent groups. This Association has offered and continues to offer effective educational leadership in the area of early childhood education, and has identified this issue as one of top priority for their Association.

There is a pervasive attitude among many public school educators that very young children do not really "learn." This attitude or belief appears to emanate from a very limited, specific definition or understanding of what "education" or "learning" is. Their definition of education or learning equates the traditional cognitive "3 r's"--readin', 'ritin', and 'rithmetic. If very young children do not read, write, or do arithmetic, they do not "learn," and therefore can not truly be provided an educational program.

This attitude toward learning in young children reflects a lack of understanding or knowledge of the highly complex nature of the physical, emotional, intellectual, and social growth and development of the young child. This lack of knowledge is particularly evident in the areas of intellectual development and the development of a positive self-concept in young children (emotional development). I have observed, in Piagetian terms, teachers imposing "formal operations" expectations on "pre-operational" children. I have also observed teachers giving verbal and nonverbal messages to students which discount or minimize the students' worth and/or ability.

Based on observing a large number of early childhood classrooms and questioning teachers regarding the educational rationale for the particular environment and experiences being provided children, I have concluded that there is a lack of systematic educational rationale as the foundation for many programs. Responses as to why teachers provide certain tasks or materials often do not reflect an immediate educational purpose, nor a long-range educational plan.

This is one aspect of a more generalized situation, also commented on by Special Study participants. There is little educational consistency from one kindergarten classroom to another, even within the same building, much less from building to building and district to district. Nor is there generally educational program continuity from kindergarten to first grade to second grade. The child behavioral expectations of one grade level teacher may or may not be consistent, compatible, or sequential with those of the following or preceding grade level.

This lack of kindergarten program consistency is evidenced in what appear to be two polar philosophical "camps" regarding the purpose of kindergarten programs. One camp sees the kindergarten program's purpose as letting the child "socialize" and become used to the school, peers, and not being in the home environment. The other camp sees its purpose as getting a headstart on teaching the 3 r's in order to avoid literacy and computational problems in later grade school. The repercussions of the "two camps" and lack of program consistency or continuity are most profoundly felt by the children being served.

Present elementary certificated teachers who are teaching at any of the early childhood grade levels could profit from ongoing professional development experiences relating to the growth and development, learning, and teaching of children ages 0-9. The writer has frequently observed that when teachers lack the necessary understanding of child growth and development and its implications for child learning and educator teaching, commercial materials

become the curriculum and dictate the educational expectations, experiences, measurement techniques, and mastery criteria for the children.

Preprimary programs, kindergarten being the most evident example, suffer from certain factors composing their very definition and present operation. Elementary principals, prekindergarten teachers, and kindergarten teachers have discussed with the writer their sense of "separateness" from the total elementary school program. This is attributed to various factors. The kindergarten programs generally are half a day, which in many instances means that the kindergarten teacher has two completely separate classes to prepare for and teach. Such circumstances often mean that kindergarten teachers sacrifice lunch hours and breaks which teachers at other grade levels may have. Whereas the school district may count the half-day kindergarten child who is five years old by December 1 for a full count of state aid membership, human and material classroom resources often do not reflect this. The writer has observed a large number of kindergarten programs which, although not legally required to, do not meet the proposed minimal child care center regulations for Act 116, P.A. 1973, administered by the Department of Social Services. Presently, public school prekindergarten programs are required to meet these minimal regulations.

A particularly crucial problem area in early childhood education, and most especially in preprimary education, is valid and reliable alternative measurement techniques. Measurement of behaviors in the young child is presently in a state of inconsistency

and often lacks scientific method. The concept of testing or measurement is generally equated with and limited to a paper-and-pencil procedure. Alternative modes, such as "observation," are often not considered a measurement procedure. The paper-and-pencil mode is often inappropriate for certain preprimary developmental levels, and for measuring such behavioral realms as emotional and social behaviors.

Early childhood education, and most especially preprimary, is in need of action and applied research projects which will further the state of knowledge in all of the problem areas identified throughout the dissertation, identify alternative solutions to problem areas, and develop and identify promising and successful practices.

General Recommendations Relevant to the MEAP Kindergarten Special Study Findings

The Michigan Department of Education should:

1. actively promulgate the State-Board-adopted definition of early childhood education, and assure that all Department-developed documents and procedures reflect this definition.
2. continue to assert leadership in providing general guidelines and whatever specific legislation and/or regulations are deemed necessary and appropriate to assure that the Board-adopted definition for early childhood education is operationalized in Michigan classrooms. State Board and Department actions should consistently reflect the need for Michigan schools to systematically guide the physical, emotional, intellectual, and social development

of young children. In particular, such leadership should focus on preprimary programs.

3. encourage professional associations, local school boards, district superintendents, and building principals to conduct a self-assessment on the degree to which early childhood programs reflect the human, material, and financial resources necessary to quality educational programing for young children.

4. assert leadership in reexamining the elementary teacher certification program opportunities and requirements. While the State Board of Education is empowered to issue an "Early Childhood Endorsement" to the continuing (and to certain provisional) certificates, this endorsement is not required for any level of public grade school teaching. Requiring this endorsement, as has been recommended by a number of early childhood educators, has definite implications for teacher training institutions. However, even without requiring the endorsement, teacher training institutions need to examine the degree to which they are adequately training elementary certification candidates in the growth and development, learning, and teaching of the young child.

5. recognize the need for and act to provide or encourage others to provide professional development activities for early childhood educators. Such professional development activities should promote teacher competencies in identification of age-appropriate expectations for young children; planning and delivery of alternative, individualized assessment procedures; and the planning and delivery of alternative, individualized experiences and the skills necessary for

implementing appropriate alternative measurement techniques. Once teachers attain such competencies, materials and equipment should be chosen critically on the basis of an educational rationale to fit the identified curriculum, rather than materials equating or dictating the curriculum.

6. develop criteria and procedures to determine the appropriateness and acceptability of various measurement techniques for early childhood education. The measurement procedures and criteria developed should then become uniformly applied to all early childhood programs administered by the Michigan Department of Education. This more general resolution of measurement in early childhood education would also address the assessment procedure concerns stated earlier in this chapter.

7. identify and/or provide the funds and technical assistance necessary to create early childhood (especially preprimary) action and applied research projects in the public schools. Such projects should receive the initial approval, technical assistance, and evaluation services of the appropriate service areas and consultant-specialists of the Department. This recommendation is stated in the interest of needing to maintain a distinction between evaluation and research activities in the public schools. All early childhood programs in Michigan schools should have valid and reliable evaluation or measurement activities. It is not generally the role of public schools to conduct educational research. Such action or applied research is much needed in early childhood education.

Final Overall Conclusion and Recommendation

It is much to the credit of the Michigan Department of Education, and in particular the Research, Evaluation and Assessment Service area, that they would support such a dissertation as this one. To initiate special programs and to inform the public of the results of such programs is an effort of merit. I recommend that the Department continue supporting similar dissertations and evaluation activities which will ultimately serve to improve Michigan public school services for children.

APPENDICES

APPENDIX A

GRADE 1 AND KINDERGARTEN SPECIAL STUDIES

PROJECT PLAN

APPENDIX A
GRADE 1 AND KINDERGARTEN SPECIAL STUDIES
PROJECT PLAN

May 23	-- Meeting to explain K-1 studies
May 27	-- Follow-up letter to school districts that did not send representative to 5/23 meeting
June 6	-- Deadline for sign-up
June 9	-- Select participating schools
June 10	-- 1. Send follow-up letters to elementary school principals in selected districts 2. Send letters of regret to all other districts
Sept. 2-Sept. 26 K & 1st grade	-- Provide briefings to Special Study participants
Sept. 29-Oct. 17	-- Grade 1 Special Study carried out
Sept. 29-May 1	-- Kindergarten Special Study carried out
November 17	-- Classroom reports of results to grade 1 participants
Nov. 17-Nov. 28	-- Follow-up meeting with grade 1 and K participants
February 9-20	-- Possible follow-up meeting with K participants
April 19-30	-- Final follow-up meeting with K participants
May 1-May 14	-- MDE examines copies of K Study Record Forms
May 17	-- Record Forms returned to districts

Selection Process

Each district should submit the names of a minimum of two teachers and a maximum of five teachers. Each teacher will be categorized by geographical location of her/his school and size (number of first graders, or kindergarten students, in her/his school) into one of 16 strata. Four to five teachers will be randomly selected from each of the 16 strata. In some cases not all of the teachers nominated by a district will be selected.

APPENDIX B

MEAP INFORMATIONAL HANDOUTS

APPENDIX B

MEAP INFORMATIONAL HANDOUTS

Kindergarten/First Grade Special Studies

In the 1974-75 Michigan Educational Assessment Program last fall, 44 tests of 48 preprimary performance objectives were tried out on samples of first grade students. The test items for these tests were written by educators in four Michigan school districts and were based on the preprimary objectives adopted by the State Board of Education in 1974.

For each of the tests, a sample of buildings containing first graders was selected and all first graders in those buildings were tested with the same test form. Only about half of the first grade students were tested and any participating student only took one test.

This sampling plan had two obvious drawbacks. First, teachers who participated received information on only one objective, which was certainly not enough information to judge the needs of entering first graders. Second, the assessment tests were not set up for teachers to administer more than one test to students in a reasonable time period. Teachers who wanted to test more than one objective could not do so without investing significant amounts of classroom time.

While the Michigan Educational Assessment Program will try out test items for 32 additional objectives this next fall using the sampling methods described above, the assessment staff has also devised two special studies. The major purpose of these studies is to increase the usefulness of an entry-level assessment program to local educators by attempting to correct the drawbacks mentioned above.

Grade One Study

This study, involving only volunteer first grade teachers, is designed to examine the effects of administering a small number of the assessment tests to entire classrooms at once. Originally, the tests were designed to be given in smaller groups, but feedback from teachers administering the tests has indicated that some of the tests could be administered to larger groups of students in one sitting without affecting the results.

Special test manuals, student booklets and answer sheets that combine several of the tests will be assembled. Participating teachers

will be asked to administer these tests to their students in entire groups. All testing and recording of answers on answer sheets should not take longer than two hours of a teacher's time. Results will be examined to see if altering the assessment procedures affects the results. Teachers will be asked to give their reactions to the objectives, the tests, and the assessment procedures.

Kindergarten Study

The second study is designed to allow participating teachers to use as many of the assessment tests as desired during the entire kindergarten year in order to produce a report by the end of kindergarten on each child's status on each preprimary objective. Only kindergarten teachers who volunteer will participate in this study. As resources, each teacher will be given a complete list of the preprimary objectives, record-keeping forms to chart the progress of students in their classroom, and copies of all of the grade one assessment tests.

Teachers will be asked to report the status of each student either through teacher observation, teacher-made test, or an assessment test. The assessment staff will check with teachers periodically to answer questions and to assist teachers in completing the classroom record.

Summary

In late May, the assessment staff will review the details of these two studies for persons who have expressed interest in participating. At this meeting, the assessment staff will seek a formal statement of interest in participating in one or both of these studies. Part of the schedule of activities in conjunction with this project includes briefings of participating staff members next fall to explain the studies and the specific procedures to be followed. Follow-up briefings will be held as needed. The assessment staff hopes that kindergarten and first grade teachers will volunteer to participate in these studies. Such participation should be of value to both the teachers and to the assessment program.

1975-76 Michigan Educational Assessment Program

Kindergarten Special Study

Volunteer Form

_____ I would like to volunteer the following school(s) which contain kindergarten students to participate in the Kindergarten Special Study. It is not necessary for all kindergarten teachers in a school to participate. In order to provide the largest number of districts an opportunity to participate, and yet allow assessment staff to meet with the participants, we have set the following maximum and minimum number of teachers per school district:

Maximum Number of Teachers/School District: 5

Minimum Number of Teachers/School District: 2

School Name	Principal Name	Number of K Students in Participating Classrooms	Number of K Teachers Participating Next Fall
<hr/>			

Signed _____
Superintendent

School District _____ District Number _____

Send this form to: Edward Roeber
Michigan Department of Education
Research, Evaluation and
Assessment Services
P.O. Box 420
Lansing, MI 48902

No later than June 6, 1975

APPENDIX C

**LETTERS FROM DIRECTOR OF REAS
TO SPECIAL STUDY VOLUNTEERS**

APPENDIX C

LETTERS FROM DIRECTOR OF REAS TO SPECIAL STUDY VOLUNTEERS

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

June 19, 1975



JOHN W. PORTER
Superintendent of
Public Instruction

STATE BOARD OF EDUCATION

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NORMAN OTTO STOCKMEYER, SR.

ROGER TILLES

GOV. WILLIAM G. MILLIKEN

Ex-Officio

We have received notification from your superintendent that there are teachers in your school who wish to volunteer to participate in the special first grade study as part of the Michigan Educational Assessment Program this fall. We are sorry to notify you that those teachers have not been selected for inclusion in the study. As you may remember, when the assessment program asked for volunteers to participate in the study, we noted that only a small number of classrooms could be included in the pilot. Each selected classroom was chosen randomly. Unfortunately, the volunteer teachers from your school were not selected.

The interest and desire to participate on the part of teachers, principals and superintendents was most gratifying. It is anticipated that the information about educational assessment gathered from this study will be of great value for school administrators and teachers and Department staff in future educational assessment planning.

Again, we appreciate your response to the study and regret that all volunteer classrooms could not participate. If you have questions or desire further information, please call Ed Roeber who will be the coordinator of the project at (517) 373-8393.

Sincerely,

David L. Donovan

Director

Research, Evaluation and
Assessment Services

DLB/ph1

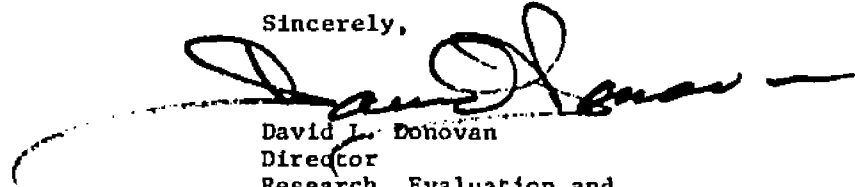


June 19, 1975
Page 2

Again, we are highly appreciative of the desire of you and your teachers to participate in this volunteer special study and look forward to this cooperative effort.

If you have questions or desire further information, please call Ed Roebber who will be the coordinator of the project at (517) 373-8393.

Sincerely,



David L. Donovan
Director
Research, Evaluation and
Assessment Services

DLD/pbl

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

June 19, 1975



JOHN W. PORTER
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ROGER TILLES

GOV. WILLIAM G. MILLIKEN

Ex-Officio

As you are probably aware, we asked district superintendents to indicate to us school buildings containing teachers who wish to volunteer to participate in the special first grade study as part of the Michigan Educational Assessment Program this fall. We have received notification from your superintendent that there are teachers in your school who have volunteered for participation in this special study. We are pleased to notify you that two teachers from your school have been selected to participate in the special first grade study this fall.

This study provides an opportunity for the Department to assist teachers at the classroom level in implementing an educational needs assessment to aid in instructional planning, as well as for your teachers to provide in-depth feedback to the Department on the feasibility and effectiveness of the educational assessment instruments.

To maintain communication between the Department and teachers, the educational assessment program staff will hold site or regional meetings with the participating teachers and appropriate school and district administrative staff to anticipate and solve assessment administration problems. The briefings of the participants will take place between September 2 and September 26 at a mutually convenient time and place. We will be contacting you to set up a time for this meeting. This meeting should not take more than an hour. The purpose will be to present the test package, explain the administration manual, student booklets, administration procedures, scoring methods and teacher questionnaire and answer questions from the teachers. Testing should take place between September 29 and October 17.

In November the classroom reports of results will be ready to distribute to the participating teachers. At this time the assessment program staff will hold meetings with the teachers to explain and interpret the results, and discuss possible utilization for classroom instructional planning. This second set of meetings will also take about an hour of teacher's time. Also, at this time, we will want to collect feedback on teacher reactions to the instrument which will aid the Department staff in future educational assessment planning.



APPENDIX D

PROCEDURAL MANUAL

KINDERGARTEN SPECIAL STUDY

APPENDIX D
PROCEDURAL MANUAL
KINDERGARTEN SPECIAL STUDY
MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

PROCEDURAL MANUAL
KINDERGARTEN SPECIAL STUDY

1975-76
YEAR 7

Michigan Department of Education
Lansing, Michigan

TABLE OF CONTENTS

<u>SECTION</u>	<u>PAGE</u>	<u>TAB</u>
I. EXPLANATORY MATERIAL	1	Green
A. Introduction	1	
B. Explanation of Materials	3	
MEAP Test Materials	3	
Student Performance Record for MEAP Test Forms	4	
Class Roster for Recording Attainment of Objectives	5	
Teacher Comment Sheets	7	
C. Testing Procedures	8	
II. CLASS ROSTER FOR RECORDING ATTAINMENT OF OBJECTIVES		Yellow
III. STUDENT PERFORMANCE RECORD FOR MEAP TEST FORMS		Blue
IV. TEACHER COMMENT SHEETS		Transparent
V. APPENDICES		Red
A. Tentative Objectives for Preprimary Education in Michigan		
B. Michigan Department of Education Preprimary Objective Tests		
C. List of Test Materials		

EXPLANATORY MATERIAL

Introduction

The major purpose of the Michigan Educational Assessment Program (MEAP) is to provide information useful for educational decision-making to the State's educators, including classroom teachers, and other citizens. This is the second year that the educational assessment program has assessed pupil attainment of preprimary skills of first graders, and the first year to pilot these objectives in kindergarten classes. The performance measures administered in the program are designed to test some of the skills of first graders in the affective, cognitive and psychomotor domains. These skills are considered important for a child to attain before entering first grade. The complete set of The Tentative Objectives for Preprimary Education in Michigan on which the MEAP tests are based is shown in APPENDIX A.

The first grade educational assessment program, like the programs for fourth and seventh grades, is composed of objective-referenced tests. This type of test yields results that reveal specific skills each child has or has not attained. This is done by constructing brief tests, each of which reliably measures a single learner performance objective.

In the first year of the first grade educational assessment program (1974-75), 44 individually- and group-administered tests were constructed to measure 48 of the 134 preprimary objectives. Each test was taken by a statewide sample of first graders. Approximately 2,500 teachers and 77,000 students were involved in the program. These 48 objectives are contained in the MEAP Forms 1-44. Two of the forms measure two performance objectives and one of the forms measures three performance objectives. No student selected for the sample was tested with more than one test form.

The first grade program for 1975-76 contains additional small group- and individually-administered objective-referenced tests measuring 32 preprimary objectives. These tests are MEAP Forms 45-76. The sampling and test procedure is the same as the 1974-75 first grade program. The complete list of test forms is shown in APPENDIX B. APPENDIX A also provides the entire set of preprimary objectives, subdivided into the affective, psychomotor and cognitive domains. These domains are divided into sub-categories defined by specific behaviors. Within each sub-category each behavior is numbered.

Teacher feedback elicited through a questionnaire enclosed in the 1974-75 test package indicated that the majority of the behaviors described in the preprimary objectives had already been acquired by entering first graders. The statewide results for the first grade educational assessment program confirmed this teacher observation in the 75% or more of the students correctly answered every test item for 29 of the 48 objectives. In addition, teachers comments about the usefulness of the information and needed improvements were requested. Some comments were: 1) the information was useful and assessment of preprimary objectives should continue; 2) some teachers suggested that since the majority of entering first grade students had acquired the described behaviors, an educational assessment of preprimary skills would be appropriate at the kindergarten level; 3) a further suggestion was to allow testing over a longer period than the three weeks of the regular program.

This present study evolved from the suggestions of teachers involved in the first year of the program. It seemed appropriate to conduct this study in kindergarten classrooms since many kindergarten teachers have built curricula based upon objectives similar to the set of preprimary objectives and are already assessing student attainment of many of these skills. Rather than limit the assessment of preprimary objectives to only the objectives tested in the

Before administering any of the tests check to see that you have sufficient quantities of the appropriate materials. A list giving each test form and necessary test materials is in APPENDIX C of this Procedural Manual. Please note that Form 10 will not be provided since this objective is more readily assessed by teacher observation; the coins will not be provided for Form 26.

Part I of each MEAP Assessment Administration Manual contains general information about the use of these tests in MEAP, some of which is not applicable to this study. Please ignore the comments regarding Teacher Questionnaire, testing dates, and Return of Materials. Part II of the MEAP Assessment Administration Manual describes materials necessary for that specific MEAP form, number of students to test, and specific test directions and test scripts which should be followed exactly. Part III of the Assessment Administration Manual explains how to score and record student answers. This section should be read carefully before scoring the tests.

Student Performance Record for MEAP Test Forms

These sheets are specific to the MEAP forms. They are to be used when you administer one of the MEAP test forms. In the section of this manual following the blue index tab, there should be one Student Performance Record for each student. Fill out one record for each student in the participating kindergarten section. Space is provided to enter student responses to items for each of the 75 tests, either from student booklets or individual tests. The Answer Key is printed on the back of each Student Performance Record for use in determining whether or not a student has answered an item correctly.

The criterion for attainment of each objective is given near the bottom of the column which indicates the number of the MEAP form. For example, if on Form 1, a student answers eight out of the ten items correctly, the objective mea-

MEAP forms, the State Department of Education is asking that teachers focus on the entire set of preprimary objectives.

The Department is suggesting guidelines for this process and has provided, as one type of material, MEAP assessment instruments for teachers to use as they feel are appropriate. Teachers may also want to use: other assessment instruments, teacher observation, performance and other means the teacher feels is most suitable. This study will extend until the end of April, allowing teachers sufficient time to assess students on skill attainment at a rate which is compatible with each student's development. A description of these modes and options available to teachers is discussed under the heading Class Roster for Recording Attainment of Objectives.

The results of the kindergarten study should provide educators and Department staff data which will be valuable in further refinement of the preprimary pupil objectives and the educational assessment program. The cooperative effort by classroom teachers and the Department, through information sharing and assistance, should thus improve educational programs for children.

Explanation of Materials

MEAP Test Materials

You will receive 75 of the 76 MEAP test forms, an Assessment Administration Manual for each form, student booklets, and any additional required test materials (beads, bean bags, cassettes, picture books, and so forth). The principal of your school will have these materials in sufficient quantity to test one section of kindergarten students (maximum 30) on all the 75 forms. If you wish to use the materials in another class section, you will need to duplicate the student booklets. Should you elect this option, the Department may be able to provide additional student and class rosters upon request.

sured by Form 1 has been attained. If a student answers four out of the five items correctly on Form 4, the objective measured by Form 4 has been attained. The boxes below each criterion level permit you to record the test data and a retest date if necessary.

A recommended criterion for each MEAP form has been developed after taking account of a) the performance of entering first graders, b) teacher comments, c) the chances of reaching a criterion score by guessing, and d) the mastery level that seemed desirable for entering first graders. There are three forms which do not indicate a criterion level: 1) Form 18 tests a child's knowledge of the alphabet, and you may only want to record the letters the child does not recognize; 2) Form 40 tests a child's use of color in creating a drawing, and you may only want to count the number of colors used; and 3) Form 45 asks you to observe a child's social behavior and notate the different kinds of social interaction.

This Student Performance Record can serve several functions: 1) a diagnostic tool for future work with individuals, or groups of students, for facilitating instructional planning; 2) a record for conferences with parents and educators for whom it is important to know about a particular child's progress; and 3) a record for the principal and grade one teacher in planning further instruction for the child.

Class Roster for Recording Attainment of Objectives

These sheets are found in the section following the yellow index tab. The entire set of preprimary objectives appear by number as they do in APPENDIX A, by domain, sub-category and behavior or objective number. An X indicates that the assessment staff has not developed a test for that preprimary objective.

You are encouraged to assess as many of the preprimary objectives as possible, using a variety of assessment modes. You are not expected to use only the MEAP tests for a given objective. We would like to know the variety of ways a teacher appraises skill attainment. For example, preprimary objective 2 under Emotional Behavior in the Affective Domain can be assessed by MEAP Form 2. You could test some of the class with this MEAP Form and another portion of the class by teacher observation (a different assessment mode). There may be cases where it is suitable to use only one assessment mode to measure attainment of an objective. Please do not limit yourself to the MEAP forms.

When the student has attained an objective, indicate on the Class Roster the date (only the month) and the assessment mode. The possible assessment modes are to be coded as: A = MEAP test form; B = Other Tests; C = Teacher Observation; and D = Other, as explained below.

Assessment Mode A. If you elect to use a MEAP form and the objective measured by that form is attained (using the criterion level on the Student Performance Record to determine attainment), record the letter A and the number indicating the month. Be sure the MEAP tests are administered as described in the Assessment Administration Manual.

Assessment Mode B. Some teachers have utilized other tests to assess student progress in specific skills. Examples of such tests are those used in local or state evaluation activities, commercial tests, district tests, or their own paper-pencil tests. This study gives you the option of utilizing these tests at your discretion. The criterion level for attainment of each objective is determined by the test used. If you use this assessment mode and it indicates the student has attained the objective, record the letter B and the and the month you determined the skill was attained.

Assessment Mode C. Many of the performance objectives are amenable to assessment by teacher observation. Kindergarten teachers have developed abilities to observe student behaviors and assess skill attainment by observation. If through observation, particularly over a period of time, you feel a student has developed a specific skill and therefore has attained an objective, the judgment of the individual teacher is an adequate criterion. For this mode you will record the letter C and the month you determined the skill was attained.

Assessment Mode D. If you judge that a student has developed a specific skill through another assessment mode, such as a student interview or by talking with the student's parents or some technique other than MEAP tests, other tests, or teacher observation, you should record the letter D and the month you made this determination. You are asked to record a description of how you make this determination on the Administration Mode Comment Sheet which is found in the section following the transparent index tab.

Teacher Comment Sheets

Because the kindergarten study has potential for the educational assessment program staff to gather valuable information from teachers, we are asking that teachers give as extensive a commentary as possible. Teacher feedback is one of the most valuable components of the study. Also, this study provides a unique opportunity for the teachers selected for this study throughout the state to provide valuable curriculum and assessment planning information to the Department.

Instead of waiting to complete the comment sheets at the end of the study in April, you should try to comment on the MEAP forms, preprimary objectives and special study procedures during the course of the study as ideas arise. By doing this, you will not forget specific comments as they occur. Several pages headed, Comments about Objectives, Tests and Items, are provided for this purpose. They

will be found in the section following the transparent index tab. You may wish to comment directly on copies of the tests, record forms or other documents.

The Department especially invites teacher comments in five specific areas:

1) comments about this study as a helpful curriculum tool, 2) comments about this study as a facilitative means for assessing student progress in skill attainment, 3) comments about the entire set of tests, 4) comments about specific test items, and 5) comments about the recommended criterion levels.

If you choose other tests as an administration mode, please describe tests you used for each objective. If you observe a child's behavior and judge that a student is exhibiting a particular skill, a short description of the situation would be helpful to the MEAP staff and to curriculum and program planners. Please record the objective and briefly describe in greater detail the assessment procedures on the Administration Mode Comment Sheet in the section following the transparent index tab.

Testing Procedures

Before starting an assessment of any of the objectives, you are advised to look over the set of preprimary objectives contained in APPENDIX A for an overall picture of the scope of the objectives. Please note those objectives which are already a part of your kindergarten program and whether or not there is a MEAP form for that objective.

Peruse the MEAP manuals noticing the different kinds of tests, to get ideas of the manner in which various objectives can be assessed. Check the test materials provided by your Principal with the list in APPENDIX C to make sure you have the necessary materials. You should not begin the study until you have read the information in these materials. Upon reading, if you have any questions, please

contact a MEAP staff member (Paula Britson) by writing the Department or telephoning (517) 373-8393.

After reading the objectives and the MEAP manuals, write the names of the students on the Class Roster and fill out a Student Performance Record for each child. The preprimary objectives which are tested more easily through observation can be assessed during a structured play situation where a teacher is able to observe and note student behaviors. Some skills, such as skipping and galloping, might be assessed earlier in the year than, for example, the concept "less" and "more." Again, you should use your discretion to decide the appropriate time during the year for assessing.

To assist the participating teachers and answer questions, the MEAP staff has planned two follow-up meetings with teachers, tentatively in November and February. These meetings will be regional and at a time convenient for teachers. The sessions will provide an opportunity for you to share ideas with fellow participants. However, Department staff will be available any time throughout the study for consultation. The last meeting, in late April, will be a final wrap-up session with Department staff and teachers to discuss reactions to the study.

The teacher comment sheets should be returned to the Department with the Class Rosters by May 1 in the envelope provided. If school officials wish, the rosters may be sent with the names of the students deleted. The rosters will be returned to you by the end of May for possible use as a diagnostic report to first grade teachers. The data from the rosters along with the comments from the teachers will be compiled by MEAP staff in a report which should be available by late September of 1976.

The Department recognizes and is highly appreciative of the work required of participants in this project. More importantly, the willingness of teachers

to be part of this study is acknowledged as an expression of cooperation with the Department. Hopefully, the participants in this study will have benefited from carefully examining and implementing an objective-based instructional and assessment system.

EXPLANATION OF CLASS ROSTER

Below is a representation of the Class Roster and an explanation of codes used for recording the assessment administration mode and date of attainment of objective.

Assessment Mode

A = MEAP Test
 B = Other Tests
 C = Teacher Observation
 D = Other

Month

9 = September
 10 = October
 11 = November
 12 = December
 1 = January
 2 = February
 3 = March
 4 = April

		Emotional Behavior							
		MEAP Test Form	1	2	X	X	X	X	X
Student Name	Pre-Primary Obj.	1	2	3	4	5	6	7	
1 Susan Adams		A	10						
2 Tom Johnson		A	10						
3									
4									

Above the diagonal, record the assessment mode as indicated above, either A, B, C or D

Below the diagonal, record the month the objective is attained; for November record 11, December 12, etc.

Opposite the student Tom, under MEAP Test Form 1, and Pre-Primary Objective 1, the indicates the Assessment Mode, (MEAP Test Form); and 10 indicates the month the objective was attained, October.

An X indicates there is no MEAP test form.

District

[illegible]

EXPLANATION OF STUDENT PERFORMANCE RECORD

Below is a representation of the Student Performance Record and an explanation for recording student attainment of items.

		MEAP FORM		
		51	52	53
Item Number	1	X		X
	2			X
	3	X		
	4			X
	5	X		X
	6			X
	7			X
	8			X
	9			X
	10			
Criterion		6	1	8
Date		11		10
Date				

Check the student responses with the key on the back of the student roster. Make an X in each box corresponding to the item(s) the student has answered correctly and record the date of the test. In the sample above for MEAP Form 51, the student answered items 1, 3, and 4 correctly, in November. However, the criterion for attainment of Form 51 is 6 items correct. Therefore, the student did not attain this objective and you would not record objective attainment on the Class Roster. When you retest Form 51, perhaps in February, and the student answers all 6 items correctly, fill in all item boxes ☒ and record the month in the date box . At this point the results can be transferred to the Class Roster as: ☒ , "A" = MEAP Test form (the administration mode), and "2" meaning February, the month the objective was attained.

For MEAP form 53, items 1, 2, 4, 5, 6, 7, 8 and 9 were answered correctly by the student in October. Since the criterion for attainment is 8 items correct, the student has attained that objective in October. Record the results on the Class Roster: ☒ , "A" = MEAP Test form (the administration mode), and "10" meaning October, the month the objective was attained.

Please note that MEAP Forms 7 and 8 measure two preprimary objectives each, and that Form 19 measures three objectives. The student roster is designed so that you can determine if a child has mastered each objective:

Form	Item	Preprimary Objective No.
7	1	Gross Motor - 1
7	2	Gross Motor - 3
8	1	Gross Motor - 2
8	2	Gross Motor - 6
19	1	Language Development - 18
19	2	Number Numeration - 5
19	3	Language Development - 17

When a student attains any of these skills, this should be recorded under the appropriate column on the Class Roster. For instance, a student may be able to recognize his name (Form 19, item 1) but not print his name (Form 19, item 3). You would then record attainment on the Class Roster under the appropriate column (MEAP Form 19, which measures the Preprimary Objective - Language Development 18).

Teacher:

Item Number

Criterion
Date
Date

Item Number

Criterion
Date
Date

MEAP Forms

	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76
1																													
2																													
3																													
4																													
5																													
6																													
7																													
8																													
9																													
10																													
Criterion	1	2	1	6	1	8	4	1	4	8	3	4	5	4	4	8	5	4	4	4	4	3	4	4	4	2	4	4	4
Date																													
Date																													

If the student answers the item correctly fill in the box ☒ .
 If the student fails to answer the item correctly leave the box empty ☐ .

Answer Key

Test Form #	Items	1	2	3	4	5	6	7	8	9	10
1.		1	1	3	2	3	2	3	3	2	1
2.		1	3	1	3	2	1	3	2	2	
3.		P	P	P	P	P	P	P	P	P	P
4.		P	P	P	P	P					
5.		1	2	3	3	2	3	1			
6.		1	3	3	3	2	1	2			
7.		P	P								
8.		P	P								
9.		P	P	P	P	P		P	P	P	
10.		P	P	P	P	P	P	P	P	P	
11.		P	P	P	P	P		P	P	P	
12.		P	P	P	P	P					
13.		P	P	P	P	P					
14.		P	P	P	P	P					
15.		P	P	P	P	P	P	P	P	P	P
16.		P	P	P	P	P					
17.		P	P	P	P	P					
18.		Report 0 - 26									
19.		P	P								
20.		3	2	1	1	3	2	1	2	3	1
21.		P	P	P	P	P	P	P	P	P	P
22.		2	1	3	2	3	1	3	2	1	1
23.		P	P	P	P	P					
24.		P	P	P	P	P					
25.		P	P	P	P	P					
26.		P	P	P	P	P					

Test Form #	Items	1	2	3	4	5	6	7	8	9	10
27.		P	P	P	P	P	P	P	P	P	P
28.		P	P	P	P	P					
29.		1	2	2	2	1	1	1			
30.		P	P	P	P	P	P	P	P	P	P
31.		P	P	P	P	P					
32.		P	P	P	P	P					
33.		2	3	2	1	1	3	1	1		
34.		1	3	2	1	1	1	2	3	3	
35.		1	3	2	1	3	1	1	1	1	
36.		P	P	P	P	P	P	P			
37.		P	P	P	P	P					
38.		2	1	3	2	1	2	2	3		
39.		3	3	2	1	2	1	2	3	1	2
40.		Report 0 - 8									
41.		1	2	3	2	3	2	3	1		
42.		3	2	2	1	2	1	1			
43.		1	3	1	2	2	3	3	1		
44.		P	P	P	P	P					
45.		Y	Y	Y	Y	Y	Y				
46.		P	P	P							
47.		P	P	P							
48.		P									
49.		P	P								
50.		P									
51.		P	P	P	P	P	P				

Test Form #	Items	1	2	3	4	5	6	7	8	9	10
52.		P									
53.		P	P	P	P	P	P	P	P	P	P
54.		P	P	P	P	P					
55.		P									
56.		2	3	3	1	1					
57.		2	3	3	2	3	2	1	1	3	2
58.		P	P	P	P						
59.		P	P	P	P	P					
60.		P	P	P	P	P	P				
61.		2	1	3	3	2					
62.		1	3	2	1	3					
63.		P	P	P	P	P	P	P	P	P	P
64.		P	P	P	P	P	P				
65.		2	1	1	2	3					
66.		3	3	2	1	2					
67.		P	P	P	P	P					
68.		P	P	P	P	P					
69.		P	P	P	P	P					
70.		2	1	2	2	1					
71.		P	P	P	P	P					
72.		P	P	P	P	P					
73.		P	P	P							
74.		2	2	1	2	1					
75.		P	P	P	P	P					
76.		P	P	P	P	P					

**Kindergarten Special Study
1975-76**

Comments About Objectives, Tests & Items

Objective: Area: Psychomotor Affective Cognitive
 Sub-Area _____ Objective Number _____

Is this comment concerning?: _____ Objective
 MEAP Test or Test Items Test No. _____
 Other

Objective: Area: Psychomotor Affective Cognitive
 Sub-Area _____ Objective Number _____

Is this comment concerning?: _____ Objective
 MEAP Test or Test Items Test No. _____
 Other

Objective: Area: Psychomotor Affective Cognitive
 Sub-Area _____ Objective Number _____

Is this comment concerning?: _____ Objective
 MEAP Test or Test Items Test No. _____
 Other

Objective: Sub-area & Number Administration Mode

Comments

Objective: Sub-area & Number Administration Mode

Comments

Objective: Sub-area & Number Administration Mode

Comments

Objective: Sub-area & Number Administration Mode

Comments

ADMINISTRATION MODE COMMENT SHEET

Appendix A

EXPERIMENTAL
EDITION

**TENTATIVE OBJECTIVES FOR
PREPRIMARY EDUCATION IN MICHIGAN**

Michigan Department of Education

1975

AFFECTIVE OBJECTIVES FOR PREPRIMARY STUDENTS

A. Emotional Behavior

MEAP Form Number	Test Type*	By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:
1	G	1. Recognize at least three of five basic emotions (fear, anger, sadness, joy, love) in self and others;
2	G	2. Recognize some basic causes of familiar emotional responses (e.g., sad, happy, angry, etc.);
		3. Begin to show empathy for, and awareness of, the feelings, needs, and desires of others;
		4. Actively express feelings nonverbally;
		5. Display a greater ability to verbalize affective experiences (e.g., positive and negative feelings, wants, values, conflicts, etc.);
		6. Display an increased repertoire of behavioral responses by which to solve affective problems (e.g., create their own solutions; seek help from parents, teachers, and others; give help to other children; etc.);
		7. Given situations in which gratification must be delayed, demonstrate increased ability to accept imposed delay and to regulate behavior appropriately.

B. Self-Concept

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

1. An increase in positive self-image;
2. Given role-playing and real-life situations, will demonstrate an increased awareness of their relationship to their family and to the wider community and environment.
3. Given role-playing and real-life situations, will demonstrate an increased awareness of racial and cultural similarities and differences;

* G is group administered; I is individually administered

MEAP
Form
Number

Test
Type

4. An increased understanding of the concept of sexuality (i.e., recognize their sexual identification, are comfortable with own sexuality and the sexuality of others);
5. Given role-playing and real-life situations, will demonstrate a healthy, self-respecting attitude toward their bodies and its simple physiological functions;
6. Given various roles to play (such as occupational, parental, emotional, cultural, or situational) will demonstrate awareness and sensitivity for these roles.

C. Social Relationships

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

45

I

1. Widen peer and adult relationships by demonstrating increased ability to play with one or more children and to relate to a larger group;
 - 1.1 An increased capacity to cope with strange and/or new surroundings and with familiar and unfamiliar people;
 - 1.2 An increased ability to seek help from others when needed and when appropriate.
2. Begin developing social interdependence by exhibiting an increased awareness of the importance of give-and-take in social and work relationships;
 - 2.1 Exhibit evidence that they are accepting of differences in others;
 - 2.2 Demonstrate their ability to listen to others;
 - 2.3 Exhibit the quality of sharing with others;
 - 2.4 Demonstrate that they have learned to ask permission to use objects belonging to another person;
 - 2.5 Demonstrate that they can recognize cause and effect in the behavior of others, and the effects of their behavior on others;
 - 2.6 Exhibit greater participation in activities and in communication with others.

MEAP Form Number	Test Type	
3	I	<ol style="list-style-type: none"> 3. Identify several workers from different occupational areas in the community and tell something about their work; 4. Name some of the people children learn from and what they learn from them; 5. Participate in decision-making situations (e.g., make personal or group rules for classroom behavior, etc.).
		<p>D. Behavioral Response to Classroom Environment</p>
		<p>By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:</p>
		<ol style="list-style-type: none"> 1. Willingness to accept reasonable limits set upon behavior, play space, use of materials, or the type of activities in which engaged; 2. Acceptance of routines (e.g., daily schedules, room arrangements, adults, etc.) and changes in routines;
4	I	<ol style="list-style-type: none"> 3. Cooperation and Independence (without help or demonstration) in following verbal directions for three or more sequential instructions; 4. Increased Independence in the areas of personal hygiene, eating, and dressing;
46	G	<ol style="list-style-type: none"> 5. Increased ability to independently begin, work through, and continue an activity; 6. Increased ability to accept responsibility for the use and care of their portion of the classroom environment.

MEAP
Form
Number

Test
Type

PSYCHOMOTOR OBJECTIVES FOR PREPRIMARY STUDENTS

A. Gross Motor Behavior

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

- | | | |
|----|---|--|
| 7 | I | 1. Balance while walking (e.g., will be able to walk at least ten feet on a straight three-inch taped line without stepping completely off the line with either foot); |
| 8 | I | 2. Balance while running (e.g., will be able to run to a target placed no more than twenty feet away without stopping or veering off a path approximately five feet wide); |
| 7 | I | 3. Muscle coordination (e.g., will be able to jump with both feet rising together over a three-inch taped line); |
| 47 | G | 4. Muscle coordination and balance (e.g., will be able to hop three consecutive times using one foot); |
| 48 | G | 5. Eye-foot muscle coordination and balance (e.g., will be able to kick a ten-inch ball without losing his balance or falling); |
| 8 | I | 6. Eye-hand coordination (e.g., given a bushel basket tilted toward him at a 45-degree angle and placed four feet in front of him, the child will throw a bean bag into the basket); |
| 9 | I | 7. Touch or move parts of the body (e.g., head, arms, elbows, hands, legs, knees, feet) called for by the teacher; |
| | | 8. Free body movement by physically responding to music, song, rhythm, and/or rhymes; |
| 49 | G | 9. Leg coordination (e.g., will be able to skip or gallop, leading with the preferred foot). |

B. Fine Motor Behavior

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

MEAP Form Number	Test Type	
10	I	1. Digital coordination (e.g., place a three-quarter-inch button through a one-inch button hole);
50	I	2. Digital coordination (e.g., by being able to place ten small one-half-inch beads on a lacing string);
51	I	3. Eye-hand coordination (e.g., given a ten-minute time limit, will be able to put together a simple puzzle of five to eight pieces);
52	I	4. Thumb-finger coordination (e.g., given a pair of child's scissors and a strip of one-inch by six-inch construction paper, can make clean cuts three times in five attempts without folding or tearing the paper);
53	G	5. Eye-hand coordination (e.g., given a large crayon and at least a two-inch model of a circle, will be able to copy the model in such a manner that the curved line closes);
11	G	6. Eye-hand coordination and lateral movement (e.g., given a large crayon and at least a two-inch model of two intersecting lines, will be able to copy the lines so that they intersect in some manner);
54	I	7. Improved eye-hand coordination (e.g., given materials such as interlocking blocks or other available small blocks, will be able to build a stable eight-piece vertical structure or design).

MEAP
Form
Number

Test
Type

COGNITIVE OBJECTIVES FOR PREPRIMARY STUDENTS

A. Language Development

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

- | | | |
|----|---|--|
| | | 1. Enjoyment in looking at books and listening to stories; |
| 55 | I | 2. Produce pictures and/or scribbles of own creation which are used as a basis for communication; |
| 12 | I | 3. Listen and react to another's oral language; |
| 56 | G | 4. Given an oral story which expresses a mood (e.g., happy, sad, angry, afraid), will identify the characteristic mood of the story; |
| 13 | I | 5. Given an oral stimulus requiring a specific bodily response (e.g., the game "Simon Says"), will provide the appropriate response; |
| 14 | I | 6. Talk about a picture or a group of two or three related pictures; |
| | | 7. Tell about personal experiences; |
| 57 | G | 8. Distinguish environmental sounds they hear (e.g., traffic sounds, dog barking, baby crying, etc.); |
| 15 | G | 9. Given three single syllable sounds, two of which rhyme, will select the two which rhyme; |
| | | 10. Express an idea or ask a question orally of another person (e.g., explaining how a toy works/asking how a toy works); |
| | | 11. Given a small group situation, will share own ideas and listen to the ideas of others; |
| | | 12. Talk about the feelings associated with events; |
| 16 | I | 13. Non-verbally imitate or role-play the simple action of people or animals; |
| 17 | I | 14. Name likenesses and differences in pictures, objects, and shapes; |

MEAP Form Number	Test Type	
18	I	15. Recognize some letters of the alphabet;
58	I	16. Given a sequence of pictures portraying a story, will tell about the story by responding appropriately to each picture;
19	I	17. Print first name correctly;
19	I	18. Recognize first name.

B. Classification and Ordering

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

59	I	1. Given two kinds of objects in a large set (e.g., elbow and shell macaroni or bottle caps and checkers), will sort the objects into two sets according to their separate characteristics;
20	G	2. Given an object of a specific color, will pick an object which is of the same color;
21	G	3. Group items on the basis of common function (e.g., things to eat with, things to wear, things to play with, etc.);
22	G	4. Group items on the basis of association (e.g., hammer and nail, shoe and foot, etc.);
23	G	5. Identify and group items on the basis of general classes or categories (such as furniture, animals, plants, etc.);
60	G	6. Given items of common qualities (e.g., texture, weight, loudness, speed, temperature, color), will group and match items on the basis of these qualities and be expected to know and use at least two of the comparative terms (e.g., soft-hard, loud-quiet, fast-slow, smooth-rough, hot-cold, dark-light, heavy-light) to identify the groupings;
61	G	7. Given a pattern using objects of two or more colors, will duplicate the pattern selecting from a set of similar objects;
24	G	8. Given a set of ten objects of assorted color and shape, will pick out objects having specific combinations of the two attributes;

MEAP
Form
Number
25

Test
Type
I

9. Given one series of three objects arranged in a pattern by color or shape and the first object of the second series, will complete the second pattern series;
10. Given a variety of objects, will group some of the objects into a classification system according to their own perceptions.

C. Number - Numeration

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

- | | | |
|----|---|--|
| 26 | I | 1. Given a set of coins of a penny, nickel, dime, will pick and name each one; |
| 27 | G | 2. Given a collection of five objects of varying lengths, will pick up the longest or the shortest as requested; |
| 62 | G | 3. Given a set of five pictures of objects of various heights, will arrange the pictures so that the objects are ordered from shortest to tallest; |
| 28 | I | 4. Given two objects of decidedly different weights, will hand to the teacher the one that is heavy or the one that is light as requested; |
| 19 | I | 5. Given the directions "count to ten" will recite the number names from one through ten in the usual order; |
| 63 | G | 6. Given an oral description of a set and a collection of objects, some of which belong to the set and some of which do not, will pick up the objects that are members of the given set; |
| 29 | G | 7. Given cut pictures of any two sets (from one to five members), will place the pictures of the sets in order, from that set with less members to that set with more members; then, will order the set pictures from more to less; |
| | | 8. Given numeral cards 1 through 5 and five sets of objects consisting of one, two, three, four and five members, will place the sets in sequential order from the set with fewest to the set with the most and then will place the numeral cards in front of the set having the number of members named by the numeral; |

MEAP Form Number	Test Type	
64	I	9. Given a set of objects with 1 to 9 members, will count the members of the set and state the cardinal number of that set;
30	G	10. Given pictures of sets with 0 to 9 objects and number cards from 0 to 9 (using felt numerals, small paper numerals), will match the right numeral with the picture of the set having the same number of members;
31	I	11. Given dot pattern cards showing sets of 0 to 10 dots, will count while pointing to the appropriate dot card;
65	G	12. Given a set of 2 to 8 objects, the student, from his own group of more than 8 objects will construct a set having more members than the original set;
66	G	13. Given a set of 2 to 8 objects, the student, from his own group of objects will construct a set having fewer members than the original set;
32	I	14. Given an assortment of cutout shapes including squares, triangles, rectangles and circles of various sizes randomly arranged, will select a given shape as requested.

D. Spatial Relations

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

67	I	1. Identify and name the following parts of the body: head, arms, hands, torso, legs and feet;
33	G	2. Knowledge of concepts of position (such as on-off, over-under, on top of, in-out, into-out of, top-bottom, in front of-in back of, behind, beside-next to, by between);
34	G	3. Knowledge of concepts of direction (such as up-down, around-through, forward-backward, to-from, sideways, across);
35	G	4. Knowledge of concepts of distance (such as near-far, close-to-far from).

E. Temporal Relations

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

MEAP
Form
Number

Test
Type

1. Ability to follow temporal commands (such as go, stop, at the same time, now, start, finish);
2. Understanding of time intervals (such as beginning-end, fast-slow).

F. Natural Sciences

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

- | | | |
|----|---|---|
| 36 | G | 1. Given objects of various primary colors (red, blue and yellow), will be able to correctly identify the colors; |
| 68 | I | 2. Given an object to examine using their senses of sight, sound, smell, taste, and touch, will exhibit the ability to describe certain characteristics (such as size, color, weight, texture, temperature, odor, etc.): |
| 37 | I | 3. Given an object (or picture of an object), will describe verbally by naming at least two characteristics of the object (e.g., given a rubber ball, the student will give two of the properties, such as color, shape (round), density (light), elasticity (bouncy), size (smaller than my hand), temperature (cool), texture (smooth); |
| 38 | G | 4. Given a set of objects or events, will arrange them in sequence in accordance with prescribed criteria (e.g., given separate pictures of a dog and a puppy or a flower and some seeds, the student will arrange them in proper order); |
| 69 | I | 5. Given an object or picture which changes with successive observations, will state at least one of the properties which is changing (e.g., the student tastes a sample of unbaked cookie dough and a sample of a cookie made from the same dough and describes what changed in the baking (hardness, texture, color, taste, smell); |
| | | 6. Given a magnifying glass and an object or organism with some characteristic not visible without a lens, can observe the object or specimen with the lens and identify at least one of the characteristics. |
| 39 | G | 7. Given a picture or group of pictures showing items which comprise both live and non-live things, can point to examples of living and non-living things. |

MEAP
Form
Number

Test
Type

G. Safety

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

- | | | |
|---|---|---|
| 5 | G | 1. Awareness of common hazards encountered in daily living (e.g., toxic household chemicals or substances, electricity, toxic plants, explosive and combustible substances, etc.);

2. Adhere to safety rules in the home, to and from school, and in the school; |
| 6 | G | 3. Perform safely as pedestrians, as passengers in motor vehicles, and as tricycle operators. |

H. Fine Arts

Art:

The joy in creativity should be emphasized throughout all fine arts instruction. The process is more important than the product. By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

- | | | |
|----|---|---|
| 40 | G | 1. Pleasure and enjoyment in a variety of art experiences; |
| 41 | G | 2. Use a variety of media (such as paint, crayons, finger paint, felt markers, etc.); |
| 42 | G | 3. Create two- and three-dimensional forms using a variety of manipulative materials (such as clay, paper-mache, blocks, etc.); |
| | | 4. Recognize color in the natural environment and in the man-made environment; |
| 40 | G | 5. Use a variety of color in the production of art; |
| 41 | G | 6. Recognize that lines define space (e.g., uses line in a variety of ways to express length, size, or shape); |
| 42 | G | 7. Recognize the direction of line (e.g., down, slanted, over, across, etc.); |

MEAP Form Number	Test Type	
43	G	<ul style="list-style-type: none"> 11. Identify the characteristics of line (e.g., fat, thin, winding, climbing, etc.); 9. Use a variety of lines in his art activities;
70	G	<ul style="list-style-type: none"> 10. Distinguish between two- and three-dimensional forms; 11. Develop compositions using size, shape, direction, overlapping shapes and/or repetition; 12. Use a combination of various textures in art forms; 13. Recognize differences in his art work (e.g., size, surface, parts of objects, shape, texture, etc.); 14. Use flat, curved and irregular surfaces in producing three-dimensional forms. <p>Music:</p> <p>By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:</p>
71	I	<ul style="list-style-type: none"> 1. Create music on a variety of classroom instruments; 2. Freely express the mood of music through body movement;
44	G	<ul style="list-style-type: none"> 3. Through physical movements (e.g., clap, march, walk, run, play rhythm instrument) demonstrate his ability to respond rhythmically to pulse or beat in music;
72	I	<ul style="list-style-type: none"> 4. Repeat a very simple rhythm, individually or in a group (e.g., singing, chanting, speaking, clapping, using rhythm instruments);
73	G	<ul style="list-style-type: none"> 5. Participate with a group in singing simple, familiar melodies;
75	I	<ul style="list-style-type: none"> 6. Upon hearing music, will recognize whether a melody moves up or down;
76	I	<ul style="list-style-type: none"> 7. Upon hearing music, will recognize fast and slow tempos;
74	G	<ul style="list-style-type: none"> 8. Distinguish between long and short tones.

I. Aesthetic Appreciation

By the end of the preprimary experience, students should be able to demonstrate the following behaviors as measured by teacher observation and/or objective referenced instruments:

1. Begin to develop aesthetic appreciation by responding emotionally, through non-directed, spontaneous self-expression (drawing, painting, movement, self-report), to moods and feelings in art, music, movement, drama, poetry, prose and nature;
2. Begin to recognize the beauty or aesthetic qualities of his own work as well as the work of others;
3. Value his art experience (e.g., feels comfortable with art activities, willingly participates in art activities, expresses personal satisfaction with art activities, voluntarily elects to repeat the art experience, demonstrates pride in art work, expresses himself through color, etc.);
4. During an art activity, will voluntarily use a variety of patterns and both two- and three-dimensional forms;
5. Indicate a preference for certain textures in the daily art experience;
6. React to musical experience by voluntarily responding in out-of-school situations (e.g., discusses music class happenings, sings songs learned at school, chooses to listen to music programs on radio, television, etc.);
7. React to musical experience by voluntarily responding during school (e.g., expresses a reaction when it is time for music, joins in quickly, freely, or slowly when musical activities begin, expresses reactions to the music class during classtime or when it has ended, brings a favorite record to school, seeks opportunities to play classroom instruments, etc.).

Appendix B

Michigan Department of Education

Preprimary Objective Tests

Form Number	Short Title
1	Recognizing Emotions
2	Recognizing Causes of Emotions
3	Identifying Occupations
4	Following Sequential Instructions
5	Recognizing Safety Hazards
6	Recognizing Safe Procedures
7	Walking Balance
7	Jumping Coordination
8	Running Balance
8	Throwing Coordination
9	Moving Body Parts
11	Copying Intersecting Lines
12	Reacting to Oral Language
13	Following Instructions
14	Talking About Pictures
15	Selecting Rhyming Syllables
16	Imitating Simple Non-verbal Actions
17	Naming Likenesses and Differences
18	Recognize Some Letters of the Alphabet
19	Printing Your First Name
19	Recognizing Your First Name
19	Counting to Ten
20	Matching by Color
21	Grouping by Function
22	Grouping by Association
23	Grouping by General Class
24	Selecting Objects of Specified Color and Shape
25	Duplicating a Pattern Series
26	Naming Coins
27	Identifying Longest and Shortest
28	Selecting Light or Heavy Objects
29	Ordering Sets
30	Matching Sets to Numerals
31	Counting Dot Pattern Cards
32	Selecting Shapes
33	Recognizing Positions of Objects
34	Recognizing Direction of Motion
35	Recognizing Distance
36	Identifying Primary Colors
37	Describing Objects
38	Putting Events in Sequence
39	Identifying Living or Non-Living Objects
40	Using Color in Artwork
41	Recognizing that Lines Define Space
42	Recognizing Line Direction
43	Identifying Characteristics of Lines

Preprimary Objective Tests

Form Number	Short Title
44	Responding to Music
45	Relating in Groups
46	Working Independently
47	Hopping Balance
48	Kicking Balance
49	Skippping and Galloping
50	Stringing Beads
51	Completing Puzzles
52	Cutting Paper
53	Drawing Circles
54	Working with Blocks
55	Using a Picture for Communication
56	Identify Story Mood
57	Distinguishing Environmental Sounds
58	Telling a Story from a Picture Series
59	Sorting Large Sets
60	Identifying Common Qualities
61	Duplicating a Pattern
62	Ordering by Height
63	Sorting by Set Description
64	Counting 1-9 Objects
65	Selecting Sets with More Members
66	Selecting Sets with Fewer Members
67	Naming Body Parts
68	Describing Characteristics of Objects
69	Describing Changed Properties
70	Distinguishing Between Two- and Three-Dimensional Objects
71	Using Classroom Instruments
72	Repeating Rhythm
73	Singing in a Group
74	Distinguishing Between Long and Short Tones
75	Recognizing Melody Changes
76	Recognizing Fast and Slow Tempos

Appendix C

List of Test Materials

<u>Test Form</u>	<u>Test Manual</u>	<u>Student Booklet</u>	<u>Handouts Description/Quantity</u>
1	X	X	None
2	X	X	None
3	X	X	None
4	X	None	1 Large business envelope
5	X	X	None
6	X	X	None
7	X	None	1 Lion picture set, masking tape
8	X	None	1 Bean bag, 1 sheet of paper with circle drawn, masking tape, 1 set of house and ice cream truck pictures
9	X	None	None
11	X	X	None
12	X	None	None
13	X	None	None
14	X	None	1 Picture book
15	X	X	None
16	X	None	None
17	X	X	None
18	X	None	1 Alphabet card
19	X	None	None
20	X	X	None
21	X	X	None
22	X	X	None
23	X	X	None
24	X	X	None
25	X	None	None
26	X	None	None
27	X	X	None
28	X	None	None
29	X	X	None
30	X	X	None
31	X	None	5 Dot pattern cards
32	X	None	1 Set of square, triangle, circle & rectangle, 1 envelope
33	X	X	None
34	X	X	None
35	X	X	None
36	X	X	None
37	X	None	None
38	X	X	None
39	X	X	None
40	X	None	None
41	X	X	None
42	X	X	None
43	X	X	None
44	X	None	1 Cassette tape
45	X	None	None

List of Test Materials - Continued

<u>Test Form</u>	<u>Test Manual</u>	<u>Student Booklet</u>	<u>Handouts</u> <u>Description/Quantity</u>
46	X	None	None
47	X	None	None
48	X	None	Masking tape
49	X	None	1 Cassette tape
50	X	None	1 Lacing string, beads
51	X	None	1 House puzzle
52	X	None	Construction paper
53	X	X	None
54	X	None	None
55	X	None	None
56	X	X	1 Cassette tape
57	X	X	1 Cassette tape
58	X	None	1 Picture book
59	X	None	None
60	X	X	None
61	X	X	None
62	X	X	None
63	X	X	None
64	X	None	1 Picture book
65	X	X	None
66	X	X	None
67	X	None	None
68	X	None	1 Plastic frog
69	X	None	1 Picture book
70	X	X	None
71	X	None	None
72	X	None	1 Cassette tape
73	X	None	1 Cassette tape
74	X	X	1 Cassette tape
75	X	None	1 Cassette tape
76	X	None	1 Cassette tape

APPENDIX E

**MEMORANDUM TO SPECIAL STUDY PARTICIPANTS
ON NOVEMBER FOLLOW-UP MEETINGS**

APPENDIX E

MEMORANDUM TO SPECIAL STUDY PARTICIPANTS
ON NOVEMBER FOLLOW-UP MEETINGS

October 23, 1975

TO: Kindergarten and First Grade Special Study Participants
FROM: Paula Brictson, Michigan Educational Assessment Program
SUBJECT: November Follow-up Meetings

As mentioned in the September briefings we are planning meetings with the kindergarten and grade one special study participants to answer additional questions and offer possible interpretations of first grade results. We view these meetings as an opportunity for you as special study participants to share information and perceptions about the study with other districts and with the assessment staff. Your attendance is optional.

The meeting time and place is:

Please fill out the information on the tear off form below, and return the form to: Paula Brictson, Michigan Educational Assessment Program, Box 420, Lansing, MI 48902. Thank you for your cooperation.

_____ Will Attend	_____ Will Not Attend
Name _____	
School _____	
District _____	
Grade Level or Administrative Position _____	
Number of additional people who will attend _____	

APPENDIX F

**MEMORANDUM TO SPECIAL STUDY PARTICIPANTS
ON FEBRUARY FOLLOW-UP MEETING**

APPENDIX F

MEMORANDUM TO SPECIAL STUDY PARTICIPANTS
ON FEBRUARY FOLLOW-UP MEETING

January 12, 1976

TO: Kindergarten Special Study Participants

FROM: Paula Brictson, Research Consultant
Michigan Educational Assessment Program

SUBJECT: February Follow-up Meeting

As part of the Kindergarten Special Study optional follow-up meetings to answer your questions are scheduled to be held in February. It is my perception that most of the questions regarding testing procedures, use of materials and recording of data were answered at the November follow-up meetings and by telephone. Rather than schedule additional meetings, I am asking you to indicate on the tear-off if you feel it is necessary to meet with me personally or if your questions can be answered over the telephone. If you wish call me collect at 517-373-8393. In either case I will try to respond at a time convenient to you.

Let me again express appreciation for your hard work in this Kindergarten Special Study.

PB/del

cc: Ed Roeber

_____ No questions	_____ Telephone	_____ Personal Meeting
	Number _____	Place _____
	Date & Time _____	Date & Time _____

Please mail to: Paula Brictson
Michigan Department of Education
Research, Evaluation and Assessment Services
P.O. Box 420
Lansing, MI 48902

APPENDIX G

KINDERGARTEN QUESTIONNAIRE

APPENDIX G

KINDERGARTEN QUESTIONNAIRE

1. On how many objectives have you assessed one pupil or more?

2. How many different MEAP test forms have you used?

3. Has the kindergarten study been helpful to your classroom program?

4. On how many objectives do you project you can assess every student in your class by the end of April?

5. If you could select a subset of the preprimary objectives that are appropriate for your kindergarten program, and were provided the MEAP assessment forms would you replicate the kindergarten study another year?

APPENDIX H

SPECIAL STUDY INSTRUMENTS

Michigan Department of Education
MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM
Box 420, Lansing, Michigan 48902

KINDERGARTEN TEACHER SURVEY: MEAP KINDERGARTEN SPECIAL STUDY

MAILING INSTRUCTIONS: Return ONE copy by APRIL 2, 1976 in the postage-paid envelope accompanying this survey.

DIRECTIONS: Please mark your response to each question as directed. DO NOT sign your name to the survey.

1. Previous to this 1975-76 school year, have you used performance objectives in your kindergarten program?
☐ Yes
☐ No
☐ I have not previously taught kindergarten.
2. Have performance objectives for kindergarten students been adopted and implemented at any of the following levels?
(Check ALL that apply)
☐ Your school district
☐ Your school building
☐ By you personally
☐ Not adopted and implemented at any level
3. Which of the following do you perceive to be the purpose(s) for identifying and using performance objectives?
(Check ALL that apply)
☐ To establish a state curriculum.
☐ To have all children learn the same skills to the same level of competence.
☐ To facilitate individualized and group instruction.
☐ To provide a basis for assessing students' strengths and weaknesses.
☐ Other (please specify) _____
4. Do you feel that basing assessment and instruction on objectives is a viable educational procedure for kindergarten?
☐ Yes
☐ No
5. Do you find the State Department of Education "Tentative Objectives for Preprimary Education in Michigan" appropriate for your kindergarten children?
☐ Yes
☐ No (If "No," please comment, in general, on why not.)
6. Previous to this 1975-76 school year, did you assess and record individual student performance during your kindergarten program?
☐ Yes (If "Yes," go to Item 7.)
☐ No (If "No," go to Item 10.)
☐ I have not previously taught kindergarten. (Go to Item 10.)
7. If you checked "Yes" to Item 6, which of the following methods have you used to assess student performance?
(Check ALL that apply)
☐ Michigan Educational Assessment Program tests
☐ Teacher observation
☐ Commercial tests
☐ Teacher constructed tests
☐ Information from parents
☐ Other (please specify) _____

8. If you checked "Yes" to Item 6, have you assessed and recorded individual kindergarten student performance in the following areas previous to this 1975-76 school year?

(Check ALL that apply)

- ☐ Cognitive
☐ Affective
☐ Psychomotor

9. If you checked "Yes" to Item 6, how did you assess performance of kindergarten children?

(Check ALL that apply)

- ☐ Individually
☐ To small groups
☐ To the entire group
☐ I did not administer tests to kindergarten children.

10. Which of the following do you believe should be the purpose(s) of teacher assessment of kindergarten student performance?

(Check ALL that apply)

- ☐ To identify which students to accept and which not to accept in the kindergarten program.
☐ To identify individual student strengths.
☐ To identify individual student weaknesses/needs.
☐ To identify a basis for individual program planning.
☐ To identify a basis for group program planning.
☐ To compare student achievement or ability.
☐ To compile an achievement report for parents.
☐ To group children according to achievement.
☐ To determine promotion to grade one.
☐ Other (please identify) _____

11. Please RANK the following grouping modes according to HOW OFTEN you utilize each mode in your instruction. RANK each grouping mode (1-2-3) using #1 for MOST OFTEN utilized.

- _____ Entire group
_____ Small groups
_____ Individual students

12. Thus far into implementation of the kindergarten special study, what is the primary impact on your teaching behavior in having used performance objectives and recorded individual student achievement? Please explain the primary impact.

13. Previous to the 1975-76 school year, the coordination between the kindergarten program and the first grade program consisted of:

(Check ALL that apply)

- ☐ Written information on kindergarten students given to first grade teacher.
☐ End of year conferences between kindergarten and first grade teachers.
☐ Development of sequential K-1 curriculum by Kindergarten and first grade teachers.
☐ Other (please specify) _____
☐ There is no coordination.
☐ I don't know.

14. Previous to the 1975-76 school year, the coordination between the kindergarten program and any prekindergarten program(s) in your school or community consisted of:

(Check ALL that apply)

- ☐ Written information on prekindergarten students given to kindergarten teachers.
☐ End of year conferences between kindergarten teachers and prekindergarten teachers.
☐ Development of sequential prekindergarten and kindergarten curriculum.
☐ Other (please specify) _____
☐ There is no coordination.
☐ I don't know.

15. Previous to the 1975-76 school year, have you reported kindergarten student performance progress to parents in any of the following manners?
(Check ALL that apply)
- ☐ Grades (A, B, C, D, E, F)
 - ☐ Scale from excellent to unsatisfactory
 - ☐ Narrative comments
 - ☐ Objectives or behaviors attained by each student
 - ☐ Normative test scores
 - ☐ Personal conferences
 - ☐ Other (please specify) _____
 - ☐ I have never reported kindergarten student performance progress to parents.
16. To date in the 1975-76 school year, have you reported to parents any of the student performance information obtained through the MEAP Kindergarten Special Study procedures?
- ☐ Yes
 - ☐ No
17. Do you believe that the MEAP Kindergarten Special Study procedures are providing you with more complete (cognitive, affective, psychomotor) information on individual students than previous assessment practices?
- ☐ Yes (If you checked "Yes," please comment on why.)
 - ☐ No (If you checked "No," please comment on why not.)
18. Do you believe that the MEAP Kindergarten Special Study procedures are providing you with more useful information on individual children than previous practices?
- ☐ Yes (If you checked "Yes," please comment on why.)
 - ☐ No (If you checked "No," please comment on why not.)
19. Have you communicated with the first grade teacher(s) regarding the MEAP Kindergarten Special Study procedures?
- ☐ Yes (If you checked "Yes," please comment on the nature of the information provided, and why it was provided.)
 - ☐ No
20. Have you provided your building principal or program supervisor with any of the student performance information obtained through the MEAP Kindergarten Special Study procedures?
- ☐ Yes (If you checked "Yes," please comment on the nature of the information provided, and why it was provided.)
 - ☐ No

21. Which of the following purposes should a state-conducted preprimary assessment program have?

(Check ALL that apply)

- ☐ To identify individual student strengths and needs.
- ☐ To communicate student performance to the next grade level teacher.
- ☐ To identify which students to accept or not to accept in a given grade level.
- ☐ To communicate student performance to parents.
- ☐ To identify student achievement or ability in relation to state or district averages.
- ☐ To identify effective and ineffective teachers.
- ☐ To identify effective and ineffective instructional programs.
- ☐ There should be no state conducted preprimary assessment program.

22. Please RANK the types of test information by its order of benefit to you for planning instruction. RANK each type of test information (1-2-3-4-5-6) using #1 for MOST IMPORTANT.

- _____ Ranking of your CLASS on a norm referenced test.
- _____ Rankings of INDIVIDUALS on a norm referenced test.
- _____ INDIVIDUAL attainment of objectives on a criterion referenced test.
- _____ CLASS attainment of objectives on a criterion referenced test.
- _____ Observation and recording of student performance.
- _____ Information from parents.

23. Has a paid or volunteer instructional aide(s) or student teacher assisted you in the assessing of students or recording of information for the MEAP Kindergarten Special Study?

- ☐ Yes
- ☐ No

24. How often are you recording student performance information on the MEAP Kindergarten Special Study "Class Roster" sheets?

(Check ONE only)

- ☐ Daily
- ☐ Weekly
- ☐ Bi-Weekly
- ☐ Monthly
- ☐ I have not recorded information to this date.

25. Are you utilizing the MEAP Kindergarten Special Study "Comments About Objectives, Test & Items" sheets?

- ☐ Yes
- ☐ No (If you checked "No," please comment on why not.)

26. Are you recording individual student performance on the MEAP Kindergarten Special Study "Student Performance Record" sheets?

- ☐ Yes
- ☐ No (If you checked "No," please comment on why not.)

27. Are you utilizing the MEAP Kindergarten Special Study "Administration Mode Comment Sheet"?

- ☐ Yes
- ☐ No (If you checked "No," please comment on why not.)

28. Is there a particular assessment administration mode which you presently prefer in implementing the Kindergarten Special Study?
- ☐ Yes (If you checked "Yes," go to Item 29.)
- ☐ No (If you checked "No," please comment on why not. After commenting, go to Item 31.)

29. If you checked "Yes" to Item 28, which one of the following assessment modes do you prefer?
(Check ONE only)

- ☐ MEAP tests
- ☐ Other tests (Please identify) _____
- ☐ Teacher observation
- ☐ Other (Please identify) _____

30. Why do you prefer the particular assessment mode identified in Item 29? (Please explain)

31. For which of the following purposes are you using or planning on using the information provided you through the MEAP Kindergarten Special Study assessment procedures?

(Check ALL that apply)

- ☐ To identify individual student strengths.
- ☐ To identify individual student weaknesses/needs.
- ☐ To provide one component of a comprehensive individual student profile.
- ☐ To identify a basis for individual program planning.
- ☐ To identify a basis for group program planning.
- ☐ To compile an achievement report for parents.
- ☐ To group children according to achievement.
- ☐ To determine promotion to grade one.
- ☐ Other (Please specify) _____
- ☐ I see no use for this information.

32. To date, how many Proprietary Objectives have you assessed? _____

33. Did the Michigan Educational Assessment Program September, 1975 PRESERVICE SESSION provide you with all the information needed to implement this special study?

- ☐ Yes
- ☐ No (If you checked "No," please identify additional information needed.)

34. Did you attend the November, 1975 FIVE DAY meeting conducted by Michigan Educational Assessment Program staff for special project participants?

- ☐ Yes (If you checked "Yes," please comment on its effectiveness.)
- ☐ No (If you checked "No," please explain why not.)

35. Are you presently receiving the support services which you need from the Michigan Educational Assessment Program Staff?
- ☐ Yes
- ☐ No (If you checked "No," please explain.)

Michigan Department of Education
MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM
Box 420, Lansing, Michigan 48902

KINDERGARTEN TEACHER SURVEY: MEAP KINDERGARTEN SPECIAL STUDY, 1975-76

MAILING INSTRUCTIONS: Return ONE copy by MAY 17, 1976 in the postage-paid envelope accompanying this survey.

DIRECTIONS: Please mark your response to each question as directed. DO NOT sign your name to the survey.

1. Did you PERSONALLY volunteer to participate in the MEAP Kindergarten Special Study for 1975-76?

☐ YES
☐ NO

2. To your knowledge, the coordination between the kindergarten program and the first grade program for next year (1976-77) will consist of:

(Check ALL that apply)

- ☐ Written information on kindergarten students being given to first grade teacher.
☐ End of year conferences between kindergarten and first grade teachers.
☐ Development of sequential K-1 curriculum by Kindergarten and first grade teachers.
☐ Other (please specify) _____
☐ There will be no coordination.
☐ I don't know.

3. To your knowledge, the coordination between the kindergarten program and any prekindergarten program(s) in your school community for next year (1976-77) will consist of:

(Check ALL that apply)

- ☐ Written information on prekindergarten students requested to be given to kindergarten teachers.
☐ End of year conferences requested between kindergarten teachers and prekindergarten teachers.
☐ Development of sequential prekindergarten and kindergarten curriculum.
☐ Other (please specify) _____
☐ There will be no coordination.
☐ I don't know.

4. Did you report to parents any of the student performance information obtained through the MEAP Kindergarten Special Study procedures?

☐ YES
☐ NO

5. Did you communicate with the first grade teacher(s) regarding the MEAP Kindergarten Special Study procedures during the 1975-76 school year?

☐ YES (If you checked "Yes," please comment below on the nature of the information provided, and why it was provided.)
☐ NO

6. Did you provide your building principal or program supervisor any of the student performance information obtained through the MEAP Kindergarten Special Study procedures during the 1975-76 school year?

☐ YES (If you checked "Yes," please comment on the nature of the information provided, and why it was provided.)
☐ NO

7. Please comment on the helpfulness or need for change in the package of materials given you by the MEAP staff to assist you in implementing the assessment procedures:

A. Descriptions and instructions for procedures and using recording forms contained in front of blue notebook.

B. "Class Roster" sheets.

C. "Comments about Objectives, Tests and Items" sheets.

D. "Student Performance Record" sheets.

E. "Administration Mode Comment" sheets.

F. Assessment Administration Manuals for the MEAP tests.

G. Student booklets for the MEAP tests.

8. In general, what was the main reaction of the children to the MEAP tests?

(Check the ONE which best describes the dominant reaction)

- ☐ They enjoyed most of the tests.
☐ They seemed willing to tolerate most of the tests.
☐ They were quite negative to taking most of the tests.

9. How did you determine WHICH objective to assess?

10. How did you determine which assessment MODE (MEAP tests, observation, other tests, or other) to use?

11. How did you determine WHEN to assess a particular objective?

12. In total, how many Preprimary Objectives did you assess?

13. Did you have MORE information on individual children due to your participation in the Kindergarten Special Study, than you have had in previous years? (Please comment below on why or why not.)

- ☐ YES
☐ NO

14. Did you have BETTER ORGANIZED information on individual children due to your participation in the Kindergarten Special Study than you have had in previous years? (Please comment below on why or why not.)

- ☐ YES
☐ NO

15. To whom do you feel the information obtained from the Kindergarten Special Study procedures is useful?

(Check ALL that apply)

- ☐ To me, the child's teacher.
☐ To the principal or supervisor.
☐ To the child's parents.
☐ To the Michigan Department of Education.
☐ To the first grade teacher.
☐ To no one.

16. For which of the following purposes did you use the information provided you through the MEAP Kindergarten Special Study assessment procedures?

(Check ALL that apply)

- ☐ To identify individual student strengths.
☐ To identify individual student weaknesses/needs.
☐ To provide one component of a comprehensive individual student profile.
☐ To identify a basis for individual program planning.
☐ To identify a basis for group program planning.
☐ To compile an achievement report for parents.
☐ To compile an achievement report for the first grade teacher.
☐ To group children according to achievement.
☐ To determine promotion to grade one.
☐ Other (please specify) _____
☐ I saw no use for this information.

17. Do you intend to use the Kindergarten Special Study procedures (voluntarily) for your kindergarten program next year?

- ☐ YES
☐ NO
☐ With certain changes (please specify)

18. What additional or different support services from the Michigan Department of Education staff do you feel are necessary for more effective implementation of such a study?

19. What was the greatest ADVANTAGE to you as a teacher in having participated in this Special Study?

20. What was the greatest DISADVANTAGE to you as a teacher in having participated in this Special Study?

21. Are you willing to participate in a similar study again? (Please comment on your answer.)

- ☐ YES
☐ NO
☐ Under certain conditions

Michigan Department of Education
MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM
Box 420, Lansing, Michigan 48902

PRINCIPAL (OR SUPERVISOR) SURVEY: MEAP KINDERGARTEN SPECIAL STUDY, 1975-76

MAILING INSTRUCTIONS: Return ONE copy by MAY 17, 1976 in the postage-paid envelope accompanying this survey.

DIRECTIONS: Please mark your response to each question as directed. DO NOT sign your name to the survey.

1. What was your involvement in the decision that kindergarten teachers in your building participate in the Kindergarten Special Study?

(Check ONE only) After checking the one that applies, please comment.

- ☐ I did have input into the decision and requested to participate.
- ☐ I did have input into the decision and requested not to participate.
- ☐ I did not have input into the decision, but would have requested to participate.
- ☐ I did not have input into the decision, but would have requested not to participate.

2. What involvement did the kindergarten teacher(s) have in the decision to participate in the Kindergarten Special Study?

(Check ONE only) After checking the one that applies, please comment.

- ☐ Teacher(s) did have input into the decision and agreed to participate.
- ☐ Teacher(s) did have input into the decision, but requested not to participate.
- ☐ Teacher(s) did not have input into the decision, but would have agreed to participate.
- ☐ Teacher(s) did not have input into the decision, but would have requested not to participate.

3. Did you attend the Initial September meeting held by MEAP staff?

- ☐ YES (If you checked "Yes," please comment on the helpfulness of the meeting.)
- ☐ NO (If you checked "No," please comment on why you did NOT attend.)

4. Did you attend the November follow-up meeting held by MEAP staff?

- ☐ YES (If you checked "Yes," please comment on the helpfulness of the meeting.)
- ☐ NO (If you checked "No," please comment on why you did not attend.)

5. Did you initiate communication with a MEAP staff member regarding the Kindergarten Special Study other than at the September and November meetings?

- ☐ YES (If you checked "Yes," please comment on the nature of the communication.)
- ☐ NO

6. What was your personal role in the Kindergarten Special Study?

(Check ONE only)

- ☐ To assist and participate in implementing the assessment procedures.
- ☐ To function as liaison between the kindergarten teacher and the MEAP staff.
- ☐ To offer input to the MEAP staff on the usefulness of the study.
- ☐ To receive local results for local decision making.
- ☐ To coordinate the Kindergarten Special Study assessment procedures with present or future first grade local assessment procedures.
- ☐ I had no clear role.

7. Did the nature of communication between you and your kindergarten teacher(s) change at all this year due to the Kindergarten Special Study?
- ☐ YES (If you checked "Yes," please comment on the nature of the change.)
- ☐ NO (If you checked "No," please comment on why not.)
8. Do you perceive that the Kindergarten Special Study impacted in any way on the Kindergarten program?
- ☐ YES (If you checked "Yes," please comment on how.)
- ☐ NO (If you checked "No," please comment on why not.)
9. Do you perceive that the Kindergarten Special Study has or will impact in any way on the early elementary program in your building (prekindergarten, kindergarten, grade 1)?
- ☐ YES (If you checked "Yes," please comment on how.)
- ☐ NO (If you checked "No," please comment on why not.)
10. Was there an instructional aide or student teacher in the kindergarten section(s) participating in the Special Study? (Please comment below on why or why not.)
- ☐ YES
- ☐ NO
- ☐ I don't know.
11. Do you believe that the assistance of an instructional aide or student teacher would make a difference in the implementation of the Kindergarten Special Study? (Please comment below on why or why not.)
- ☐ YES
- ☐ NO
12. What has been the involvement of the first grade teacher in the Kindergarten Special Study? (Check ONE only)
- ☐ The first grade teacher has met with the kindergarten teacher to become familiar with the materials and procedures by administrative/supervisory request.
- ☐ The first grade teacher and kindergarten teacher have met on their own initiative to discuss the Special Study materials and procedures.
- ☐ The first grade teacher was informed of the project by me, the principal or the curriculum supervisor.
- ☐ The first grade teacher was informed of the project by the kindergarten teacher.
- ☐ I don't know.
13. Do you believe that other kindergarten teachers in your building or the district would like to participate in a similar study? (Please comment below on why or why not.)
- ☐ YES
- ☐ NO
- ☐ I don't know.

14. What will happen with the Individual achievement information on each kindergarten student within your building?
(Check ALL that apply)

- ☐ The kindergarten teacher will decide this.
☐ The information will be given to me and sent to the first grade teacher.
☐ The information will be sent by the kindergarten teacher to the first grade teacher at my request.
☐ The first grade teacher will be requested to use it for instructional planning.
☐ I will use the information for local decision making regarding the kindergarten program.
☐ I will use the information for local decision making regarding the early elementary program (prekindergarten, kindergarten, first grade.)
☐ I have not yet decided.
☐ Other (Please specify) _____

15. Do you have more information on entering first grade students due to the Kindergarten Special Study assessment procedures than you had in previous years? (Please comment below on why or why not.)

- ☐ YES
☐ NO

16. Do you believe that the Kindergarten Special Study assessment procedures provide more complete and useful information for instructional decisions than your previous procedures? (Please comment below on why or why not.)

- ☐ YES
☐ NO

17. Do you believe that the Kindergarten Special Study assessment procedures provide more complete and useful information for administrative decisions than your previous procedures? (Please comment below on why or why not.)

- ☐ YES
☐ NO

18. Do you believe that the Kindergarten Special Study assessment procedures provide more complete and useful information for reporting student progress to parents than your previous procedures? (Please comment below on why or why not.)

- ☐ YES
☐ NO

19. Comparing the design of the Kindergarten Special Study to that of the fourth grade educational assessment program, which of the two do you believe to be a more useful educational procedure for your building?

(Check ONE only)

- ☐ The kindergarten special study design. (Please comment below on why.)
☐ The fourth grade assessment design. (Please comment below on why.)
☐ They are of equal value. (Please comment below on why.)

20. Would you volunteer to have this or a similar study implemented in your building again? (Please comment on why or why not.)

☐
☐
☐

YES

NO

Under certain conditions. (Please specify)

APPENDIX I

INTERVIEW QUESTIONS FOR KINDERGARTEN TEACHERS AND ELEMENTARY PRINCIPALS (OR SUPERVISORS)

APPENDIX I
Interview Questions for Kindergarten Teachers

MEAP Kindergarten Special Study for 1975-76

1. Have you previously used performances objectives in your kindergarten program?

Why or why not?

2. Do you believe that basing assessment and instruction on objectives is a good procedure for kindergarten?

Why or why not?

3. Do you find the State Department of Education Preprimary Objectives generally appropriate for your kindergarten children?

Why or why not?

4. Previous to this 1975-76 school year, did you assess and record individual student performance during your kindergarten program?

Why or why not?

5. If you did assess and record student achievement previous to 1975-76, what behaviors did you assess and record and how did you do so?

6. How do you use the information obtained through the Special Study assessment procedures?

7. Of what benefit to your teaching has your participation in this Special Study been?

8. Do you perceive any disadvantages to your teaching caused by your participation in the Special Study?

9. Previous to the 1975-76 school year, what had been the nature of coordination between the kindergarten program and the first grade?
10. Do you see or foresee any changes in the coordination due to the Kindergarten Special Study?
11. Previous to the 1975-76 school year, what had been the nature of coordination between the kindergarten program and any pre-kindergarten program (nursery school or day care center) in your school or community?
12. Do you see or foresee any changes in this coordination due to the Kindergarten Special Study?
13. Has your communication with parents changed in any way due to your participation in the Kindergarten Special Study?
If yes, how?
If no, why not?
14. Do you find that the Kindergarten Special Study assessment procedures are providing you with more complete (cognitive, affective, psychomotor) information than previous procedures?
If yes, how is it more complete?
If no, why not?
15. Do you find that the Kindergarten Special Study procedures are providing you with more useful information than previous procedures?
If yes, how is it more useful?
If no, why not?

16. Have you had any communication with the first grade teacher regarding the Kindergarten Special Study procedures?

If yes, please describe.

If no, why not?

17. Have you provided your building principal (or supervisor) with any of the student performance information obtained through the Kindergarten Special Study procedures?

If yes, please describe the circumstances for doing so.

If no, why not.

18. What has been the role of your principal (or supervisor) in the Kindergarten Special Study?

19. Have you received the needed administrative/supervisory support necessary to successful implementation of the Kindergarten Special Study?

If no, what support was needed, but not provided?

If yes, what support was needed and provided?

20. Has an instructional aide or student teacher assisted you in the assessing of students or recording of information for the Special Study?

If no, do you believe that such assistance could be of primary importance in successful implementation of the Special Study?

If yes, do you believe this has been of primary importance in the successful implementation of the Study?

21. How do you choose which objective to assess?

22. How do you choose the administration mode by which to assess any given objective (i.e. MEAP test, other test, observation or other)?
23. How often do you record information on the "Class Roster" sheets?
Why this period of time?
24. To date, approximately how many objectives have you assessed?
25. How much time do you spend recording information (a great deal, a moderate amount, very little)?
26. Do you feel that the amount of time spent assessing children and recording information is worth the information obtained?
Why or why not?
27. Are you utilizing the MEAP Kindergarten Special Study "Comments About Objectives, Tests, and Items" sheets?
Why or why not?
28. Are you recording individual student performance on the Kindergarten Special Study "Student Performance Record" sheets?
Why or why not?
29. Are you utilizing the MEAP Kindergarten Special Study "Administration Mode Comment Sheet"?
Why or why not?
30. Is there a particular assessment administration mode which you presently prefer?
If yes, which one and why?
If no, why not?

31. Generally, do you find the MEAP test items appropriate?
32. What generally, is the reaction of the children to the MEAP tests?
33. Within your building, what do you believe will happen to the information which you have compiled on each child?
34. At the State level, what do you believe will happen to the information which you have compiled on each child?
35. Please comment on the MEAP Staff services provided to assist you in implementation of the Special Study:
 - a) the initial September meeting
 - b) the November follow-up meeting
 - c) on-going support services
36. Would you like to continue participation in a similar study next year?

If you have additional thoughts or comments relating to this interview after I have left, please feel free to contact me at (517) 373-8220.

Shirley Willard

Interview Questions for Elementary Principals or Supervisors

MEAP Kindergarten Special Study for 1975-76

1. What was your involvement in deciding the participation of your Kindergarten teachers in the MEAP Kindergarten Special Study?
If you had input to decide to participate, why did you wish to participate?
If you did not have input to decide to participate, what would your input have been?
2. Did you attend the initial September meeting held by MEAP staff?
If no, why not?
If yes, please comment on the meeting.
3. Did you attend the November follow-up meeting held by MEAP staff?
If no, why not?
If yes, please comment on the meeting.
4. Did you initiate any other communication with a MEAP staff member?
If yes, please describe.
5. What do you see as your personal role in the Kindergarten Special Study?
6. Has the nature of communication between you and your kindergarten teacher(s) changed at all this year due to the Kindergarten Special Study?
If yes, how has it changed?
If no, why do you think it has not changed?

7. Do you perceive that the Kindergarten Special Study has impacted in any way on the Kindergarten program?
If yes, how?
If no, why not?
8. Do you perceive that the Kindergarten Special Study will impact in any way on the early elementary program (K-1)?
If yes, how?
If no, why not?
9. What do you perceive to be the advantages of the Kindergarten Special Study procedures?
10. What do you perceive to be the disadvantages of the Kindergarten Special Study procedures?
11. Is there an instructional aid or student teacher in the kindergarten section participating in the Special Study?
If yes, why did you assign an aid or student teacher to this section?
If no, why not?
12. Do you believe that the assistance of an instructional aid or student teacher would make a difference in the implementation of the Kindergarten Special Study design?
13. What has been the involvement of the first grade teacher(s) in the Kindergarten Special Study?

14. What will happen with the individual achievement information on each kindergarten student?
15. Comparing the procedures of the Kindergarten Special Study to those of fourth grade Michigan Educational Assessment Program, which of the two do you believe to be a more useful educational procedure for your building?
16. Would you volunteer to have this study implemented in your building again?
If yes, why?
If no, why not?
If conditional, under what conditions?

If you have additional thoughts or comments relating to this interview after I have left, please feel free to contact me at (517) 373-8220.

Shirley Willard

APPENDIX J

LETTERS FROM DEPARTMENT STAFF ACCOMPANYING SURVEY

APPENDIX J

LETTERS FROM DEPARTMENT STAFF ACCOMPANYING SURVEY

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

February 12, 1976



JOHN W. PORTER
Superintendent of
Public Instruction

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NORMAN OTTO STOCKMEYER, SR.

GOV. WILLIAM G. MILLIKEN
Ex-Officio

Dear Superintendent:

This is to inform you of the progress and on-going procedures of the Michigan Educational Assessment Program Kindergarten Special Study. Because you volunteered at least one kindergarten teacher, this Special Study is presently being implemented in your district.

One component of this study is a thorough evaluation of its design and implementation in order to formulate recommendations for future action. The evaluation plan includes the administration of two surveys to all participants. The first survey is being sent at this time to all participating Kindergarten teachers (please see attachments). In May, at the termination of the study, a second set of participant surveys will be distributed. This second set will include a survey to the principal of the participating teacher's building. Additional evaluation methods will include interviewing and observing 10 volunteers who wish to give in-depth information to the Department concerning their experience with the Kindergarten Special Study.

If you have any questions regarding these procedures, please call Paula Brictson at (517) 373-8393. Thank you for your cooperation with this project and the gathering of information relevant to the future direction for preprimary assessment.

Sincerely,

Malcolm Katz
Deputy Superintendent
Michigan Department
of Education

NK:pbc



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Lansing, Michigan 48902

February 12, 1976



JOHN W. PORTER
Superintendent of
Public Instruction

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GOV. WILLIAM G. MILLIKEN
Ex-Officio

As a participant in the MEAP Kindergarten Special Study, we are requesting that you provide the MEAP with evaluation information on this study. Your comments and opinions are crucial to determine recommendations for future action on this Special Study design.

In order to gather such information, we are requesting that you complete the attached survey and return it to me by April 2, 1976. We have attempted to design this survey so that it requires a minimum of time and effort to complete. We intend to request your completion of a similar type of survey again in May.

A copy of the attached materials and this letter have also been sent to your Superintendent and your School Principal.

Through your cooperation, we can obtain the information necessary to make decisions on any changes and/or future implementation of this study design.

Thank you in advance for your assistance in our gathering of information. If you have any questions concerning the survey, please call me at (517) 373-8393.

Sincerely,

Paula Brietson
Paula Brietson
Research Consultant
Michigan Educational
Assessment Program

PB/del

Attachment

cc: School Principal
Superintendent



APPENDIX K

INTERVIEW CONFIRMATION LETTER

APPENDIX K

INTERVIEW CONFIRMATION LETTER STATE OF MICHIGAN DEPARTMENT OF EDUCATION

Lansing, Michigan 48902



JOHN W. PORTER
Superintendent of
Public Instruction

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GOV. WILLIAM G. MILLIKEN
Ex-Officio

This is to confirm the meeting with Shirley Willard, Preprimary Specialist, General Education Services, who is evaluating the kindergarten Special Study.

Your cooperation and willingness to participate in the interviews are appreciated and welcomed as an opportunity for you to provide in-depth information to the Department.

Date: _____

Name: _____

Time: _____

Name: _____

Time: _____

In addition Ms. Willard would like to observe the kindergarten class for about thirty minutes.

If you have any questions or desire further information please call Ms. Willard at (517) 373-8220, or me at (517) 373-8393.

Sincerely,

Paula Brictson
Research Consultant
Michigan Educational Assessment
Program

PB:ob

cc: Shirley Willard



MICHIGAN The Great Lake State



APPENDIX L

LETTER TO INTERVIEWEES

APPENDIX L

LETTER TO INTERVIEWEES STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902



JOHN W. PORTER
Superintendent of
Public Instruction

Winter/Spring 1976

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GOV. WILLIAM G. MILLIKEN
Ex-Officio

Dear Interviewee,

The purpose of interviewing a subset of the MEAP Kindergarten Special Study participants, is to obtain indepth information on those questions of primary concern to the "success" of the study. The attached questions are intended to single out those areas of primary concern. However, if there are other areas, not covered in these questions, please feel free to initiate additional comments.

At no time will your name be associated with any of the information which you are providing. You and your district will remain completely anonymous in my reporting the information and opinions which you are providing. With this assurance, you are urged to give your opinions about and experiences with this Special Study as openly as possible.

You may first wish to read through all of the questions on the attached sheets. This will give you the general parameters and focus for the interview.

Thank you for your cooperation in participating in this interview procedure.

Sincerely,

Shirley M. Willard
Preprimary Instructional
Specialist



MICHIGAN The Great Lake State



1

APPENDIX M

LETTER OF APPRECIATION TO INTERVIEWEES

APPENDIX M

LETTER OF APPRECIATION TO INTERVIEWEES STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48902



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NORMAN OTTO STOCKMEYER, SR.

GOV. WILLIAM G. MILLIKEN
Ex-Officio

Dear

First, I wish to thank you again for your participation in the interview evaluation of the Michigan Education Assessment Program Kindergarten Special Study for 1975-76. The information which you provided was valuable in formulating an evaluation of the effectiveness of this pilot study.

Secondly, I would like to share with you the enclosed materials which represent our current developmental efforts in Early Childhood Education. I would appreciate your reading these materials and offering any comments, suggestions or questions which you may have.

Also, could you send me a copy of any curriculum guide and report card(s) which you use in your Kindergarten program?

Thank you again for your cooperation and I am looking forward to receiving information on your Kindergarten program.

Sincerely,

Shirley M. Willard
Preprimary Instructional
Specialist

SW:lh

Enclosure



MICHIGAN The Great Lake State



APPENDIX N

**MEAP STAFF REPORT OF DECEMBER 10, 1976: SUMMARY
OF NOVEMBER-DECEMBER TEACHER QUESTIONNAIRE**

APPENDIX N

MEAP STAFF REPORT OF DECEMBER 10, 1976: SUMMARY OF NOVEMBER-DECEMBER TEACHER QUESTIONNAIRE

The attached teacher feedback questionnaire was distributed by MEAP staff at the November follow-up meetings to those participants present. MEAP staff reports that 41 of the 75 participating teachers were present at these meetings. The staff report summarizes the questionnaire data as follows:

Kindergarten Questionnaire

1. On how many objectives have you assessed one pupil or more?

<u>1-10</u>	<u>11-20</u>	<u>21-30</u>	<u>31-40</u>	<u>41-50</u>	<u>51-60</u>	<u>61-70</u>	<u>71-80</u>
9	14	12	1	2	1	-	-
<u>81-90</u>	<u>91-100</u>	<u>101-110</u>	<u>111-120</u>	<u>121-130</u>	<u>131-132</u>		
-	1	1	-	-	-		

2. How many different MEAP test forms have you used?

<u>0-10</u>	<u>11-20</u>	<u>21-30</u>	<u>31-40</u>	<u>41-50</u>	<u>51-60</u>	<u>61-70</u>	<u>71-75</u>
30	7	1	1	-	-	-	2

3. Has the kindergarten study been helpful to your classroom program?

Yes: 18 No: 2

Comments:

Been useful as a curriculum guide.

Not especially up to now.

It has helped find out what children do not find easy to learn.

Too soon to evaluate!

It has been helpful in that it has provided me with a test booklet that is already prepared. Other years I have had to prepare my own tests and evaluation forms on ditto.

Not harmful!

Probably will after I cover more objectives. The four MEAP tests I've given have been helpful.

A little.

Through record-keeping I can see in black and white where each child is.

To a degree--I have assessed earlier than in previous years.

Have enjoyed the one-to-one situation.

It has given me a set of definite objectives to attain and to be aware of objectives to be watching for.

Helped at conference time. I used test forms as pretests so there are areas where all children passed--these test areas I feel I do not have to cover during the year.

Somewhat.

I plan to use it as a teaching tool.

Usually when Parent-Teacher Conferences are held, I feel it is too early to make assertive judgments and generalizations concerning students. However, after using many of the tests, I would read a certain amount of strengths and weaknesses evident. (I have an enrollment of 70 in two sessions.)

I'm not really sure at this point.

More interesting than helpful.

Not particularly--just more observant of teachings.

Some of the tests have given me new ways of presenting an objective, but for the most part, the study has not been helpful.

Yes, it has made me more aware of individual progress.

4. On how many objectives do you project you can assess every student in your class by the end of April?

Most	All	100	90	80	70	60	50	40	?
11	11	3	1	-	1	1	5	2	5

5. If you could select a subset of the preprimary objectives that are appropriate for your kindergarten program, and were provided the MEAP assessment forms, would you replicate the kindergarten study another year?

Yes: 27 No: 4 ? : 3

Comments:

Will retire this year.

I would not find it necessary since these are things I assess during the entire year anyway.

On a smaller scale, yes.

No! This study does not seem to have any relevance. If we are not to turn in the individual student roster, how can you know what objectives and what test items need to be improved (and in what areas children lack)? I do not approve giving an unvalidated test to my children. Seems like you need to work on individual school districts, instead of across the state. Many items do not pertain to our children and I'm sure others don't to other districts in the state. It's

too bad we can't have the money which was spent on this test and use it for materials and personnel for our schools-- that seems more valid than these tests.

Ask again in May.

Yes--if the test resembled the 1st grade book which I glanced through at this meeting.

I think so--possibly as a readiness test.

I am using these objectives to assess students as they develop different skills.

The 1st grade booklet was attractive.

It is too early to make a decision.

These tests have been helpful in looking for objectives in my children.

The MEAP staff report also includes the following comments:

Of particular interest are the two teachers who by mid-November had administered nearly all the MEAP test forms. While this procedure had not been suggested nor advised, these teachers felt they had some good data for parent conferences and instructional planning.

The responses indicate that participation in the study has been interesting and worthwhile, and that there is a willingness to replicate the assessment procedure another year.

APPENDIX 0

**MEMORANDUM FROM MEAP STAFF TO AMERICAN INSTITUTE
FOR RESEARCH REQUESTING "CLASS ROSTER SHEET"
DATA ANALYSIS**

APPENDIX O

MEMORANDUM FROM MEAP STAFF TO AMERICAN INSTITUTE FOR RESEARCH REQUESTING "CLASS ROSTER SHEET" DATA ANALYSIS

Following is a quotation from a September 17, 1975, memorandum to the American Institute for Research from MEAP staff specifying the requested data analysis for Kindergarten Special Study "Class Roster" sheets:

A. Kindergarten Special Study

The kindergarten study will yield 75 class rosters containing data on 134 performance objectives for up to 30 students in 75 classrooms. We will receive these data about May, 1976, and desire the following types of analyses:

1. The total percent of students attaining each objective for each of eight months;
2. The total percent of students attaining each objective by the end of the eight months;
3. For each objective and for each assessment mode (there are four), the percent of students judged as attaining objectives by each of the four assessment modes.

Objective _____

<u>Assessment Mode</u>					
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>NR</u>	<u>Total</u>
_____	_____	_____	_____	_____	<u>100%</u>

This data will be collected on non-machine scorable forms. We need the above analyses completed by July 1, 1976.

APPENDIX P

DETAILED SUMMARY OF TEACHER NARRATIVE COMMENTS FROM
MEAP "COMMENTS ABOUT OBJECTIVES, TESTS AND
ITEMS" SHEETS

APPENDIX P

DETAILED SUMMARY OF TEACHER NARRATIVE COMMENTS FROM MEAP "COMMENTS ABOUT OBJECTIVES, TESTS AND ITEMS" SHEETS

"Some of my feelings and observations concerning this assessment: (1) most time consuming; (2) early detection of strengths and weaknesses in students; (3) manuals were clearly stated; (4) too many individually tested objectives. Most necessary to have an aide; (5) materials were well provided; (6) personnel on state level were most cooperative, understanding and helpful."

"I have enjoyed giving the tests, but I also have grown tired of the project. I have spent hours and hours recording the results. The children enjoyed the individual testing. And I know I have learned much more about each child. But at the same time, I had to give up playing with the children at their free time. . . . I will be glad to take part in the study another year, if we can receive the materials in time to study and group them. I believe about half as many tests per teacher could be handled more comfortably."

". . . I did my best to complete this survey and answer your questions. However, it certainly is time consuming to administer the test and then comment on each objective and to describe other tests used and to describe situations where a student is exhibiting a certain skill as you suggest on page 8, paragraph 2, and 3 of your procedural manual."

". . . If they were available to me again I'd use many as pretests the first month of school. As it turned out, I didn't get around to testing each objective as early as I'd like to and therefore answered the objective by my daily observation of their class work. . . . It would have been ideal if all objectives could have been tested the first two months of school. As it turned out it was frustrating to me to mark an objective as having been attained in February when I got around to testing it when I knew it had been attained in October. . . ."

"These tests have been a real challenge to me. Some of them I feel were valuable and others not. I feel they should be compiled into several tests but not 74! The children became very bored with the booklets. We usually cover most of the objectives but in other ways. I would be willing to give the tests again."

"I am sorry that there is not time to keep track of 55 students and prepare all these forms. A check sheet with about 30 items would be more realistic. . . ."

"We have covered more material than I have recorded but time did not permit any more testing or recording. With 31 children in one group and no help it was just too much extra work. . . . I felt I was neglecting our regular work to do the tests. However, I do feel the tests and objectives were valuable and sometimes more important than things I had to do. What we did was interesting, and I could have enjoyed it more and benefited more by it if I had a smaller group and some help."

"In order to do justice to this program, I feel the individual teachers need help with the record keeping end of it. During the year, I felt terribly pressured to test and record and found I just did not have time to properly comment on the tests or objectives. I thought the MEAP test forms were well done but that's just too much testing for a kindergarten child. My children grew tired of the tests. . . . On the whole most of the objectives were things that the majority of the children had in their behavior. As a result the tests were terribly easy for them."

". . . Several objectives I probably covered have made teacher observation on especially in the affective area, but could have used more specific criterion. . . . I feel that commenting for the sake of comments was wasting time, so, in general commented only when I felt necessary. If you need further input here, I would be glad to answer specific questions. . . . I have found this study very helpful in setting priorities in my kindergarten program. I am anxious to see the results of the program and also would like to see a get-together of teachers involved in the study to talk about our common strengths and weaknesses, etc. . . ."

". . . Very good objectives . . . should continue with testing all year. . . format of record keeping please change . . . possibility of putting short titles at the top . . . don't think many teachers would like to do all of this record keeping . . . don't have time . . . if this test will become part of testing program maybe just use marks instead of recording date. . . ."

"To explain my scoring system on the roster sheet . . . Hope the above clarifies my bookkeeping system."

"I have enjoyed participating in the program but found the 'paper work' prohibitive for the test's value. To administer individual tests to each of approximately 25 students without interrupting our current program was impossible. . . ."

"I feel that for the most part, objectives and tests used to measure these objectives were good. They cover a wide range of learning activities and nearly all objectives are a part of our present program. I found the tests a very useful diagnostic tool both for group and individual studies. . . . Thank you for the opportunity of being involved in this study. I have gained a great deal from it."

"There are far too many test items to compile all of them during the school year. My aide did many of the tests which helped complete the items; however, these tests results were of little value to me as I was not certain of the way it was administered or the way the child responded. I did not mind giving the tests but felt making comments took excess time. Many results of the tests were useless for they gave information already known or that would be of little use."

"This . . . has been very time consuming and could not have been done properly without the help of an aide in the room. This is too much to ask of a teacher. . . . We are wondering, have the people that are working this study either taught kindergarten or first grade? It really doesn't matter how much education a person has if they have not had actual experience in the classroom with the different types of children and in different situations."

"It would have been impossible to do as much without an aide. No way can all tests be done with an aide. . . ."

"It would be helpful if the objectives were labeled on the class roster rather than listed by number and category only. . . . The MEAP test form numbers should run in order on the class roster. It wastes time and is confusing the way it is set up."

"Some of the objectives, I felt, could have been achieved earlier, but I did not have time for testing. I also feel there are too many objectives for kindergarten."

"These tests and objectives are valuable aids. I appreciate the opportunity to participate. As a whole, I believe the research and study can improve the educational system if used as intended and needed."

"On teacher observation tests the month is time of recording, not necessarily time of achievement; sometimes were recorded from memory. . . . Although I acknowledge the benefits of this effort, I could not have done it without the help of mother-aides, high school aides, pre-student teacher, etc. A paid aide should come with the test forms!"

"I have enjoyed the tests, but I feel very strongly that the record keeping has proven to be too time-consuming. I would have preferred checking only if the child attained the objective and not the month."

"The tests were in general too time consuming. Often more than one thing could have been on one page. The children became accomplished at page-turning."

"It's very hard for the children to manipulate the booklets, especially in September. They don't understand the concept 'turn page over.'"

"It would be great if we had an aide or secretary to help."

"Student performance records: There should be some way to designate that a child has failed a test, so that the teacher can tell at a glance who to retest. I put an F at the bottom of a column to indicate this . . . in pencil so that it could be erased."

APPENDIX Q

DETAILED SUMMARY OF INTERVIEW RESPONSES FOR KINDERGARTEN TEACHERS

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DETAILED SUMMARY OF INTERVIEW RESPONSES FOR KINDERGARTEN TEACHERS

Total: 12 for questions 1-8; 11 for questions 9-36.

1. Have you previously used performance objectives in your kindergarten program? Why or why not?

Comments

Yes: 7

Certain basic things every kindergartener should know.

Especially in connection with reporting to parents and screening procedures.

Were handed to me by principal.

Have used objectives, but never done assessment.

Identified them myself.

School identified goals we want to attain for the year.

No: 5

Was previously a music teacher and did not use objectives.

We just don't have any.

Not in written form.

First year teacher.

Additional relevant comments:

"I think because in our school system, the idea of what should happen in our kindergarten program has not really be uniform. We range from . . . an almost nursery school type of approach to a very academic. . . . I really feel that so much of the time in kindergarten we really do not utilize all the talents that five year old children have. I think we short change them often. . . ."

"This school district has a set of 20 objectives for reading and 20 for math that they have to master by the end of kindergarten."

"I have used objectives to measure children, so that I would know what kind of instruction I was going to do. I identified them myself, but I don't think they were as thorough as yours."

2. Do you believe that basing assessment and instruction on objectives is a good procedure for kindergarten? Why or why not?

Comments

Yes: 9

But not everything should be based on specific objectives.
This is the basis of a kindergarten program.
Good procedure.
Because of objectives, I've covered more this year.
Absolutely.

No: 0

To some extent, not sure, yes and no: 3

Not everything in the program should be based on achieving certain objectives.
Not if it doesn't provide a good kindergarten program.
Unless you talk in terms of minimum objectives for everyone.

Additional relevant comments:

" . . . Not everything should be based on specific objectives. Everything has a purpose but not specifically tested. 'Academic learning' has objectives and is tested."

"I think every teacher should have some form of objectives to know what am I going to do for each individual child. You should have some kind of objectives to know what you hope to reach and have they reached them or not."

"I'm not sure you can make it valid because each group is so different. . . ."

"You have to have some idea where you're headed and the kids have a basis where they're all about the same."

"Work with them, but you must be willing to change them as you go along."

3. Do you find the State Department of Education Preprimary Objectives generally appropriate for your kindergarten children? Why or why not?

Comments

Yes: 4 Most.
 For the majority.
 Some could have been more difficult.

Some: 8 A lot are too easy.
 Some too easy, some too hard.

No: 0

Additional relevant comments:

" . . . Most of the children can achieve these objectives when they begin kindergarten."

" . . . I found out things that I hadn't found out before by using them."

" . . . Some of them are objectives that should have been attained by children before they come to kindergarten."

4. Previous to this 1975-76 school year, did you assess and record individual student performance during your kindergarten program? Why or why not?

Comments

Yes: 10 Always checked children's work.
 Used commercial materials.
 Have my own check sheet.

No: 0

Not applicable: 2 (first year at kindergarten level)

Additional relevant comments:

"If you don't assess, how can you teach? The purpose of assessment is to develop a program and to decide how far the child is growing in all areas."

5. If you did assess and record student achievement previous to 1975-76, what behaviors did you assess and record and how did you do so?

<u>Behaviors</u>		<u>How Assessed and Recorded</u>	
Standard academic skills:	6	Observation:	6
Large and small muscle coordination; psychomotor:	4	Commercial tests:	4
Cognitive, affective and psychomotor behaviors:	4	Workbooks:	3
		Check list:	3

Additional relevant comments:

"At the beginning of the year . . . I check for first name, recognition of shapes, colors, counting to ten. . . ."

"Now in question #4 you're talking about student performance, you are speaking there then not of achievement so much . . . because 'behaviors' to me would be more . . . not so academic. . . . We did both student academic performance and behaviors; work habits, behavior on playground, interaction with other children. Academic performance would be learning ABC's, associate sounds to the point of some children beginning reading and math. . . ."

"The first day of school I would sit and play a game with them. And I pretty much knew by the time the game was done who knew some of them and who knew nothing. I sat with my little paper with a plus for yes and a minus for no, so that at the end of the day I knew a little bit about who I had to work with. And then when I felt that I really had rapport with them, I actually sat down with a box of crayons and said 'Show me these colors. Which ones do you know?' during their free time. I didn't have nearly as many paper and pencil tests as this is."

6. How do you use the information obtained through the Special Study assessment procedures?

To address the weaknesses or needs of children:	10
To plan more individualized instruction:	3
To report to parents:	2

Additional relevant comments:

"It helped me to see . . . they didn't really understand that . . . I'll do some extra things to help develop that . . . to plan some instruction."

"I guess I didn't use it too much. I used it probably as a testing over something that we had already covered to make sure that the children had achieved that particular thing."

"If I feel that it's an important area that they're really lacking in, then I have my aide go over that with them, or if half the class is missing that then we cover it again. . . ."

"I used it mostly as a pretest. . . . I recorded it, then I went back to decide my program . . . a lot of the daily activities . . . I adjusted my program to whatever they needed. . . ."

". . . I found the needs of children that had to be met, and the others can go ahead."

7. Of what benefit to your teaching has your participation in this Special Study been?

None:	1
Very little:	2
Check on effectiveness of teaching:	3
Perspective on own kindergarten program:	2
Provided concrete, specific organized direction:	5
Provided more specific, or complete information on children:	2
I don't know:	1
Focused attention on individual children:	2

Additional relevant comments:

"There were things that were taught way back at the beginning of the year and I'm just now testing them on it . . . and so they're really snapping into it real well. . . ."

"I think earlier than before than any other year I taught, I knew exactly where the kids were . . . because everything was spelled out . . . that was the strongest thing . . . the other thing was that it was a lot of fun. I enjoyed it . . . being able to teach and know exactly what you were going to do. . . ."

"I really think we've learned quite a bit from it. . . . When you saw things right down in print, you said o.k. these are the things we should be doing . . . very specific."

8. Do you perceive any disadvantages to your teaching caused by your participation in the Special Study?

Comments

Yes: 6	Testing and recording takes time away from teaching:	5
	Caused problems with nonparticipating kindergarten teacher colleagues:	1
	I feel terribly pressured.	

No: 4	I don't think it's hindered anything at all.
	It took time to do the paperwork, but I don't think that was any disadvantage.

Other: 2	None to my teaching, but the book-keeping is a disadvantage.
	I didn't have the materials for the afternoon group and I felt they got a little cheated by not having it.

Additional relevant comments:

"I didn't have time for most of the other things that I really feel are necessary for kindergarten teaching. I felt it usurped my time. It was so time consuming to the point where I'm now feeling like I'm behind in the things that I otherwise would do. . . . We didn't get as far in our readiness book. . . . It's a very comprehensive book and I usually have had more time to spend on social studies, geography and science and math . . . and other concepts that I would consider basic kindergarten instruction."

"I do not like so many paper-pencil things. It did take a lot of extra time. I like games. If I wouldn't have had an aide I think it would have been just mind boggling to record all of it."

". . . But it is very time consuming . . . to do all that testing. . . . I can see if you had an aide, that the aide could help test, but when you have to do it all yourself it would take maybe a half an hour or more off your program each day. . . . You eliminated some of the fun things from the program . . . that you would be doing, but you did this instead."

9. Previous to the 1975-76 school year, what had been the nature of coordination between the kindergarten program and the first grade?

Comments

None: 2

Very little,
not very much: 2

Teachers plan together: 5 The first grade teachers gave us some objectives to follow.
I work very closely with the first grade teachers. We talk at teachers' meetings and on the telephone.
The whole school has a coordinated curriculum.
Very strong coordination. When the first grade teachers receive children, they start them right where they're from. We work together.

Information is passed
on to first grade teachers: 1 We've been the same teachers for 15 years, so we know each other's expectations.

Kindergarten books lead
into first grade books: 1

Additional relevant comments:

"If they find places during the year where they wish we had covered more the previous year, they tell me about it and I record this and remember it for the next year. It's just because we are good friends and we know each other. We do this on our own."

"I was the first grade teacher and then prepared the new first grade teacher what to do. But it's [principal's name] that sees that strong coordination happens."

10. Do you see or foresee any changes in the coordination due to the Kindergarten Special Study?

Yes: 2

The first grade will know what we've covered.

Comments

I talked to the first grade teachers about setting up some way that I knew what they wanted. And we were going to go over the objectives and see what they thought was important and what I thought was important to pick out the ones that we thought we needed here in this system.

No: 7

Not for next year anyway.
The coordination is already very good.

Conditional: 1

If this becomes part of a kindergarten curriculum statewide.

Some: 1

The information will probably go to the first grade teachers, but information would go on anyway.

Additional relevant comments:

". . . Like with the record sheets . . . nobody knows what they mean but me. . . . As they are now, they're of no value to another teacher. They mean nothing. They don't even mean anything to me unless I go back and look up the objectives and see what it says."

"Right now there's no kindergarten program that I can tell, where there's any coordination with the kindergartens. Expectations from school to school are totally different. I think there should be some kind of coordination around the whole state."

11. Previous to the 1975-76 school year, what had been the nature of coordination between the kindergarten program and any pre-kindergarten program (nursery school or day care center) in your school or community?

None: 9

I would like to see some coordination between the two because we are getting some real problems. . . .

We don't have a pre-kindergarten program.

I'm not aware of what they are doing at all, and they don't contact the school about anything.

Comments

Teacher contacted pre-kindergarten teacher on own initiative: 3

On my teacher observation day, I chose to observe the nursery school. I talked to the pre-kindergarten teacher in this building.

Additional relevant comments:

". . . There needs to be some guidelines set. . . . Last year we went and visited them [Title I pre-kindergarten]. We've suggested sitting down together many times, but no go yet."

12. Do you see or foresee any changes in this coordination due to the Kindergarten Special Study?

Yes: 2

We sent communication to parents and to local centers which identified "problem areas" in the objectives.

Partly due to the study and partly due to the personality of the new pre-kindergarten teacher in this building. He has a copy of the Preprimary Objectives.

No: 2

I talked to a couple of their teachers and asked "What are your goals?" They said, "What's a goal?"

Some: 1

Not just because of the study, but it will provide concrete points for discussion.

I don't know: 1

It would be helpful.

Have no pre-kindergarten program: 1

I hope so: 2

They might just see the importance of having something to do in pre-school, instead of all socialization. . . . They need something like the preprimary objectives.

I will share a copy of the objectives with the nursery school teacher. If we asked, they could participate.

Additional relevant comments:

"Well, I'm hoping that it'll [Kindergarten Special Study] continue and be a curriculum for the kindergarten that we will all follow."

13. Has your communication with parents changed in any way due to your participation in the Kindergarten Special Study? If yes, how? If no, why not?

Comments

Yes: 2 I've given parents information on the test results and asked that they work with the kids.

Because I had something specific to tell them . . . by going through the objectives I could say this is how it is. . . . It gave me a guideline there too which I was glad for.

No: 9 We've always had good communication: 9
I don't even know if they all know that we're doing it.
I could have reported some information on the slow ones, but I haven't gotten those parents in.

Additional relevant comments:

"I called in a parent . . . and showed the father the test that he [son] had done . . . I showed him as an example of some of the things that we do that he's just not getting."

"They knew that we were testing . . . but we just told them that it was a part of the whole kindergarten program that we were trying this." (This teacher has reported no Kindergarten Special Study information to parents.)

14. Do you find that the Kindergarten Special Study assessment procedures are providing you with more complete (cognitive, affective, psychomotor) information than previous procedures? If yes, how is it more complete? If no, why not?

Yes: 8 Before I had to see separate tests for the different areas.

Comments

. . . and more complete on each individual child.

There is more information in all areas.

By seeing those I made my program a little more complete . . . and if I felt that there wasn't something in the objectives that I wanted to teach . . . then I would bring that into it. . . .

They don't seem to leave anything out. It's more complete than what was previously used.

Especially in affective . . . much more thorough.

Very well rounded.

No: 2

. . . because I'm doing all those areas already.

. . . maybe not written down as much.

I'm not sure: 1

I really do think that when it's right down in front of you in print, you say, well, now these are the things that we're going to cover and you do that.

Additional relevant comments: None

15. Do you find that the Kindergarten Special Study procedures are providing you with more useful information than previous procedures? If yes, how is it more useful? If no, why not?

Yes: 6

It's more than just the teacher's assumption. It's written down . . . specific . . . good for communication to parents.

. . . Before we just had the readiness test and the end of year test. . . nothing in motor or audio skills. This tests everything.

. . . It gave me a basis . . . really a foundation of where to go and I felt like that was the basis of the program. And then I could go out to the other materials and use them to work around these objectives.

Comments

. . . but I don't know how much. . . . I felt some things were just too pre-kindergarten for my group.

No: 4

. . . but then I haven't covered all of the MEAP tests. . . .

Because this district's objectives and procedures are very similar.

. . . about the same.

I had just as much and specific before, but again, not recorded in a book that way, the way it is.

Undecided: 1

I think what's there you see and you do . . . specific. I think you do these things not even realizing you're doing them, but when it's down in front of you in print you say, "well, this is something we have to cover."

Additional relevant comments: None

16. Have you had any communication with the first grade teacher regarding the Kindergarten Special Study procedures? If yes, please describe. If no, why not?

Yes: 4

I met with her to describe the study and test results.

We met to discuss the objectives.

I showed her all the objectives . . . she thought it was kind of exciting, but that it looked like a lot of work.

I showed the teacher the materials we were using and what we were testing and they're aware of what we have been doing all year long (see additional relevant comments).

No: 4

We've just told them that we are doing it and they haven't said anything positive or negative about it.

Some: 3

With one teacher.

Additional relevant comments:

"When we first got that material we thought that the first grade was going to do the testing. All this material we got said 'first grade.' So the first grade teachers became aware of the study because they thought they were going to do the testing."

17. Have you provided your building principal (or supervisor) with any of the student performance information obtained through the Kindergarten Special Study procedures? If yes, please describe the circumstances for doing so. If no, why not?

Comments

Yes: 5

I showed some test results and testing procedures.

Shared some test results.

I've worked with her real closely.

No: 6

She (principal) said that this was something that I was to do, that she was too busy with everything else and she didn't want to know anything about it. And we haven't talked about it at all.

I don't think that she's ever really looked at it . . . to begin with, she came in and went through the blue book . . . but the results, I don't think she's seen yet.

I had only discussed with him the problems that I had encountered in using it.

No need to.

Additional relevant comments: None

18. What has been the role of your principal (or supervisor) in the Kindergarten Special Study?

Support: 6

The principal took my kindergarten class so I could attend the MEAP meeting.

Has kept a very positive attitude.

Went to or accompanied us to the MEAP meetings. (This refers to the supervisor.)

. . . Has administered some tests . . . is continually checking to see how the children are doing.

Comments

. . . available to respond to questions or as needed.

She knows what was going on and was interested enough to see what we were doing.

Originator of study
for building: 1

. . . and I think that's pretty much it.

Answering forms: 1

None: 3

Additional relevant comments: None

19. Have you received the needed local administrative/supervisory support necessary to successful implementation of the Kindergarten Special Study? If no, what support was needed, but not provided? If yes, what support was needed and provided?

Yes: 8

Very much.

I've received what help was needed and requested.

. . . but our superintendent volunteered us without any of us knowing. That was sad. (See additional relevant comments.)

No: 3

I need smaller classes or more assistance in the room.

When (the supervisor) approached me on it originally she said if there was a lot of one to one testing to be done that we could hire a substitute to come in and take my class while I did the one to one. Then that never materialized and the principal evidently wasn't able to bring it into being either. . . . The aide situation didn't work out.

Additional relevant comments:

"But I really blew the panic button when I found out I had 71 children and I was in this study and I said, 'Listen, I just can't do it.' And I got an aide. That's one of the few aides in the whole system."

20. Has an instructional aide or student teacher assisted you in the assessing of students or recording of information for the Special Study? If no, do you believe that such assistance could be of primary importance in successful implementation of the Special Study? If yes, do you believe this has been of primary importance in the successful implementation of the Study?

Comments

Yes: 5

I trained a mother to administer tests
 . . . absolutely important to implement
 this study.
 . . . of primary importance . . .
 I'm not sure.
 High school aides helped with the indi-
 vidual testing, but they did no recording.
 . . . Yes, of primary importance. . . . It
 was necessary, otherwise, I don't think I
 could have done the individual parts.

No: 6

(One teacher had an aide but claims the
 aide did nothing connected with the study.
 This teacher also stated that she did not
 follow the testing directions.)
 I think it would be helpful.
 I did it all (testing and recording). But
 the aide freed me to do the testing. It
 would have been much harder if I hadn't
 had her.
 It would have helped to have an aide,
 especially at the beginning of the year.
 I haven't had any difficulty recording
 scores that I feel I would need someone
 for that.
 I've done it all . . . it would be of
 tremendous value (to have an aide).
 . . . That would be real good (to have an
 aide).

Additional relevant comments: None

21. How do you choose which objective to assess?

Writer's note: Throughout this question, most teachers equated the choice of objective with what MEAP test they chose to administer. They did not differentiate between objective and assessment. Responses must be read accordingly.

Ones that looked easiest, I did first:	1
The ones I thought the children might have problems with:	2
According to growth and development of five year olds; when I thought children were ready to perform that behavior:	2
According to the local kindergarten curriculum or goals:	4
As a follow-up to what had been taught:	5
By the numerical order of the test:	1
Random picking of tests out of box:	1
Whatever I felt was important:	2

Additional relevant comments:

"When I really got the whole box full of material I was completely lost as to what came where and I just did not have the time to sit down and take all of this and pull it apart and figure out which would be best to use when. . . So I tried to pick it out by what we had covered and then test it as such so that I'd know that the children really had achieved that particular objective. . . . I think it wasn't too bad considering that I was unfamiliar with the whole box. . . it was mind boggling when I looked at it. I thought, 'How am I going to accomplish all of this?'"

"I have a definite month by month plan of objectives that I like to try . . . but I adjust it depending on a child's needs. So I chose the objective according to my goals. . . . Children come into kindergarten with certain weaknesses and you plan goals accordingly . . . my entire program sequence."

"Well, I did all of them. I just thought that we were supposed to see how many we could do. And we made a game of it so it was nothing you know. It was just part of the work and they had a good time. . . . The gym teacher helped with some of the psychomotor things. . . . I read through the whole thing and I took the things as I taught them and then if I taught something, then I assessed."

22. How do you choose the administration mode by which to assess any given objective (i.e., MEAP test, other test, observation, or other)?

If there were enough MEAP booklets, I used those: 1

If objective couldn't be assessed by observation, or didn't have a test already in use, then chose a MEAP test: 4

Automatically used MEAP tests: 3

Depends on objective; whatever considered most appropriate: 4

Ability level of students (if ability is unknown, teacher used MEAP tests): 1

Depends on how much time I have: 1

Additional relevant comments:

"I think they [children] more or less decided it. If they did something I could observe, I just did it. If I hadn't observed it, then I would use the test."

"If I knew my really good students could do it, I would choose teacher observance, and those that I really didn't know about, I would choose the MEAP tests."

"First of all, it depends on the kids. I had to learn them a little first to see how they could do things. I felt much of it you could just see that. Then I looked through your tests, read those over and if I felt they were good ones and I felt like the kids could handle them, then I would give them those. If not, I went to some other area and used that. They got tired of using just one thing."

"I always read over the MEAP test first . . . and some of them I did according to what the study suggested. . . . I chose what was most appropriate way to get at the objective with each particular child."

"Well, some of these things are covered by the work that we do. . . like in our number books. . . . If it was something that we had been doing all the time, we just did it the same way. If I thought the test was better we'd use the test."

23. How often do you record information on the "Class Roster" sheets?
Why this period of time?

Comments

Whenever I test:	4	WRITER: Would not give time frame.
Two-three times a week:	2	. . . but depends on the week. . . .
No consistent time period:	1	
Once a month:	2	. . . good period of time to check
Three-four times a week:	1	on five year olds.
Every two weeks:	1	. . . good period for judging growth
		or change in five year olds.

Additional relevant comments:

" . . . not often enough. . . . There's not enough time. . . ."

" . . . Depends on if I use a MEAP test or observation. . . ."

24. To date, approximately how many objectives have you assessed?

100
10
50
25
25
90
45
60

All of them

Maybe three quarters

I don't know. I haven't given any of the individual MEAP tests.

Additional relevant comment:

Teacher who had assessed 100 objectives: "I misread the due date for the project."

25. How much time do you spend recording information (a great deal, a moderate amount, very little)?

A great deal:	4	At the beginning around four hours a week . . . after the November meeting, about one hour.
		It felt like a lot. It was just like a burden all the time. . . .

Comments

A lot. It really takes quite a bit of time because you have to check all the booklets too.

At first, much time because of the individual sheets. . . .

Moderate amount: 3

Because the aide and I did it together. . . . If alone, it would be a lot of time.

Very little: 3

At first more . . . now not very much.

I have no idea: 1

Additional relevant comments:

"I always felt that it was time that I was needing for the children instead of all this busy work kind of thing."

26. Do you feel that the amount of time spent assessing children and recording information is worth the information obtained? Why or why not?

Yes: 7

When it's written down, someone else can use it.

Of help in reporting to parents.

On "class roster," not on "individual record sheets."

Basically, helped with conferences and in planning instruction . . . but not individual student forms.

Definitely.

No: 2

The extra recording (from previously used procedures) is not worth the information.

Definitely not.

Conditional: 2

. . . if it had been written up so that the first grade teachers could have used it. . . .

Comments

Not really for the MEAP tests. It just took too much time . . . and some of the tests repeated themselves. . . .

Additional relevant comments:

"There were things you couldn't record . . . how can you record a child's emotion? If he didn't want to play with someone and there were times when a child doesn't feel good and they don't want to participate . . . are those the things we're supposed to record or do you just know that? To put that all in writing is so time consuming . . . when you know a child you know that. . . ."

27. Are you utilizing the MEAP Kindergarten Special Study "Comments About Objectives, Tests, and Items" sheets? Why or why not?

Yes: 8

But I did not have time to fill them out as wanted.

Not always on individual objectives as the form wanted . . . sometimes I commented on whole groups of objectives.

I commented on the booklets as I worked along.

Very valuable part of study.

No: 1

At the beginning . . . I had criers even because of not knowing how to turn pages and things like this. At the meeting we were told just to give it to your whole group . . . and now they enjoy it much better than before.

Not much: 1

And I don't think I need to now. You can tell them. You can't write all of that . . . some things you just don't write.

I don't know
what they are: 1

Additional relevant comments: None

28. Are you recording individual student performance on the Kindergarten Special Study "Student Performance Record" sheets? Why or why not?

Comments

Yes: 3

To keep for my own information.

No: 7

I did, but I quit after November. I decided that the information wouldn't be used locally or by the state.

Not any more. I was. They told us that they weren't going to use that information and I thought that was really the importance of it all . . . and that is the part that takes the time.

. . . because [MEAP staff person] said we could just record it on the class roster sheets to save time. I started to . . . and found it so time consuming. . . .

I started, but I didn't have time to do it. It just took too much time.

I'm not sure which sheets are what: 1

Additional relevant comments: None

29. Are you utilizing the MEAP Kindergarten Special Study "Administration Mode Comment Sheet?" Why or why not?

Yes: 0

No: 10

Which are those?: 10

I'm not really sure what they are: 4

I did, but I thought that that was sort of vague.

I just commented right on the test booklet so I could see what they were doing.

A couple of them: 1

Additional relevant comments:

Writer's note: Even the person who responded that she used "a couple of them" had to be shown what she was being referred to.

30. Is there a particular assessment administration mode (MEAP tests, other tests, observation, or other) which you presently prefer? If yes, which one and why? If no, why not?

Comments

MEAP tests: 5

I like the tests because they're all ready and you can just give them and you can do it all at once.

Because of the fact that I have nothing else to go by at this particular time.

[MEAP tests] test me out too, helps me to see how well I am teaching. . . .

Other tests: 2

I prefer my own testing procedures . . . ditto sheets, game format. . . .

. . . prefer my own tests . . . two workbooks I use are used for assessment.

Observation: 6

But I know it's not as valid because prejudices come in. But I prefer observation. . . .

Other: 0

Depends on
Objective: 3

Combination: 1

I don't think you can honestly say by one test what the child is doing.

Additional relevant comments:

"If I ran out of something to do . . . let's do a test. Observations just came in their own natural setting. I didn't plan the observations.

31. Generally, do you find the MEAP test items appropriate?

Comments

Yes: 7

Most of them: 7

Some are culturally biased . . .
the pictures are not for my
community. . . .: 3

Some are too easy . . . whether
we're expecting too much or the
state isn't expecting enough, I
don't know.

Some of the illustrations were
real poor on them.

I commented on the comment sheets.

Too easy: 1

Additional relevant comments: None

32. What, generally, is the reaction of the children to the MEAP tests?

Positive: 9

They love them. They like to do them.

They think it's fun.

They enjoy doing it.

The children ask to take part in
the test booklet.

They just loved them . . . especially
the ones with the tapes. They liked
those.

Happy as can be.

Mixed reaction: 2

Now it's fine. . . . I honestly had a
few criers (when tried to administer
tests individually or in small groups)
. . . but now they really enjoy it.
They call it their game and they
really like it.

When we first had them they said, "Oh
is this a lot of fun. This is great.
How many more of these can we have."
And now the last months I was giving
the it was, "Oh, do we have to do this

Comments

again?" They were real tired of it.
 . . . I think because it was so much
 of the same. It felt like repeti-
 tion, repetition, repetition.

Negative: 0

Additional relevant comments:

"But I talked to other kindergarten teachers . . . I think it was in how you handled it. I think that that question right there refers to the teacher. If she loved it, the kids will love it."

"Because I just said, 'so we've got to do a little book. Shall we play a few games today?' Sure and that's all there was to it. They had a good time, they really did."

33. Within your building, what do you believe will happen to the information which you have compiled on each child?

Nothing:	2	The class roster sheets will stay with me and go to the Department. Only report card information will go to the first grade teacher.
----------	---	--

Will go or hope will go to the first grade teacher:	3	It will be given to the first grade teachers. . . but who knows if they will use it. I hope the first grade teachers receive the information . . . because they will just about know the things the child can do.
---	---	--

I don't know:	4	The principal and I will look at it, but whether it goes beyond that, I don't know.
---------------	---	---

Very little:	2	I'll probably keep it. I don't think a lot will happen with it. I think that I will pass on to the first grade teachers the information that I have about the children. . . . What usually happens is the next staff person will have her opinion and then come back to the previous teacher.
--------------	---	---

Additional relevant comments: None

34. At the state level, what do you believe will happen to the information which you have compiled on each child?

Comments

Not too much,
very little:

2

I don't expect too much. I hope I'm wrong. [Attitude is due to perception of November regional meeting.]

I'm afraid I think it's all going to get lost in paperwork, the way this bureaucratic society is today. . . . I think we get so boggled down in so much paper work from the state and I just wonder how much value there really is in it. . . .

I don't know:

6

I hope the information will be fed back to the teachers in a helpful form.

I hope it will be used to revise state tests and objectives.

I hope that it will help in validating the tests for the first graders. I hope that it won't just sit . . . because it is time consuming and I think something should come of it.

They said that they would look at all the scores and go on from there. They did not give us any real definite ideas of what was going to happen with the information. I do not believe that it will be used against anybody. . . .

To create a state-
wide picture:

2

It will be fed to a computer to create a state picture.

. . . compile a state-wide analysis.

Study information
to set up a state-
wide system:

1

Hopefully, you're going to use it for study. That was my impression . . . to find out if you could set up a certain system across the state, so like they'd be much congruent. Kids moving around so much within the state . . . so that each kindergarten was learning something along the same lines.

Comments

To improve the
Preprimary Objectives: 1

I don't think that the information on each child, that there'll be anything done about that. But I do think that we probably will get a real good set of objectives that we can follow in kindergarten.

Additional relevant comments:

"I'm as concerned and probably more so than many people about the standards being lowered in schools. This is a real concern of mine. . . . I'm so worried that we are washing everything down to the lowest common denominator and really not coming up with anything. I sort of think this kindergarten design reflects that . . . because for my bright students it was just nothing. . . . Some of my students had already mastered many of these objectives by the time they arrived. Well, does that mean that I do nothing with them from October until June?"

"This started out in first grade, now it's in the kindergarten and now you'll probably take it to the preschool and find out where these tests are accurate."

35. Please comment on the MEAP staff services provided to assist you in implementation of the Special Study:

- a. the initial September meeting
- b. the November follow-up meeting
- c. on-going support services

Writer's note: Most individual respondents gave both positive and negative reactions to describing the same meeting.

- a. the initial September meeting

Good, helpful, well worth
my time, well done, very
thorough: 6

. . . I was lost completely until it
was explained.

. . . The staff person was helpful
in explaining it.

Confusing, bewildering,
directions unclear: 7

That was very bewildering . . .
we didn't have any of the
material. We really didn't know
what they were talking about: 4

It was confusing as to how to
get started. . . .

Comments

. . . but we had no previous information and the directions were unclear.

. . . could have been more beneficial had not so many negative feelings been in the room . . . but it was confusing to be using materials with the directions for the first grade. This should have been clearly explained at the September meeting.

The booklet directions were different from what they said in the meeting . . . unclear directions and purpose or intent. . . .

It was quite a shock to us because we didn't know we were to take part in it and we went to the meeting not knowing. . . .

Did not attend: 1

b. The November follow-up meeting:

Helpful, good, well worth my time, worthwhile, well done:

8

I realized I was not the only one having problems. . . .

A lot of questions were answered . . . helpful to discuss with other teachers. . . .

4

Very disheartening, bad, not terribly valuable:

3

The questions raised were responded to with, "Well, it doesn't make any difference. . . ." I can't see where there's going to be much value [in working in the study] . . . all of the things that I had carefully done didn't matter.

[Message received from MEAP staff was] . . . do as much or as little as possible . . . after that meeting two teachers quit.

It never got off the ground.

Comments

c. On-going support services:

Good, very willing to
help, excellent: 8

We received what we needed other
than more booklets. . . .

(Four people requested special
meetings with MEAP staff person):
This was the most valuable part of
all meetings . . . we discussed
kindergarten, not so much test . . .
we were able to share concerns. . . .

. . . very happy with immediate
response to needs.

We had all the help we needed.

Haven't needed any: 3

Additional relevant comments: None

36. Would you like to continue participation in a similar study
next year?

Yes: 6

. . . Helps give direction to the
program.

. . . But I would like to teach
more than the study encompasses.

. . . especially to implement the
recommendations for improvement.

I enjoyed it. . . . I got satisfac-
tion for myself, that I feel I know
the children better from it, even
though it doesn't do anything for
next year. And I think it helped me
in my teaching because I had had no
kindergarten experiences at all in
college. . . . It gave me a better
idea of what other people are expect-
ing out of kindergarteners and it
made me feel good that so many of
mine did so well on it.

I hope something will really come
out of this, and I hope some kind of
a curriculum will come out of it.
And I'd like to see more of a stan-
dardized curriculum for kindergar-
ten. I don't mean set like you have

Comments

to do this Monday, Tuesday and Wednesday, but . . . something like guidelines throughout the state. And then we'd have something to combat principals with or anybody else or parents.

I really don't know what the study was for, and I really didn't get a good answer at the November meeting. . . . What they really do expect out of this program. . . . I don't think they know why they're doing it yet. . . . Even if I don't do it again through the State, I'll use the materials again.

It doesn't matter to me. I enjoyed this program. The paperwork got a little tiring sometimes, but I felt it was very good and very useful, so I wouldn't mind doing it again. . . . I thought it was very complete and I was really pleased with it. I think the thing that I was very pleased about was when I called they were very helpful and very nice to me and I really appreciated that.

I'd love it. Because I like different things. As a person I like to be challenged. And I thought it was very beneficial.

No: 2

. . . too time consuming. I don't have an aide or a volunteer to help me. . . . I hope we weren't doing all of this for nothing. I'm concerned about it not being validated and . . . I don't agree with the test booklets especially for the first part of kindergarten. . . . The expense of it bothers me. I don't know how much it costs, but I know how it is around here. . . . I just feel like there's so much more that the state could give us. . . . I wish that we could have more to work with the children on . . . very short on supplies which are really needed. We should have more things to help teach in the area in which we're testing. . . .

. . . too time consuming . . . so much of it wasn't worth the time that I had to put into it. If I could pick and choose certain parts of it, I think I would like to do it. . . . I would use as much time testing

Comments

as teaching. I really haven't used the study as I should . . . I would like it to be much more difficult. The objectives are too easy. I would hope that this would not be forced upon us. . . . I can see the point of the whole thing . . . and I don't know how the state is going to be able to assess this without something like this and I think it's poor. . . . You're going to have to go back again to an emphasis on basic skills which we are losing. . . . I think that we have so much time taken out with gym and music and art. . . .

Conditional: 3

If I had a smaller group of children and some help.

If the objectives and tests were adjusted for local program needs.

I really think it's been helpful. I really do . . . if you could condense it into something a little shorter . . . not have one test booklet for one thing, but maybe have a book with three or four pages. . . . MEAP tests are too time consuming. . . . A lot of it would need to be recorded, but a lot of it could be done by observation. . . . They need the objectives, but I think they have to condense it into something shorter. . . . I can see there's so much individual differences in children which I knew, but some of these things that you think, well, we know it but they don't and with this it's right in front of you . . . and I think that the Preprimary Objectives are good too, and I think that if teachers would follow it, I think that our whole kindergarten system would be. . . . You're teaching more alike all over which would be a good thing. . . .

Additional relevant comments: None

APPENDIX R

DETAILED SUMMARY OF INTERVIEW RESPONSES FOR PRINCIPALS (OR SUPERVISORS)

APPENDIX R

DETAILED SUMMARY OF INTERVIEW RESPONSES FOR PRINCIPALS (OR SUPERVISORS)

MEAP Kindergarten Special Study for 1975-76
(Total Interviewees: 12)

1. What was your involvement in deciding the participation of your Kindergarten teachers in the MEAP Kindergarten Special Study?

If you had input to decide to participate, why did you wish to participate?

If you did not have input to decide to participate, what would your input have been?

			<u>Comments</u>
Did have input: 8	Requested to participate: 7		Opportunity to give input to the State Department of Education: 5
			Evaluation of own kindergarten program: 5
			Wanted to add structure to kindergarten program: 1
			Looking for kindergarten curriculum: 1
			Good inservice for teachers: 1
	Requested <u>not</u> to participate: 1		
Did <u>not</u> have input: 4	Would have requested to participate: 2		
	Would have requested <u>not</u> to participate: 1		
	Undecided: 1		

Additional relevant comments: None

2. Did you attend the initial September meeting held by MEAP staff?
If no, why not? If yes, please comment on the meeting.

			<u>Comments</u>
Yes: 6		Helpful or good meeting: 2	
		Informative, but disrupted by hostile teachers: 2	
		Directions were very general: 1	
		More helpful for teachers than principals: 1	
No: 6		Wouldn't affect me: 1	
		Wasn't notified: 1	
		Confidence in kindergarten teacher: 1	
		September is bad time for administrators to meet: 1	
I don't remember: 2			

Additional relevant comment:

"This meeting tried to present a lot of material in a short period of time. Also should have included a demonstration use of MEAP tests for teachers."

"I don't think the meeting was one where anybody would get super excited about being in the project. And I think what's really important at that particular meeting is that maybe some of the details and ground rules aren't as important at that point as getting their enthusiasm built up so that they'll go back and really get into it."

3. Did you attend the November follow-up meeting held by MEAP staff?
If no, why not? If yes, please comment on the meeting.

Comments

Yes: 5	Good discussion:	2
	Didn't accomplish much:	1
	Expected more information from the State Department of Education on how Study progressing:	1
	Helpful in clarifying use of MEAP tests:	1
	Hostile meeting:	1
<hr/>		
No: 7	Sent representative(s):	3
	Too many meetings to attend in general:	1
	Wouldn't affect me:	2
	Confidence in kindergarten teacher:	1

Additional relevant comments: None

4. Did you initiate any other communication with a MEAP staff member?
If yes, please describe.

Yes: 5	MEAP tests:	4
	To discuss September meeting:	1
	To inform of change in teacher:	1

No: 7

Additional relevant comments: None

5. What do you see as your role in the Kindergarten Special Study?

Liaison/facilitator between State Department of Education and kindergarten teachers:	4
Supporting kindergarten teacher in performing tasks and giving feedback to the State Department of Education:	4
See relevance for and assistance of study in local development of kindergarten-early elementary curriculum:	4

Supervise kindergarten teachers to be sure they are doing the tasks of the study: 3
 None, until completion of study; then use information to make decisions for
 future of kindergarten program: 1

Unknown: 2

Additional relevant comments:

"I wish all three of my kindergarten teachers could have been involved.
 It has caused some hard feelings among staff."

"I want to understand this study in depth because it could be the first step
 in a total elementary chain."

6. Has the nature of communication between you and your kindergarten teacher(s)
 changed at all this year due to the Kindergarten Special Study:
 If yes, how has it changed? If no, why do not think it has not changed?

Comments

Yes: 1	Teacher is now hostile:	1
To a degree: 3	Information obtained from tests being discussed:	2
No: 7	We were already implementing these procedures:	2
	Always had good, open communication with kindergarten teacher:	5
Unknown: 1	New teacher:	1

Additional relevant comments: None

7. Do you perceive that the Kindergarten Special Study has impacted in any way on
 the Kindergarten program? If yes, how? If no, why not?

Yes: 5	Testing time took away from regular instruction:	3
	Provided direction, organization, system for a kindergarten program:	2
	Expanded content of program:	1
Somewhat or probably: 5	Kindergarten teachers are examining and evaluating their program:	2
	More formal organization and systematic approach:	2
	Assessment of children and recording of information:	1

Don't know: 1

No: 1

Additional relevant comments:

"This program provides an entire system by which to teach, not just a set of objectives."

8. Do you perceive that the Kindergarten Special Study will impact in any way on the early elementary program (K-1)? If yes, how? If no, why not?

Comments

Yes: 6	Better prepare children for first grade:	1
	Kindergarten objectives will set in place first piece of a sequential early elementary curriculum:	3
	Better communication between kindergarten teachers and first grade teachers:	1
	Present a total package for teachers to deal with:	1
	First grade teachers can better meet needs of children:	1
No: 3	Won't impact on students, although teachers may act on feedback:	1
	Doing these procedures already:	1
	First grade teachers won't use information:	1

I don't know: 3

Additional relevant comments:

"There won't be any impact locally, unless it happens district-wide."

"We hope to use this same structure and pattern for first and work on up. Would like to have a continuum."

"Kindergarten goals will affect first grade ones in that the first grade ones will be revised or thrown out. Kindergarten sets the first piece in place for a sequential identification of curriculum."

9. What do you perceive to be the advantages of the Kindergarten Special Study procedures?

Individual information on children:	5
Information to give first grade teachers:	2
Clear, organized, structured, orderly direction and procedures:	3
Specific information to report to parents:	2
Give information for grouping children:	1
The objectives:	
a. are written down:	1
b. are specific, concrete:	1
c. are better packaged:	1
d. provide uniformity of expectations across kindergarten:	1
e. address whole child:	1

Tests address all areas of child's development: 1
 Give feedback on effectiveness of kindergarten program: 1
 Assists teachers in developing the kindergarten program: 1
 Gives the State Department of Education greater acquaintance with many kindergarten programs: 1
 Didn't understand the study well enough to respond: 2
 Additional relevant comments: None

10. What do you perceive to be the disadvantages of the Kindergarten Special Study design:

Relating to testing:
 a. Time to administer MEAP tests takes away from instruction: 8
 b. Don't like pre-post testing: 1
 c. Observation lacks validity and reliability: 3
 Time spent disproportionate to information yield: 3
 Waste of time if no follow-up by first grade teacher: 4
 Objectives should be more flexible to meet individual needs of children: 2
 Package is so overwhelming that it controls teacher, not vice versa: 1
 Accountability (recording of achievement) scares teachers: 1
 Too much paper work (test booklets and recording): 2
 Teachers do not have the skills necessary to implement the design: 1
 Too individualized: 1
 Duplicates what we are already doing: 1
 No major disadvantages: 1
 I don't know: 2

Additional relevant comment:

"It hinders and interferes with the teacher's use of time . . . but we want to make it as . . . smooth going and as all integrated in the program that she's got rather than something that becomes a separate unit in itself and force many unrealistic demands both in terms of teaching and time."

"Because we've forfeited needed time for the kindergarten group. And now it's not even going to be used in the first grade."

11. Is there an instructional aide or student teacher in the kindergarten section participating in the Special Study? If yes, why did you assign an aide or student teacher to this section? If no, why not?

Comments

Yes: 10 Because of number of students enrolled: 10

No: 2

Additional relevant comments:

Writer comment: In no case was an aide reported to be assigned because of the Kindergarten Special Study being implemented in that section.

12. Do you believe that the assistance of an instructional aide or student teacher would make a difference in the implementation of the Kindergarten Special Study design?

Comments

Yes: 12	For record keeping and paper work:	3
	For individualized testing:	2
	For all assessment procedures:	1
	For instruction:	2

No: 0

Additional relevant comments:

"Absolutely."

"Very definitely."

"Would be a definite advantage."

"You can not assume that one teacher with 30 kindergarten children has the time or the skill to individually assess and record."

13. What has been the involvement of the first grade teacher(s) in the Kindergarten Special Study?

Probably had conversations with the kindergarten teacher:	2
Some first grade teachers may have become aware of the study on their own:	1
None that I know of:	7
Formal meeting called to inform them of study:	1
I don't know:	1

Additional relevant comment:

"I just don't think they, first grade teachers, really know at this time how they fit in it."

"The study fits into what we are trying to do throughout the grades and building, . . . but I have not formalized them doing so becoming aware of the study."

14. What will happen with the individual achievement information on each kindergarten student?

Probably will be sent to first grade teacher:	5
Will be used to group children next fall:	2
Will be placed or possibly placed in child's permanent file:	3
I don't know:	3
Thought format same as fourth grade state assessment (results would be returned in computer printout):	1

Additional relevant comment:

"I intend to ask the kindergarten teacher to study the results from the point of view of improving her teaching. She should talk to the first grade teacher about the results and help interpret them to assist next fall in dividing children."

"The individual Special Study records will be available to the first grade teacher if she wishes to see them."

"Since I have no communication with the elementary principal who has first grade, I'll ask the kindergarten teacher to send the results directly to the first grade teacher."

"What will happen is unknown because of local political consequences."

"It will go to the first grade teacher as one of many sources to make decisions."

15. Comparing the procedures of the Kindergarten Special Study to those of fourth grade Michigan Education Assessment Program, do you believe one to be a more useful educational procedure for your building?

Comments

Kindergarten Special Study: 8	Time: longer period of time for judging if child has acquired a behavior or skill:	7
	Entire set of objectives or expectations accompanies the assessment procedure:	1
	Fourth grade results don't appear to be used by teachers, and are not cost effective:	6
	Serves also as an immediate teaching tool in guiding day-to-day teaching of teacher: (Teacher is not just test administrator)	5
	More useful because is based on continuous progress reporting:	2
	Avoids failure syndrome:	1
	Provides end-of-year data which is more helpful than beginning of year data:	1
	Procedures should be made more valid and reliable:	3
	Much more comprehensive than fourth grade:	3
Fourth Grade: 1	Information given back not as individualized as Kindergarten Special Study, so is easier to group children:	1
No preference: 3	Each procedure is valid for that level:	1
	Both have advantages and disadvantages:	2
	Much less time consuming:	1

Additional relevant comments:

"I have all kinds of objections to that fourth grade assessment, for different kinds of reasons. The Kindergarten Special Study makes sense to me. It is the only way of really taking a good look at those objectives and seeing which makes sense and which makes sense for us. The fourth grade one is just. . . ." (Negative facial and hand expressions).

"The fourth grade information is much easier to use as norm-referenced information."

"Ideally, the kindergarten design is tremendous (more objectives, more choice of testing procedures, etc.); however, human nature will tend to 'let things ride' over a period of time."

"The fourth grade is basically just a one-shot testing program. I question how much teachers make use of the fourth grade information."

"I'm not sure if the fourth grade information is used. On-going testing should be more accurate and more useful. Fourth grade is a one-shot deal given at a time when teacher and kids don't know each other. Continuous assessment is going to force teacher to continually, consistently look at individual student and evaluate him. . . . It bothers me the amount of money we spend on the fourth grade assessment. . . . I'm not sure it's getting enough use to warrant the amount of funds that it takes. The information out of the Kindergarten Special Study appears to be more cost effective."

16. Would you volunteer to have this study implemented in your building again? If yes, why? If no, why not? If conditional, under what conditions?

Comments

Yes: 8	If the kindergarten teacher(s) agree(s):	4
	If more teachers can participate:	2
	It has improved the kindergarten program:	1
	Because of the importance of accountability:	1
No: 1	Amount of time from the regular school program:	1
	Against individualization of instruction:	1
Conditional: 3	If changes are made in some of the objectives and MEAP tests:	1
	If kindergarten teacher agrees:	1
	If we receive greater assistance from the Michigan Department of Education:	1

Additional relevant comments:

"I am very pro the six-step accountability model. It is a systems approach to education. . . . Can probably help us achieve our three basic goals of schooling: (1) that each child like your teacher, (2) like your work, (3) like yourself."

"Accountability is important and this is a means to get into it. . . . Overall it has been a good experience."

"I don't think I would volunteer to have the study implemented in my building again unless I had somebody from the State Department that was willing to spend a considerable amount of time here and help adopt the Study and help get it set up and help show the teacher how to use all the materials and see that we got off to a good start. . . . Each teacher who's involved with these studies should have at least two or three days minimum amount of time from the people that are running it to see that they get it set up and that it's going in the direction that it should be going so that the results are really valuable and reliable. I want somebody that's there with the teacher in the classroom for two or three days that will sit down and plan with her and can help her see . . . with the children there. Other teachers would be willing to participate under such conditions."

"What happens now? Will there be a meeting next fall to explain the so-what?"

"Teachers find the project materials, procedures overwhelming. This project needs a reminder that there are other facets to a child than fragments of behavioral objectives. There is more to kindergarten than what is in the objectives. . . . Curriculum is a vehicle to more general competencies. With this project, you can lose sight of this in order to fill out charts."

APPENDIX S

DETAILED SUMMARY OF RESPONSES TO KINDERGARTEN

TEACHER SURVEY: FEBRUARY, 1976

APPENDIX S

DETAILED SUMMARY OF RESPONSES TO KINDERGARTEN

TEACHER SURVEY: FEBRUARY, 1976

(Due date: April 2, 1976)

Total surveys sent: 75
Total surveys returned: 66 (75%)

<u>Questions</u>	<u>N</u>	<u>%</u>
1. Previous to this 1975-76 school year, have you used performance objectives in your kindergarten program?		
Yes	36	54
No	23	35
I have not previously taught kindergarten	6	9
No response	1	2
2. Have performance objectives for <u>kindergarten</u> students been adopted and implemented at any of the following levels? (Check ALL that apply)		
Your school district	25	38
Your school building	20	30
By you personally	34	51
Not adopted and implemented at any level	19	29
No response	4	6
3. Which of the following do you perceive to be the purpose(s) for identifying and using performance objectives? (Check ALL that apply)		
To establish a state curriculum	10	15
To have all children learn the same skills to the same level of competence	8	12
To facilitate individualized and group instruction	57	86
To provide a basis for assessing students' strengths and weaknesses	65	98
Other (please specify)	1	2
No response	1	2
4. Do you feel that basing assessment and instruction on objectives is a viable educational procedure for kindergarten?		
Yes	55	83
No	6	9
No response	3	4
Only with small classes and an aide	1	2
Only if fit local needs	1	2

<u>Questions</u>		<u>N</u>	<u>%</u>
5.	Do you find the State Department of Education "Tentative Objectives for Preprimary Education in Michigan" appropriate for your kindergarten children?		
	Yes	51	77
	No	12	18
	No response	1	2
	Most, yes and no:	2	3
	Writer's note: Almost all responses indicated that many or some objectives were "too easy" for kindergarten.		
6.	Previous to this 1975-76 school year, did you assess and record individual student performance during your kindergarten program?		
	Yes (If "yes," go to Item 7.)	59	90
	No (If "no," go to Item 10.)	6	9
	I have not previously taught kindergarten (Go to Item 10.)	6	9
	Writer's note: Qualifiers were added to "yes" responses such as "in some areas," "did not record."		
7.	If you checked "yes" to Item 6, which of the following methods have you used to assess student performance? (Check ALL that apply)		
	Michigan Educational Assessment Program tests	2	3
	Teacher observation	57	97
	Commercial tests	39	66
	Teacher-constructed tests	55	93
	Information from parents	25	42
	Other (commercial materials named, district tests, information from other people)	7	12
	No response	11	18
	Writer's note: Percent was calculated by 59 "yes" responses to question #6.		
8.	If you checked "yes" to Item 6, have you assessed and recorded individual kindergarten student performance in the following areas previous to this 1975-76 school year? (Check ALL that apply)		
	Cognitive	54	82
	Affective	47	71
	Psychomotor	51	77
	No response	10	15

<u>Questions</u>		<u>N</u>	<u>%</u>				
9.	If you checked "yes" to Item 6, <u>how</u> did you assess performance of kindergarten children? (Check All that apply)						
	Individually	58	88				
	To small groups	44	66				
	To the entire group	49	74				
	I did not administer tests to kindergarten children	2	3				
	No response	12	18				
10.	Which of the following do you believe should be the purpose(s) of teacher assessment of kindergarten student performance? (Check ALL that apply)						
	To identify which students to accept and which not to accept in the kindergarten program	12	18				
	To identify individual student strengths	64	97				
	To identify individual student weaknesses/needs	65	98				
	To identify a basis for individual program planning	60	90				
	To identify a basis for group program planning	60	90				
	To compare student achievement or ability	16	24				
	To compile an achievement report for parents	38	57				
	To group children according to achievement	22	33				
	To determine promotion to grade one	38	57				
	Other (to use as pretest, for records on achievement)	2	3				
	No response	0	0				
11.	Please RANK the following grouping modes according to HOW OFTEN you utilize each mode in your instruction. RANK each grouping mode (1-2-3) using #1 for MOST OFTEN utilized.						
		<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>
	Entire group	42	64	8	12	15	23
	Small groups	16	24	34	51	17	26
	Individual students	7	10	23	35	33	50
	No response: 1						
12.	Thus far into implementation of the Kindergarten Special Study, what is the primary impact on your teaching behavior in having used performance objectives and recorded individual student achievement? Please explain the primary impact.						
	Providing data on individual weaknesses and strengths	15	23				
	Leaving less time to teach to the objectives	11	16				
	Little or no impact	8	12				
	Responses not relevant or uninterpretable	7	11				
	Focusing instruction on individual weaknesses and strengths	7	11				
	Causing greater teacher awareness of instructional activities and kindergarten program	6	9				
	Broadening focus on program and teaching	6	9				

<u>Questions</u>		<u>N</u>	<u>%</u>
Introducing the use of objectives and assessment procedures		3	3
Checking on effectiveness of teaching (posttest)		1	2
Changing reports to parents		1	2
No response		14	21
13. Previous to the 1975-76 school year, the coordination between the kindergarten program and the first grade program consisted of: (Check ALL that apply)			
Written information on kindergarten students given to first grade teacher		48	73
End-of-year conferences between kindergarten and first grade teachers		25	38
Development of sequential K-1 curriculum by kindergarten and first grade teachers		32	48
Other		15	23
There is no coordination		5	7
I don't know		4	6
No response		3	5
14. Previous to the 1975-76 school year, the coordination between the kindergarten program and any prekindergarten program(s) in your school or community consisted of: (Check ALL that apply)			
Written information on prekindergarten students given to kindergarten teachers		23	35
End-of-year conferences between kindergarten teachers and prekindergarten teachers		8	12
Development of sequential prekindergarten and kindergarten curriculum		8	12
Other		12	18
There is no coordination		33	50
I don't know		4	6
No response		1	2
15. Previous to the 1975-76 school year, have you reported kindergarten student performance progress to parents in any of the following manners? (Check ALL that apply)			
Grades (A,B,C,D,E,F)		2	3
Scale from excellent to unsatisfactory		28	42
Narrative comments		47	71
Objectives or behaviors attained by each student		39	59
Normative test scores		4	6
Personal conferences		64	97
Other		9	13
I have never reported kindergarten student performance progress to parents		2	3
No response		3	4

<u>Questions</u>		<u>N</u>	<u>%</u>
16.	<u>To date in the 1975-76 school year, have you reported to parents any of the student performance information obtained through the MEAP Kindergarten Special Study procedures?</u>		
	Yes	28	42
	No	38	58
17.	<u>Do you believe that the MEAP Kindergarten Special Study procedures are providing you with more complete (cognitive, affective, psychomotor) information on individual students than previous assessment practices?</u>		
	Yes	45	68
	No	17	26
	No response	4	6
18.	<u>Do you believe that the MEAP Kindergarten Special Study procedures are providing you with more useful information on individual children than previous practices?</u>		
	Yes	32	48
	No	26	39
	Yes and no	1	2
	No response	7	11
19.	<u>Have you communicated with the first grade teacher(s) regarding the MEAP Kindergarten Special Study procedures?</u>		
	Yes	25	38
	No	40	60
	No response	1	2
20.	<u>Have you provided your building principal or program supervisor with any of the student performance information obtained through the MEAP Kindergarten Special Study procedures?</u>		
	Yes	19	28
	No	45	68
	No response	2	4
21.	<u>Which of the following purposes should a state-conducted preprimary assessment program have? (Check ALL that apply)</u>		
	To identify individual student strengths and needs	56	85
	To communicate student performance to the next grade level teacher	44	66
	To identify which students to accept or not to accept in a given grade level	17	26

QuestionsN %

To communicate student performance to parents	38	57
To identify student achievement or ability in relation to state or district averages	17	26
To identify effective and ineffective teachers	6	9
To identify effective and ineffective instructional programs	27	41
There should be no state-conducted preprimary assessment program	14	21
No response	3	4

22. Please RANK the types of test information by its order of benefit to you for planning instruction. RANK each type of test information (1-2-3-4-5-6) using #1 for MOST IMPORTANT.

	<u>1</u>	<u>%</u>	<u>2</u>	<u>%</u>	<u>3</u>	<u>%</u>	<u>4</u>	<u>%</u>	<u>5</u>	<u>%</u>	<u>6</u>	<u>%</u>
Ranking of your CLASS on a norm-referenced test	0	0	0	4	6	9	7	10	10	15	25	38
Ranking of INDIVIDUALS on a norm-referenced test	3	4	7	10	8	12	13	19	17	26	3	4
INDIVIDUAL attainment of objectives on a criterion-referenced test	22	33	16	24	9	14	1	2	3	4	0	0
CLASS attainment of objectives on a criterion-referenced test	3	4	12	18	11	16	12	18	9	14	4	6
Observation and recording of student performance	22	33	6	9	11	16	2	3	10	16	0	0
Information from parents	1	2	7	10	5	7	17	26	2	3	19	29
No response or incomplete response: 15												

23. Has a paid or volunteer instructional aide(s) or student teacher assisted you in the assessing of students or recording of information for the MEAP Kindergarten Special Study?

Yes	36	55
No	27	41
No response	3	4

24. How often are you recording student performance information on the MEAP Kindergarten Special Study "Class Roster" sheets?

Daily	6	9
Weekly	22	33
Biweekly	14	21
Monthly	13	20
I have not recorded information to this date	4	6
After test	3	4
Randomly; varied; whenever I can	3	4
Bimonthly	1	2

<u>Questions</u>		<u>N</u>	<u>%</u>				
25.	Are you utilizing the MEAP Kindergarten Special Study "Comments About Objectives, Test and Items" sheets?						
	Yes	43	65				
	No	22	33				
	No response	1	2				
26.	Are you recording individual student performance on the MEAP Kindergarten Special Study "Student Performance Record" sheets?						
	Yes	42	64				
	No	20	30				
	No response	4	6				
27.	Are you utilizing the MEAP Kindergarten Special Study "Administration Mode Comment Sheet"?						
	Yes	36	54				
	No	25	38				
	No response	5	8				
28.	Is there a particular assessment administration mode which you presently prefer in implementing the Kindergarten Special Study?						
	Yes (If you checked "yes," go to Item 29.)	48	73				
	No (If you checked "no," please comment on why not. After commenting, go to Item 31.)	12	18				
	No response	6	9				
29.	If you checked "yes" to Item 28, which one of the following assessment modes do you prefer? (Check ONE only)						
		Checked more					
		N	%	than 1	%	N	%
	MEAP tests	14	21	4	6	18	27
	Other tests (teacher made)	3	4	8	12	11	17
	Teacher observation	20	30	9	14	29	44
	Other	2	3	3	4	5	7
	No response	17	26				
	Checked more than one	10					

<u>Questions</u>		<u>N</u>	<u>%</u>
30. Why do you prefer the particular assessment mode identified in Item 29? (Please explain)			
<u>Preferred Mode</u>	<u>Reason</u>		
MEAP tests	Valid, reliable	10	20
MEAP tests	Easy to administer, children enjoy them, readily available	5	10
ALL but MEAP tests	More efficient, takes less time, more relevant to local kindergarten program	8	10
Observation	Flexible, not disruptive of instruction, more accurate, more personal, takes less time, more valid and reliable, children dislike MEAP tests, consistency for children and teacher, more relevant to local kindergarten program	13	20
Other tests (teacher made)	More relevant to local kindergarten classroom	5	10
All modes	Use of all modes gives more complete picture of child	1	1
Uninterpretable or irrelevant answer		2	3
No response		24	36
31. For which of the following purposes are you using or planning on using the information provided you through the MEAP Kindergarten Special Study assessment procedures? (Check ALL that apply)			
To identify individual student strengths		51	77
To identify individual student weaknesses/needs		55	83
To provide one component of a comprehensive individual student profile		20	30
To identify a basis for individual program planning		39	59
To identify a basis for group program planning		42	64
To compile an achievement report for parents		20	30
To group children according to achievement		19	29
To determine promotion to grade one		18	27
Other		4	6
I see no use for this information		2	3
No response		6	9

Questions

32. To date, how many Preprimary Objectives have you assessed?

<u>Number of Objectives</u>	<u>Number of Responses</u>	<u>Number of Objectives</u>	<u>Number of Responses</u>	
2	1	55	1	1
14	1	58	1	1
15	2	60	5	5
18	1	63	1	1
20	1	65	1	1
25	2	67	1	1
28	2	68	1	1
30	2	70	1	1
33	1	72	1	1
34	1	80	1	1
40	4	86	1	1
41	1	88	2	2
42	1	90	1	1
44	1	91	1	1
45	2	98	1	1
46	2	101	1	1
48	1	105	1	1
50	4	115	1	1
54	1	All	1	1
		No response	12	12
		Most all of them	1	1

MEAN NUMBER: 54
 MEDIAN NUMBER: 50

N %

33. Did the Michigan Educational Assessment Program September, 1975, PRESERVICE SESSION provide you with all the information needed to implement this Special Study?

Yes	48	73
No	12	18
No response	6	9

<u>Questions</u>	<u>N</u>	<u>%</u>
34. Did you attend the November, 1975, FOLLOW-UP meeting conducted by Michigan Educational Assessment Program staff for special project participants?		
Yes	38	58
No	24	36
No response	4	6
35. Are you presently receiving the support services which you need from the Michigan Educational Assessment Program staff?		
Yes	50	76
No	8	12
No response	8	12

APPENDIX T

DETAILED SUMMARY OF RESPONSES TO KINDERGARTEN
TEACHER SURVEY: MAY, 1976

APPENDIX T

DETAILED SUMMARY OF RESPONSES TO KINDERGARTEN TEACHER SURVEY: MAY, 1976

Total surveys sent: 70
Total surveys returned: 52 (74%)

<u>Questions</u>	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
1. Did you PERSONALLY volunteer to participate in the MEAP Kindergarten Special Study for 1975-76?				
Yes	27	52		
No	25	48		
2. To your knowledge, the coordination between the kindergarten program and the first grade program for next year (1976-77) will consist of: (Check ALL that apply)				
Written information on kindergarten students being given to first grade teacher	36	69	20	12
End-of-year conferences between kindergarten and first grade teachers	22	42	12	10
Development of sequential K-1 curriculum by kindergarten and first grade teachers	17	33	12	5
Other	6	12	1	5
Relevant comments:				
"We have been coordinating for past 2 years. Continually throughout each school year."				
"Conferences"				
"Word of mouth"				
"Conferences next fall if first grade wishes. They usually do."				
"Same as other years: sequential curriculum has already been developed."				
There will be no coordination	1	2	1	0
I don't know	5	10	2	3
3. To your knowledge, the coordination between the kindergarten program and any prekindergarten program(s) in your school community for next year (1976-77) will consist of: (Check ALL that apply)				
Written information on prekindergarten students requested to be given to kindergarten teachers	13	25	5	8
End-of-year conferences requested between kindergarten teachers and prekindergarten teachers	6	12	3	3

<u>Questions</u>	<u>N</u>	<u>S</u>	<u>V</u>	<u>N-V</u>
Development of sequential prekindergarten and kindergarten curriculum	8	15	6	2
Other				
Relevant comments:				
"We have no prekindergarten program"	6		5	1
"Kindergarten teacher is also preschool teacher"				
"Discussion with nursery school teacher"				
"Results of vision, hearing and speech screening"				
There will be no coordination	16	30	10	6
I don't know	11	21	5	6
4. Did you report to parents any of the student performance information obtained through the MEAP Kindergarten Special Study procedures?				
Yes	27	52	14	13
No	25	48	13	12
5. Did you communicate with the first grade teacher(s) regarding the MEAP Kindergarten Special Study procedures during the 1975-76 school year?				
Yes	31	60	18	13
Relevant comments:				
General and informal discussion	6		2	4
Discussed tests	11		6	5
What being tested and strengths and weaknesses found	6		3	3
Pros and cons of paperwork involved	1			1
Discussed objectives	2			2
Reported academic progress	1		1	
Described study at formal meeting	1		1	
No	20	38	9	11
No response	1	2	0	1
6. Did you provide your building principal or program supervisor any of the student performance information obtained through the MEAP Kindergarten Special Study procedures during the 1975-76 school year?				
Yes	21	40	14	7
Relevant comments:				
Relevancy and evaluation of preprimary objectives	3		1	2
Need for art and music teacher	1		1	0
General information	7		4	3
Information on nature of tests or test results	5		3	2
Copy of all records and evaluation comments	1			1
No	31	60	13	18
Relevant comments:				
No information requested	1		1	0
No interest shown	2		1	1

<u>Questions</u>	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
7. Please comment on the helpfulness or need for change in the package of materials given you by the MEAP staff to assist you in implementing the assessment procedures:				
A. Descriptions and instructions for procedures and using recording forms contained in front of blue notebook.				
Satisfactory, complete, good, helpful, ok, easily understood, no change needed	37	92	18	19
Should be set up in a more attractive way	1	2	0	1
Confusing, need more consistency in format and more clearly stated instructions	2	4	2	0
Well defined and organized	1	2	0	1
Adequate	2	4	1	1
Important at beginning	1	2	0	1
Too much time needed for records	1	2	1	0
No response	8	15	5	3
B. "Class Roster" sheets.				
Good, helpful, ok, easy to fill out, complete	29	56	13	16
Time consuming	3	6	2	1
Wish they were like "Student Performance Objectives"	2	4	1	1
Should have names instead of numbers	5	10	4	1
Instructions vague and confusing to look at	3	6	2	1
Need some way to indicate they failed to reach criterion level	1	2	1	0
Put objectives and tests in numerical order	1	2	0	1
No response	8	15	4	4
C. "Comments About Objectives, Tests and Items."				
Good, helpful, ok, efficient	26	50	12	14
Some too easy	9	17	2	7
Too many tests, combine objectives	4	8	1	3
Adequate	1	2	1	0
No need for it	7	13	2	5
Gave a chance to express feelings and ideas	3	6	3	0
Wasn't sure what would be most helpful	1	2	0	1
No response	9	17	3	6
D. "Student Performance Record" sheets.				
Good, great, ok, clear to follow	16	30	10	6
Combine with "Class Roster" sheets	1	2	0	1
Not useful	17	33	9	8
Easier to keep files on children	4	8	1	3
Time consuming	4	8	2	2
Some way of grouping tests to see strengths and weaknesses	1	2	0	1
No response	9	17	3	6

<u>Questions</u>	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
E. "Administration Mode Comment" sheets.				
Fine, ok, adequate, opportunity to explain testing	18	35	7	11
Too detailed	1	2	1	0
Didn't use as much, not used	15	29	11	3
Time consuming	1	2	1	0
Wasn't sure what would be most helpful	1	2	0	1
No response	16	30	6	10
F. Assessment Administration Manual for the MEAP tests.				
Good, helpful, ok, adequate, satisfactory, easy to use, beautifully done, clear	28	54	13	15
A waste of paper	1	2	0	1
Need short titles on cover	1	2	1	0
Combine manuals, too much repetition	7	13	5	2
Time consuming	2	4	1	1
Didn't use, used only last part	2	4	0	2
Some not written for kindergarten	3	6	1	2
Needs answers with manual	3	6	1	2
No response	10	19	4	6
G. Student booklets for the MEAP tests.				
Good, helpful, ok, children had no difficulty, clear, concise, easy to follow, adequate, interesting	30	58	12	18
Fewer books, combine booklets	9	17	5	4
Time consuming	1	2	1	0
Some did not apply to area	1	2	1	0
Needs description and directions on each page	2	4	1	1
Paper wasted on "fancy" booklets	3	5	2	1
Sample item should relate to test	2	4	1	1
Some pictures inappropriate for children, some illustrations poor	4	8	1	3
No response	7	13	4	3
8. In general, what was the main reaction of the children to the MEAP tests? (Check the ONE which best described the dominant reaction)				
They enjoyed most of the tests	34	65	20	14
They seemed willing to tolerate most of the tests	17	33	7	10
They were quite negative to taking most of the tests	2	4	0	2
Were not used extensively	1	2	1	0
Number of respondents who checked more than one response = 2				
9. How did you determine WHICH objective to assess?				
Assessed all or almost all objectives	8	15	5	3
All I had time for	5	9	3	2
According to my curriculum	20	38	9	11

<u>Questions</u>	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
Determined which ones were of most importance	9	17	2	7
Children's skills, performance and previous difficulty	3	5	2	1
Objectives that had test forms	2	4	1	1
Ones that checked performance which weren't to be checked in another way	1	2	1	0
Tried to assess all except art and music	1	2	1	0
Tried to assess some in each area	1	2	1	0
No response	2	4	1	1
10. How did you determine which assessment MODE (MEAP tests, other tests, observation, or other) to use?				
By what fitted my personality and philosophy	1	2	1	0
Most convenient way	4	8	3	1
Mood of children	1	2	1	0
Amount of time taken	1	2	1	0
By observation of students if possible	6	12	2	4
By when it appeared in curriculum	6	12	2	4
Needs of children	6	12	2	3
Used mostly MEAP and own tests	13	25	7	6
By assessing children	1	2	0	1
As many as I could	1	2	0	1
By the objectives	3	5	1	2
Own test form if had one	1	2	1	0
Gave as directed mostly	1	2	0	1
Irrelevant response	2	4	2	0
No response	7	13	3	4
11. How did you determine WHEN to assess a particular objective?				
When individual child or class was ready	6	11	2	4
By difficulty of test	1	2	1	0
When had time to give a test	5	9	3	2
By my curriculum	9	17	3	6
According to numerical order of MEAP tests	3	5	1	2
When children were exposed to skill; after children had practiced, mastered skill, after teaching a particular skill	18	34	10	8
Picked at random, hit and miss	2	4	1	1
When children ready for a paper-and-pencil test	1	2	1	1
By development of children or child	2	4	1	1
Response irrelevant or uninterpretable	4	8	3	1
By assessing the students	1	2	0	1
By children's frustration level	1	2	0	1
According to mood	1	2	1	0
No response	6	12	2	4

<u>Questions</u>		<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
12.	In total, how many Preprimary Objectives did you assess?				
	20	2		2	0
	21	1		0	1
	35	1		0	1
	45	1		0	1
	50	1		1	0
	55	1		1	0
	60	3		2	1
	62	1		0	1
	65	2		1	1
	66	1		0	1
	68	1		0	1
	70	1		1	0
	72	1		1	0
	74	3		2	1
	75	2		1	1
	76	1		0	1
	100	1		0	1
	105	1		0	1
	112	1		0	1
	115	1		0	1
	119	1		1	0
	124	2		2	0
	130	1		1	0
	132	5		3	2
	Most all	5		2	3
	Do not know	2		2	0
	No response	9	17	2	7
13.	Did you have MORE information on individual children due to your participation in the Kindergarten Special Study than you have had in previous years?				
	Yes	29	56	20	9
	No	17	33	5	12
	Both	1	2	0	1
	No response	5	9	2	3
14.	Did you have BETTER ORGANIZED information on individual children due to your participation in the Kindergarten Special Study than you have had in previous years?				
	Yes	29	56	16	13
	No	16	31	7	9
	Both	1	2	0	1
	No response	6	11	4	2

<u>Questions</u>	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
15. To whom do you feel the information obtained from the Kindergarten Special Study procedures is useful? (Check ALL that apply)				
To me, the child's teacher	45	86	23	22
To the principal or supervisor	16	31	11	5
To the child's parents	28	54	13	15
To the Michigan Department of Education	30	58	15	15
To the first grade teacher	31	60	17	14
To no one	4	8	2	2
No response	2	4	1	1
16. For which of the following procedures did you use the information provided you through the MEAP Kindergarten Special Study assessment procedures? (Check ALL that apply)				
To identify individual student strengths	35	67	21	14
To identify individual student weaknesses/needs	34	65	20	14
To provide one component of a comprehensive individual student profile	15	29	10	6
To identify a basis for individual program planning	21	40	14	7
To identify a basis for group program planning	23	44	12	11
To compile an achievement report for parents	14	27	8	6
To compile an achievement report for the first grade teacher	10	19	8	2
To group children according to achievement	12	23	7	5
To determine promotion to grade one	7	13	6	1
Other	2	4	1	1
I saw no use for this information	6	11	4	2
No response	1	2	1	0
17. Do you intend to use the Kindergarten Special Study procedures (voluntarily) for your kindergarten program next year?				
Yes	9	17	7	2
No	22	32	11	11
Relevant comments:				
Will no longer teach kindergarten	1		1	0
With certain changes	19	37	7	12
Relevant comments:				
Combining some tests	6		2	4
Not all applicable to my children	1		0	1
Instead of test booklets, use manipulative materials, games, puzzles, etc.	1		0	1
If less time consuming	1		1	0
Modify procedures; pressure too great	2		1	1
To extent are of value to curriculum	1		0	1
Will not assess objectives which were too easy	3		1	2
A full-time aide	1		0	1

<u>Questions</u>		<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
	Larger groups with more discussion	1		1	0
	Will use objective only	1		1	0
	Secretarial help	1		1	0
	Won't do all the paperwork	1		0	1
	Maybe, only if requested to do so	1	2	1	0
	No response	1	2	1	0
18.	What additional or different support services from the Michigan Department of Education staff do you feel are necessary for more effective implementation of such a study?				
	None, can't think of any, adequate, sufficient, ok	14	27	8	6
	Support was great	2	4	0	1
	Too many objectives	2	4	1	1
	Change booklets	2	4	0	2
	Provide secretarial staff and/or an aide to help	5	9	3	2
	More clarification at beginning	3	6	1	1
	Use money spent on this for local schools	2	4	0	2
	Being allowed to attend meetings	1	2	0	1
	Small-group meetings with others involved, to know other teachers in the study and to compare results	3	5	3	0
	More and clearer inservice on implementing program	2	4	1	1
	Clearer objectives	1	2	0	1
	Change test booklets	1	2	0	1
	Share results of 1975-76 study	3	6	1	2
	Smaller classes	1	2	0	1
	No response	18	34	9	9
19.	What was the greatest ADVANTAGE to you as a teacher in having participated in this Special Study?				
	Opportunity to share ideas with other schools	2	4	0	2
	Opportunity to know objectives of other schools	1	2	1	0
	Honor to work with State Department of Education	1	2	1	0
	Fun to see responses of children	2	4	1	1
	Knowledge of State's role; State's objectives and tests	5	9	2	3
	More aware of students' abilities	2	4	0	2
	None	4	8	3	1
	How intensive a kindergarten program can be	1	2	1	0
	Concrete information for parent conferences	3	5	1	2
	Had a good record of each child	2	4	2	0
	Evaluation of own kindergarten program	5	9	3	2
	Quicker and earlier identification of individual strengths and weaknesses	10	19	3	7
	New ideas	1	2	0	1
	Expanded objectives of kindergarten program	6	11	2	4
	Experience in moving forward and using objectives	3	5	1	2
	Similarity of objectives of state and own program	2	4	1	1

<u>Questions</u>	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
Provided guideline on general consensus of kindergarten objectives	2	4	1	1
Aided individualization of program	1	2	1	0
Provided new materials	4	8	1	3
Expanded knowledge of assessment	2	4	1	1
Provided well-planned kindergarten program	2	4	1	1
Knowledge that own kindergarten children are normal or average	1	0	1	0
Awareness of importance of prekindergarten and kindergarten coordination	1	2	0	1
No response	8	15	2	6
20. What was the greatest DISADVANTAGE to you as a teacher in having participated in this Special Study?				
Too time consuming	30	57	14	16
Too much bookkeeping, recording, paper work	14	27	6	8
Not doing it with both sessions	2	4	1	1
Testing replaced teaching basic curriculum	4	8	3	1
Too much pressure to complete study	4	8	1	3
Too much testing; combine tests	9	17	5	4
Listening to everyone put down everything when it's to everyone's advantage	1	2	1	0
No control over the number of students	1	2	0	1
Cumbersome project	1	2	1	0
A lot, too much work	3	5	1	2
Time spent wasn't worth information obtained	1	2	0	1
No disadvantage	1	2	1	0
21. Are you willing to participate in a similar study again?				
Yes	18	34	12	6
No	18	34	7	11
Under certain conditions	14	27	6	8
Relevant comments:				
Not record month of achievement	1		1	0
If we could test only objectives judged necessary	4		1	3
If we could use own mode of assessment	1		0	1
Less time consuming	1		0	1
Fewer test booklets	3		1	2
If of value to my program	1		0	1
If it would agree with my philosophy of education	1		0	1
If had materials well in advance	2		0	2
With paraprofessional assistance in administering tests	1		1	0
Clerical help in checking and recording results	1		1	0

<u>Questions</u>	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
With professional assistance for testing and record keeping	1		0	1
If asked in advance and given a choice	1		0	1
If my administration wishes me to Providing I don't have to do it for more than 15 students	1		1	0
If tests given only at 3 different time intervals	1		1	0
I'm not sure	1	2	1	0
No response	3	5	1	2
Number of respondents who checked more than one response = 2				

APPENDIX U

DETAILED SUMMARY OF RESPONSES TO PRINCIPAL
(OR SUPERVISOR) SURVEY: MAY, 1976

APPENDIX U

DETAILED SUMMARY OF RESPONSES TO PRINCIPAL (OR SUPERVISOR) SURVEY: MAY, 1976

Total surveys sent: 70
Total surveys returned: 40 (57%)

<u>Questions</u>	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
1. What was your involvement in the decision that kindergarten teachers in your building participate in the Kindergarten Special Study? (Check ONE only)				
I did have input into the decision and requested to participate	29	73	29	11
I did have input into the decision and requested not to participate	1	2		
I did not have input into the decision, but would have requested to participate	6	15		
I did not have input into the decision, but would have requested not to participate	4	10		
2. What involvement did the kindergarten teacher(s) have in the decision to participate in the Kindergarten Special Study? (Check ONE only)				
Teacher(s) did have input into the decision and agreed to participate	31	77	25	6
Teacher(s) did have input into the decision, but requested not to participate	0	0		
Teacher(s) did not have input into the decision, but would have agreed to participate	5	13	2	3
Teacher(s) did not have input into the decision, but would have requested not to participate	4	10	2	2
3. Did you attend the initial September meeting held by MEAP staff?				
Yes	28	70	21	7
Relevant comments:				
Not too helpful				
Consultants eased anxieties re: mountain of paperwork				
Very, quite helpful	6			
Informative regarding what to expect				
Unanticipated questions could not be handled				
Gave us direction and general information				
Little sympathy shown to busy kindergarten teachers				

<u>Questions</u>		<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
A worthwhile meeting and motivated me to involve my teacher					
No comments		15		11	4
No		11	28		
Relevant comments:					
First day of school staff meetings					
Sent a representative		2			
Conflict of dates					
Did not know of it					
Time					
No comments		5			
I don't remember		1	2		
4. Did you attend the November follow-up meeting held by MEAP staff?					
Yes		13	33	11	2
Relevant comments:					
Most helpful in clarifying problems		3			
Gave an overview of program and observations of others					
Staff awareness					
Somewhat helpful					
Not needed for our staff					
No comments		6			
No		25	62	16	9
Relevant comments:					
Prior to other commitment		4			
Schedule of events in building program prevented it					
1/2-day teaching responsibility					
Notice sent after meeting was held					
Did not see it as necessary		2			
Sent a representative					
No comments		14			
No response		2	5		
5. Did you initiate communication with a MEAP staff member regarding the Kindergarten Special Study other than at the September and November meetings?					
Yes		8	20	6	2
Relevant comments:					
Small questions and testing conference answered willingly and well					
In regard to test materials--insufficient and labeled first grade					
During state assessment meeting last spring					
Telephone call					

<u>Questions</u>		<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
Discuss concerns of program and have MEAP staff involved at building level					
By telephone and meeting at our school					
No comments		2			
No		31	78	22	9
I don't remember		1	2		
6. What was your personal role in the Kindergarten Special Study? (Check ONE only)					
To assist and participate in implementing the assessment procedures		17	42	13	4
To function as liaison between the kindergarten teacher and the MEAP staff		8	20	8	0
To offer input to the MEAP staff on the usefulness of the study		4	10	4	0
To receive local results for local decision making		4	10	3	1
To coordinate the Kindergarten Special Study assessment procedures with present or future first grade local assessment procedures		4	10	3	1
I had no clear role		11	27	5	6
Number of respondents who checked more than one response = 3					
7. Did the nature of communication between you and your kindergarten teacher(s) change at all this year due to the Kindergarten Special Study?					
Yes		12	30	8	4
Relevant comments:					
She became more communicative about the program,					
got the feeling she was unhappy about participating					
Kindergarten teacher became more negative in attitude					
More input between us regarding kindergarten program					
Additional matter to communicate about					
Objectives were discussed					
We maintained more contact on the specified involve-					
ments to change the program fostered					
Closer					
Program terminated					
Tendency to make communication easier in area of					
assessment, testing, skill development					
More contact because of study					
No comments		2			
No		27	68	20	7
Relevant comments:					
Had good communication prior to this year		12			
No comments		14			
No response		1	2	1	0

QuestionsN % V N-V

8. Do you perceive that the Kindergarten Special Study impacted in any way on the kindergarten program?

Yes

28 70 18 10

Relevant comments:

More thorough evaluation of child.

Teacher commented that she felt she knew the children more thoroughly than any group she'd ever had.

Has provided ideas and directions which will bring about greater change-pointed to individual needs.

Time involved with testing.

We look forward to our own objective card and tests for kindergarten with optional objectives.

Too much time was lost by the Special Study.

Will aid in moving toward a plan of objectives in teaching.

There were areas of weakness that were revealed and an attempt was made to beef them up.

Awareness.

Awareness of objectives and testing instruments for teacher.

More cognizant of objectives.

More details on what we did.

Additional work for the teachers.

Reinforced that we were covering many of the objectives in our present program.

Teachers felt hurried early in the program.

Communication clarified and eliminated the feeling.

Many objectives were useful in noting progress in various students--could be used as a check list for skills in future.

The amount of time for record keeping is astronomical.

1. Helped general kindergarten curriculum.

2. Good insight into children's needs.

3. Help the teacher become a better teacher.

Added new ideas, helped implement our goals, stressed checking assessment.

A great deal of time was taken from regular classroom activities.

She appeared unreceptive to the program and it interfered with her set pattern of instruction.

Provided a basis for assessing and evaluating our current program (i.e., evaluation procedures, content, etc.)

Questions

	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
More organized--definite direction--improved communication between kindergarten and first grade teachers.				
No comments	6			
No	11	28	10	1
Relevant comments:				
Did give us ideas for assessing and record keeping, the project design is used as a model.				
Other than take considerable time to administer. These goals were already a part of program. We had been doing most of this previously. It basically reinforced what we were doing. Teaching is same.				
No comments	4			
No response	1	2	1	0
9. Do you perceive that the Kindergarten Special Study has or will impact in any way on the early elementary program in your building (prekindergarten, kindergarten, grade 1)?				
Yes	26	65	18	8
Relevant comments:				
First grade teachers have also participated. They are much more aware of the kindergarten program content, etc.				
The Study would undoubtedly foster change which would be undesirable to the teacher. Students have been exposed to common goals and may have achieved the desired results. Teachers are becoming more fearful of state-level interference.				
First grade teachers are better aware of strengths and weaknesses of individuals. It required more secretarial time. It could in the future--depending upon objectives used by kindergarten teachers. Confirmation of our program as it is. Help us get details. As it grows and becomes more manageable, it will reinforce our program even more. Assist in sequencing objectives. It will provide us with a basis for further curriculum review.				
Awareness.				
Some minor changes may be made.				
Areas of student difficulties will continue to be worked on in first grade.				

Questions

	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
Will aid in moving toward a plan of objectives in teaching.				
Gives continuity to our already developed 1-5 program. Local nursery school has been examining materials too.				
Hopefully will provide direction.				
When we see the tabulated results will certainly compare our kindergarten program to them.				
Kinds of information and recommendations.				
No comments	7			
No	12	30	9	3
Relevant comments:				
Teaching is same.				
Most of the things were already being done or unnecessary.				
Too early to tell as yet.				
No comments	8			
Possible	1	2		
No response	1	2	1	0
10. Was there an instructional aide or student teacher in the kindergarten section(s) participating in the Special Study?				
Yes	21	53	16	5
Relevant comments:				
An aide to assist in recording test results.				
We have full-time aides in our kindergarten program.				
Student teacher assistant.				
Student teacher, high school cadets, and parent volunteers.				
An aide works in the room.				
Adult aide is always assigned to kindergarten in our system.				
To assist in recording test results.				
Part of the time.				
We use them all the time to assist in our teaching--in order for a teacher to handle all the tasks we request I believe they should be <u>mandatory</u> !				
Part-time teacher aide and volunteer mothers.				
Substitute teachers were hired.				
High school aide only. Assisted with mechanics of program only.				
No comments	9			
No	19	47	13	6
Relevant comments--no comments	19			
I don't know	0	0		

Questions

	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
11. Do you believe that the assistance of an instructional aide or student teacher would make a difference in the implementation of the Kindergarten Special Study?				
Yes	32	80	23	9
Relevant comments:				
An instructional aide can be an asset to any classroom if teacher plans.				
An aide would be able to record keep.				
Large classes assistance are of special help.				
This would give additional time for teacher to be more effective.				
Extra help would have allowed teacher to spend more time on Study. Teachers are deeply involved with instructional activities and any time given to this Study was felt to be a detraction from regular instruction.				
If it is going to contain as much materials as this year.				
Very necessary.				
Study was very time consuming.				
Help for an already busy teacher.				
Much easier with an aide.				
Teacher can only do so many things at one time.				
Time elements.				
You need time for one to one.				
More help.				
without an aide this involvement would be impossible.				
It would allow the teacher more time for testing.				
Second person could give attention to the second group.				
Too much work for the teacher alone.				
Student teacher, aides and parent volunteers helped in administering tests and recording.				
Allow for greater time devoted to the program.				
The Special Study is very time consuming and an assistant would make the study easier to complete and more worthwhile.				
Extra help is mandated by the great amount of paperwork.				
Gave teacher more time to work on study.				
No comments	10			
No	6	15	5	1
Relevant comments:				
Responsibility would still lie with the teacher.				
No comments	5			
I don't know	1	2		
No response	1	2		

<u>Questions</u>		<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
12.	What has been the involvement of the first grade teacher in the Kindergarten Special Study? (Check ONE only)				
	The first grade teacher has met with the kindergarten teacher to become familiar with the materials and procedures by administrative/supervisory request	4	10	2	2
	The first grade teacher and kindergarten teacher have met on their own initiative to discuss the Special Study materials and procedures	14	35	12	2
	The first grade teacher was informed of the project by me, the principal or the curriculum supervisor	9	23	7	2
	The first grade teacher was informed of the project by the kindergarten teacher	12	30	7	5
	I don't know	7	18	5	2
	Number of respondents who checked more than one response = 5				
13.	Do you believe that other kindergarten teachers in your building or the district would like to participate in a similar study?				
	Yes	4	10	3	1
	Relevant comments:				
	There was communication and a sharing of the study testing material between the two kindergarten teachers.				
	Give them more information.				
	If results of Study prove valuable and a shorter, less time-consuming testing program is the result.				
	No comments	1			
	No	15	38	11	4
	Relevant comments:				
	Material was overwhelming in quantity.				
	Time consuming.				
	A great deal of <u>extra</u> work.				
	Not applicable.				
	From what I believe concerning others.				
	Too much time and paperwork.				
	Very time consuming.				
	It hinders the curriculum in that so much time is required to test, not enough time for personal interaction.				
	They feel this was imposed upon them by the administration.				
	Only one kindergarten teacher in system.				
	No comments	5			
	I don't know	18	45	12	6
	We have no other kindergarten teachers	1	2		
	All are participating	2	5		

<u>Questions</u>		<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
14.	What will happen with the individual achievement information on each kindergarten student within your building? (Check ALL that apply)				
	The kindergarten teacher will decide this.	13	33	10	3
	The information will be given to me and sent to the first grade teacher.	5	13	2	3
	The information will be sent by the kindergarten teacher to the first grade teacher at my request.	11	27	9	2
	The first grade teacher will be requested to use it for instructional planning.	8	20	4	4
	I will use the information for local decision making regarding the kindergarten program.	4	10	4	0
	I will use the information for local decision making regarding the early elementary program (pre-kindergarten, kindergarten, first grade).	8	20	4	4
	I have not yet decided.	6	15	3	3
	Other (Program was terminated before end of year: 2)	2	5	2	0
	No response	2	5	2	0
15.	Do you have more information on entering first grade students due to the Kindergarten Special Study Assessment procedures than you had in previous years?				
	Yes	21	53	16	5
	Relevant comments:				
	More recorded on paper.				
	This is the last step in our objective program K-5.				
	Added information on special needs.				
	However, I'm not sure of the necessity of some of the information.				
	But not because of the limited amount of testing we accomplished.				
	Sequence of objectives in curriculum and teacher and administrative awareness.				
	This can be used with the results of the Metropolitan Achievement tests.				
	We will incorporate ideas of the Special Study with our curriculum.				
	No comments	12			
	No	16	40	10	6
	Relevant comments:				
	Not at this time--it will probably show up when we begin to place our kindergarten for the first grades.				
	We have been involved in a local testing program for some time. The present information is different, not necessarily more.				
	Not really.				
	No results have come back.				

Questions

	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
We presently use a check list of some of the assessment procedures; however, this type of material could be passed on to the first grade teacher and become valuable.				
Kindergarten teachers inform first grade teachers verbally and in written form.				
I have not yet seen the results.				
No comments	9			
No response	3	7		
16. Do you believe that the Kindergarten Special Study assessment procedures provide more complete and useful information for instructional decisions than your previous procedures?				
Yes	20	50	14	6
Relevant comments:				
Implemented--gave ideas.				
Feel that it would, had program been completed.				
But a simpler method of recording items and reporting results needs to be developed.				
More specific measurement of objectives.				
We had very few objectives. Also this provided the staff with the opportunity to really test MEAP with the present curriculum.				
We still have the same procedures plus the Special Study.				
We recorded no information previously so this has to give us more than in the past.				
To a slight degree.				
I'm unsure at this time, but tend to feel it does because of the detailed testing.				
No comments	11			
No	13	32	8	5
Relevant comments:				
Kindergarten teacher does not consider it to be of value.				
It is an alternative to our regular procedures.				
This school K-1, no follow-up procedure yet.				
Similar to what we did.				
Program terminated.				
No comments	8			
Unknown at this time	3	8		
Hopefully	1	2		
No response	3	8	3	0

Questions

	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
17. Do you believe that the Kindergarten Special Study assessment procedure provides more complete and useful information for administrative decisions than your previous procedures?				
Yes	15	38	10	5
Relevant comments:				
More information to make disciplinary decisions on.				
Only in that it adds to the picture we have of a child and assists us in knowing where to place him/her in first grade.				
I believe so--again, continued use will provide better criteria for a judgment.				
Curriculum work.				
No comments	11			
No	19	47	13	6
Relevant comments:				
Program terminated.				
Our program did most of the objectives.				
I can not consider it to be of value.				
In keeping with numbers 14 and 16, many unknowns are in evidence.				
No comments	15			
Not certain at this time.	2	5		
No response	4	10		
18. Do you believe that the Kindergarten Special Study assessment procedures provide more complete and useful information for reporting student progress to parents than your previous procedures?				
Yes	19	48	15	4
Relevant comments:				
Easier to explain what they have actually done (based on objectives)...more objectives... curriculum mode defined.				
Would have had testing been completed.				
We used the information during parent-teacher conferences to help parents be more aware of individual progress and needs.				
Show parents progress of their students.				
Questionable on usefulness of the MEAP program.				
Where the question came up this was useful support information.				
It gave additional information in some instances.				
Provides specific information as situations are checked through the year.				
Very helpful.				
Because of a more complete picture of the child.				
No comments				

<u>Questions</u>	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
No	15	38	9	6
Relevant comments:				
I have not yet seen the results.				
Too difficult to explain.				
It was not used with parents but similar things in different form <u>are</u> reported.				
Not really.				
It is difficult to interpret to parents.				
Program terminated.				
We were including these things on our previous evaluation.				
No comments	8			
Yes and no	1	2		
Relevant comments:				
It was useful, but so was what we were doing previously.				
No response	5	12		
19. Comparing the design of the Kindergarten Special Study to that of the fourth grade educational assessment program, which of the two do you believe to be a more useful educational procedure for your building? (Check ONE only)				
The Kindergarten Special Study design	7	18	6	1
Relevant comments:				
I don't have fourth graders.				
The answer is two-fold. The fourth grade is now; however, if the Kindergarten Study is streamlined then it would be more beneficial for curriculum development.				
Done all year at child's level so you are working with him individually all year.				
Kindergarten is far better--but the time involved can not be compared.				
Teachers have more input and a person to relate to from State Department.				
No comments	2			
The fourth grade assessment design	13	33	8	5
Relevant comments:				
Kindergarten is too easy. More information on fourth grade.				
The results can be implemented in terms of program the same year is given.				
Kindergarten Special Study--too time consuming--left too little time to teach and do fun learning units.				
The fourth grade results are more help in curriculum and individual students' needs.				

QuestionsN % V N-V

Because of reporting method and time administered fourth grade program.

More complex.

No comments

They are of equal value

Relevant comments:

They each have their function at the particular level given.

Fourth grade assessment is good to evaluate the education in grades K-1-2. Kindergarten is good to see what skill the child has and then later compare as to where they are later.

I do not feel they can be compared. They are two separate modes and each has its merits.

They are designed for different age groups. How can you compare colts to horses?

Neither is of a practical nature.

Each has its specialized values.

No comments

Not sure

No response

7
10 25 7 3

3
1 2
9 22 7 2

20. Would you volunteer to have this or a similar study implemented in your building again?

Yes

Relevant comments:

We attended the meeting and decided to continue.

Be more selective of teachers.

Help to keep staff informed, develop ideas, etc.

If you have no input, you have no say and no complaints. If you want progress, work at it.

Hopefully the objectives would not be so numerous as the time frame is too great.

Providing kindergarten teacher uses fewer of the test devices; she tried to use everything and the time element was too great.

We feel it is a step in the right direction.

The freedoms attached with the program made it a comfortable and profitable experience.

I did little to assist/supervise the program.

No comments

No

Relevant comments:

I don't believe it has practical applications.

A great deal of time and effort was needed to complete the tasks and evaluations. It required much outside help to do a good job.

16 40 14 2

7
12 30 9 3

Questions

	<u>N</u>	<u>%</u>	<u>V</u>	<u>N-V</u>
We are in a building program in this school for next year; would be too difficult to handle at this time.				
A great deal of extra work.				
Not unless it were changed--shortened.				
I did little to assist/supervise the program.				
No comments	6			
Under certain conditions	12	30	6	6
Relevant comments:				
If we are informed in advance and know what is expected.				
Need additional assistance such as an aide to have it more meaningful in the implementation.				
I believe that extra teacher help is necessary-- money is a factor.				
Provided we didn't have over 25 students per section in kindergarten.				
Permission or request of kindergarten teacher.				
If we as staff had more input as to actual items used.				
Smaller class size, additional help for the teacher.				
Depending on teacher.				
If the kindergarten teacher is given additional help to carry on the study.				
If the teachers are willing.				
Would depend on teacher at that time and also if test could be revised in certain ways.				
Namely less bookkeeping.				
No comments	1			
No response	1	2	0	1
Number of respondents who checked more than one response = 1				

APPENDIX V

EXCERPT FROM MEAP STAFF REPORT ON TEST ANALYSIS FOR GRADE ONE ASSESSMENT

APPENDIX V

EXCERPT FROM MEAP STAFF REPORT ON TEST ANALYSIS FOR GRADE ONE ASSESSMENT

Grade One Assessment

1. Test Analysis for Each Test Form

- a. NCNT, Weighted NCNT
- b. Number and percentage of students answer each item correctly
- Scope c. KR-20 coefficient
- d. Mean
- e. Standard deviation
- f. Phi coefficient intercorrelation matrix (with blank diagonal)

2. Item Analysis for Each Test Form

- a. NCNT, Weighted NCNT
- b. Weighted p-value
- c. Point biserial coefficient
- d. Corrected point biserial coefficient
- Scope e. Percentages of pupils correctly answering, incorrectly answering, omitting, and giving multiple responses to each item:
 - High 27% on the form
 - Low 27% on the form
 - Total taking the form

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