

Parent Assessment Survey

Thursday, November 19, 2015

850

Total Responses

Date Created: Thursday, November 19, 2015

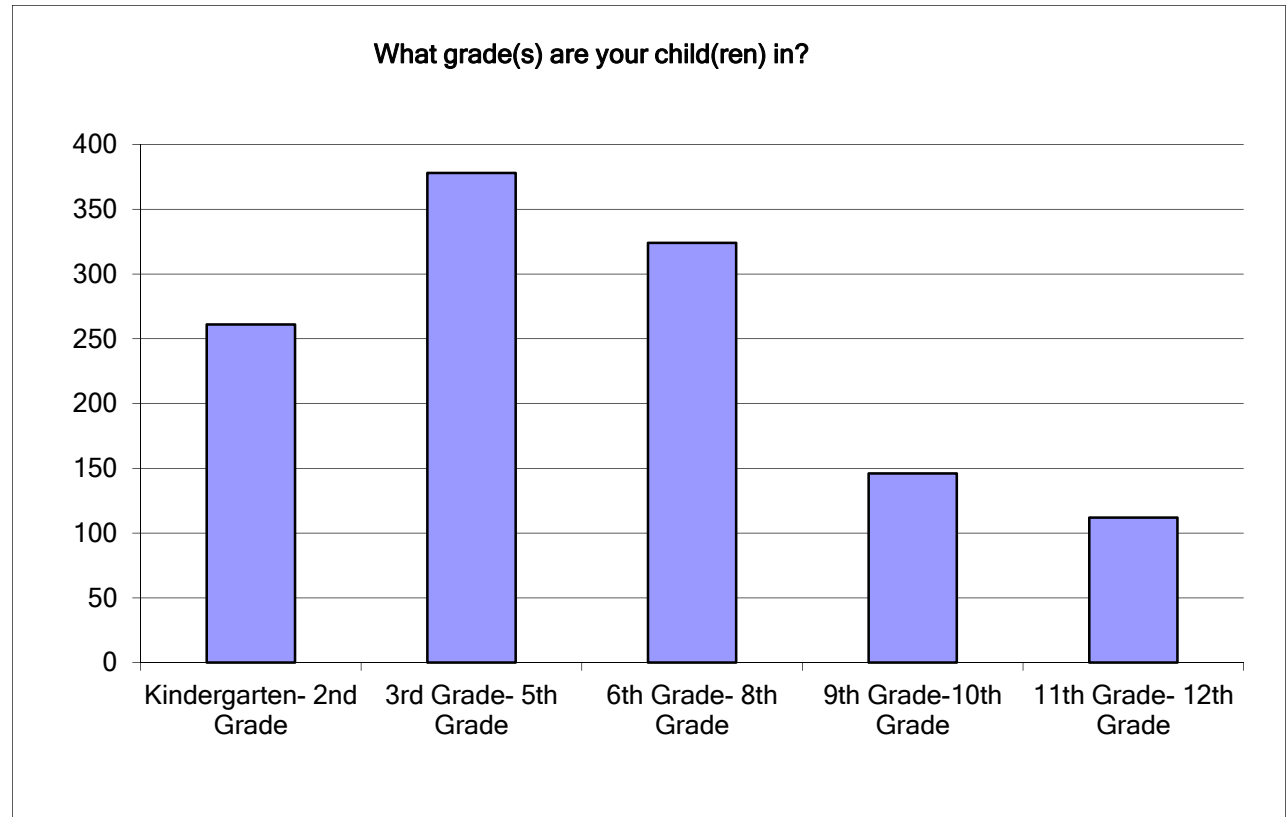
Complete Responses: 840 (English) + 10 (Spanish)

Spanish and English data combined, Gerri Marshall, Ed. D.

Q1: What grade(s) are your child(ren) in?

Answered: 846 Skipped: 4

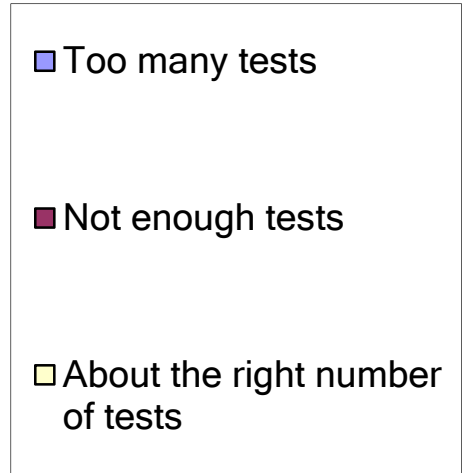
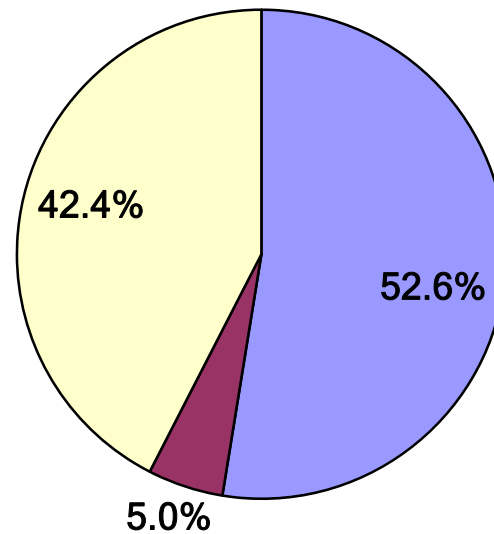
	Response Count
Kindergarten- 2nd Grade	261
3rd Grade- 5th Grade	378
6th Grade- 8th Grade	324
9th Grade-10th Grade	146
11th Grade- 12th Grade	112



Q2: Do you think students in this district are given too many tests, not enough tests or about the right number of tests throughout the school year?

Answered: 841 Skipped: 9

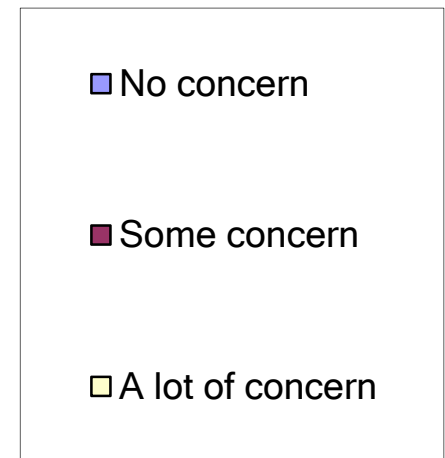
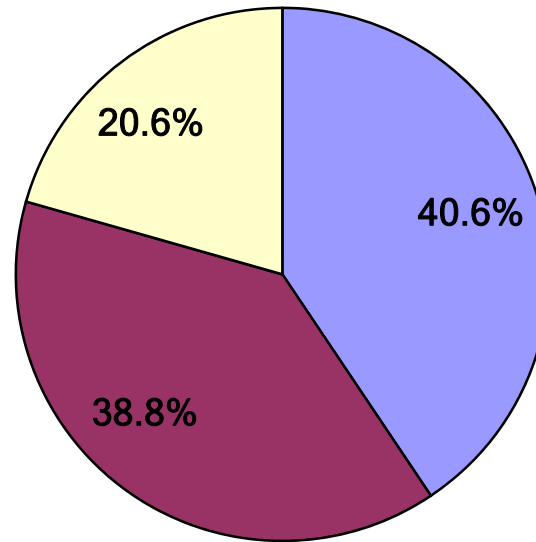
	Response Percent	Response Count
Too many tests	52.6%	442
Not enough tests	5.0%	42
About the right number of tests	42.4%	357



Q3: What level of concern has your child expressed to you about the time spent on testing?

Answered: 845 Skipped: 5

	Response Percent	Response Count
No concern	40.6%	343
Some concern	38.8%	328
A lot of concern	20.6%	174



Q4: What concerns do you have about testing, if any?

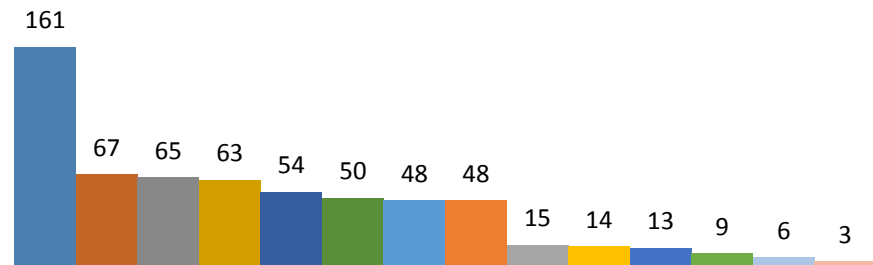
Open Ended (English and Spanish)

Answered: 554 Skipped: 296

Answered but commented-
"I don't know", "no", nonsense: 44 (4 in support of testing)

Applicable comments: 510

Comments were categorized based on themes



- Assessments take time away from learning
- Tests increase student anxiety or put excess pressure on students
- miscellaneous comments
- No concerns about assessments
- Educators teach to the test
- Assessment results are not a true reflection of student ability
- Takes focus away from teaching other subjects/skills
- There are too many assessments
- Information from tests not useful
- Standardized tests are not good tools for assessing students
- Communication of assessment results poor
- Assessments are weighted too much in student grades
- Too many resources/money devoted to assessments
- Students are unprepared for standardized assessments

Q5: How useful to you, as a parent, are each of the following types of assessments?

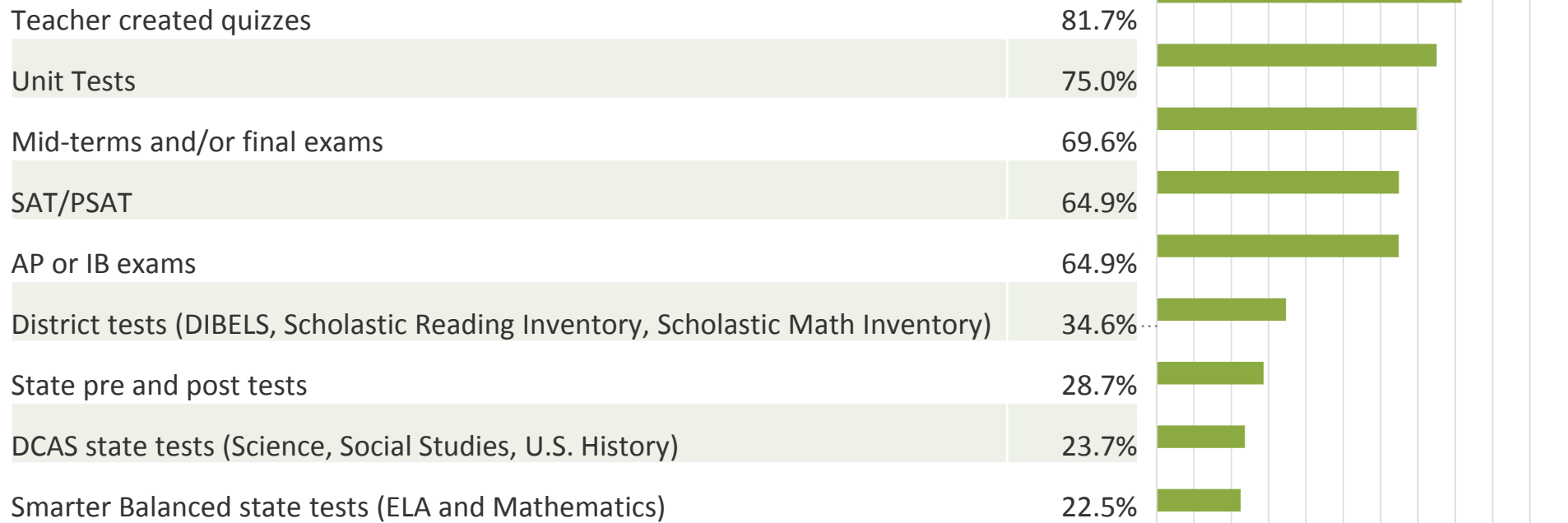
Answered: 843 Skipped: 7

	Not at All Useful	Not very Useful	Somewhat Useful	Very Useful	Extremely Useful	I do not know or not applicable	Response Count
Smarter Balanced state tests (ELA and Mathematics)	24.7%	18.4%	26.2%	13.5%	6.7%	10.6%	839
	207	154	220	113	56	89	
DCAS state tests (Science, Social Studies, U.S. History)	18.6%	18.5%	31.1%	14.9%	6.2%	10.6%	837
	156	155	260	125	52	89	
District tests (DIBELS, Scholastic Reading Inventory, Scholastic Math Inventory)	13.3%	12.5%	31.7%	19.6%	10.9%	12.1%	837
	24	19	152	335	251	50	
Unit Tests	2.9%	2.3%	18.3%	40.3%	30.2%	6.0%	831
	111	105	265	164	91	101	
Mid terms and/or final exams	3.5%	4.3%	18.3%	34.6%	25.2%	14.1%	836
	29	36	153	289	211	118	
Teacher created quizzes	1.9%	2.4%	13.2%	40.1%	38.1%	4.3%	835
	16	20	110	335	318	36	
State pre and post tests	18.9%	15.7%	25.1%	15.5%	8.4%	16.4%	830
	157	130	208	129	70	136	
SAT/PSAT	6.0%	4.0%	16.7%	24.9%	24.5%	23.9%	828
	50	33	138	206	203	198	
AP or IB exams	5.1%	3.3%	14.5%	21.7%	20.4%	35.0%	828
	42	27	120	180	169	290	

Q5: How useful to you, as a parent, are each of the following types of assessments?

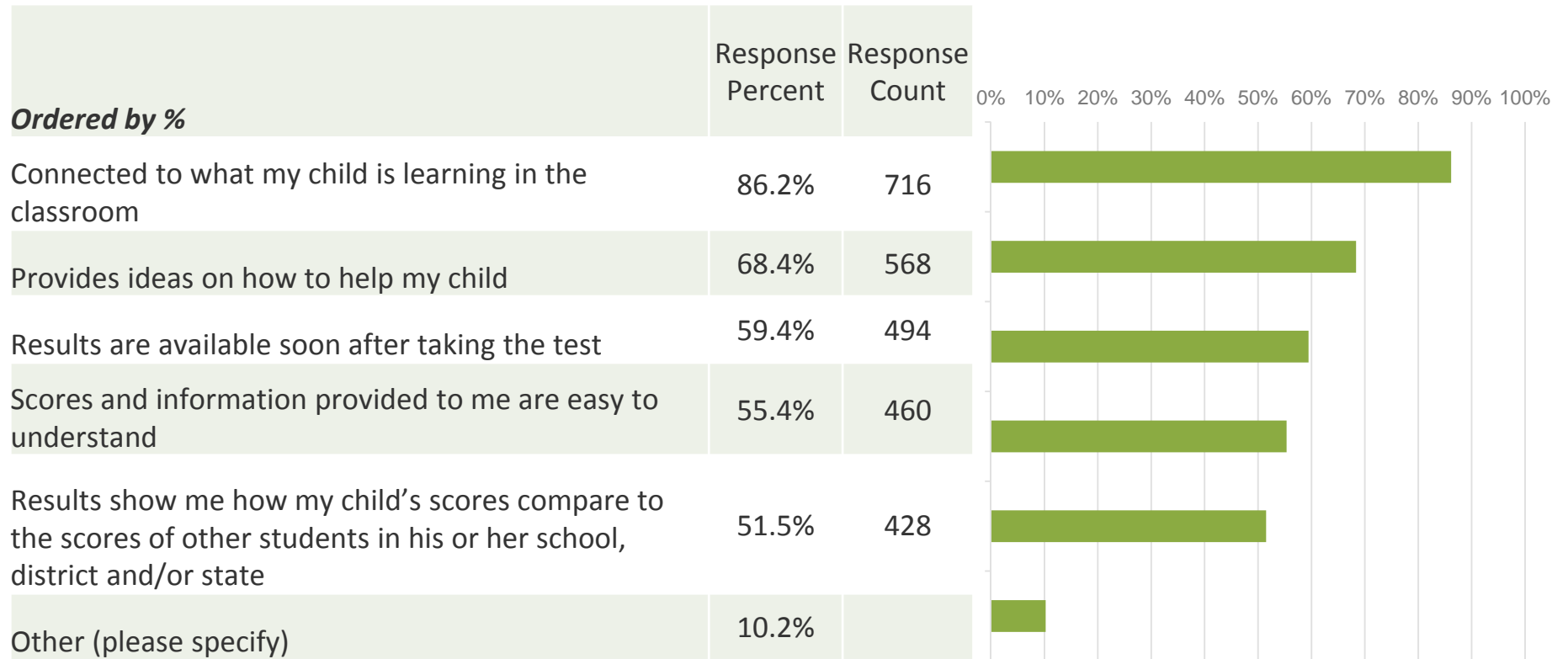
Answered: 843 Skipped: 7

ordered by combined percent of "Very Useful" and "Extremely Useful" (adjusted for "I don't know or not applicable")



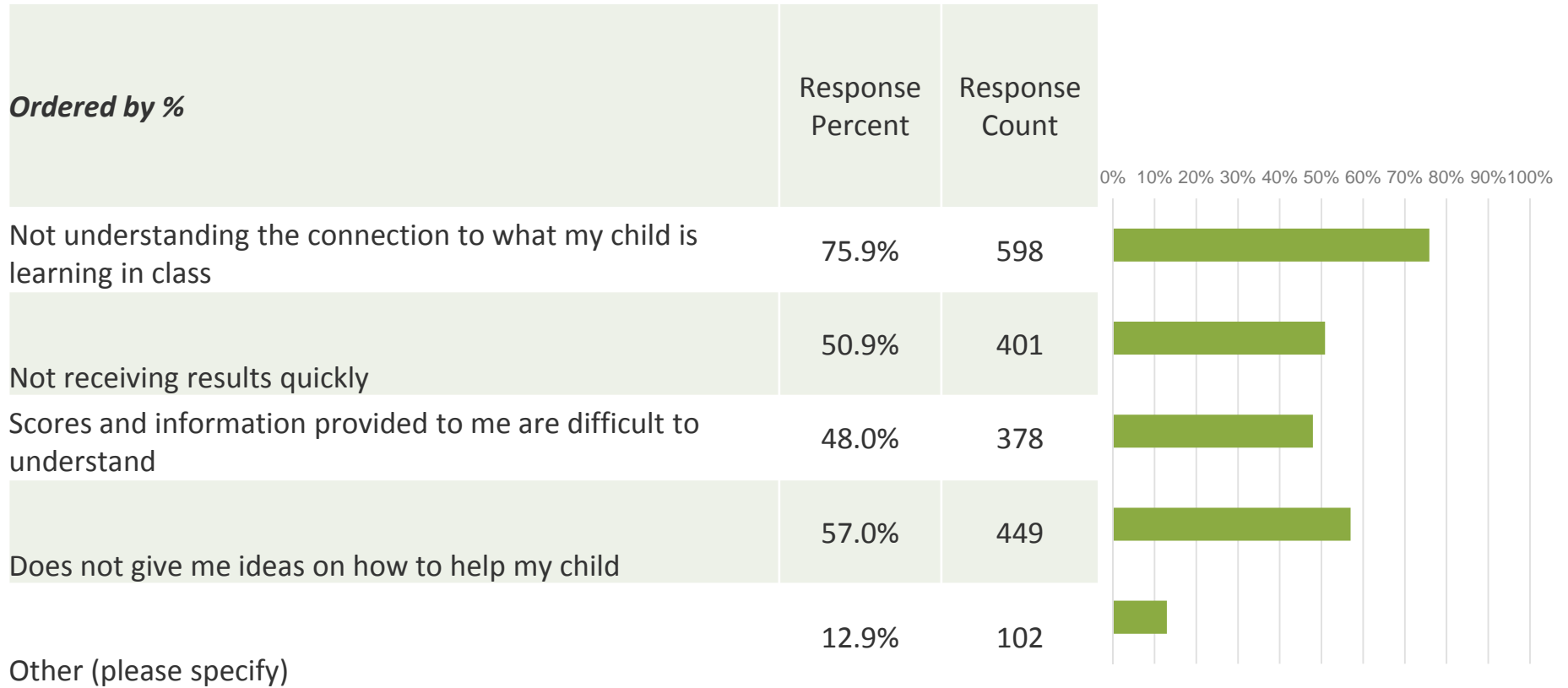
Q6: In general, what aspects do you feel make a test more helpful ? (Please check all that apply.)

Answered: 831 Skipped: 19



Q7: In general, what aspects do you feel make a test least helpful? (Please check all that apply.)

Answered: 788 Skipped: 62



Q8: Are there subjects or areas you think the district should be testing where it is currently not doing so?

Open Ended

Answered: 305 Skipped: 545

Answered but commented "I don't know", "no", nonsense, or did not name a subject or an area : 225

Applicable comments: 80

Q9: How useful are classroom and interim assessments for each of the following purposes listed below?

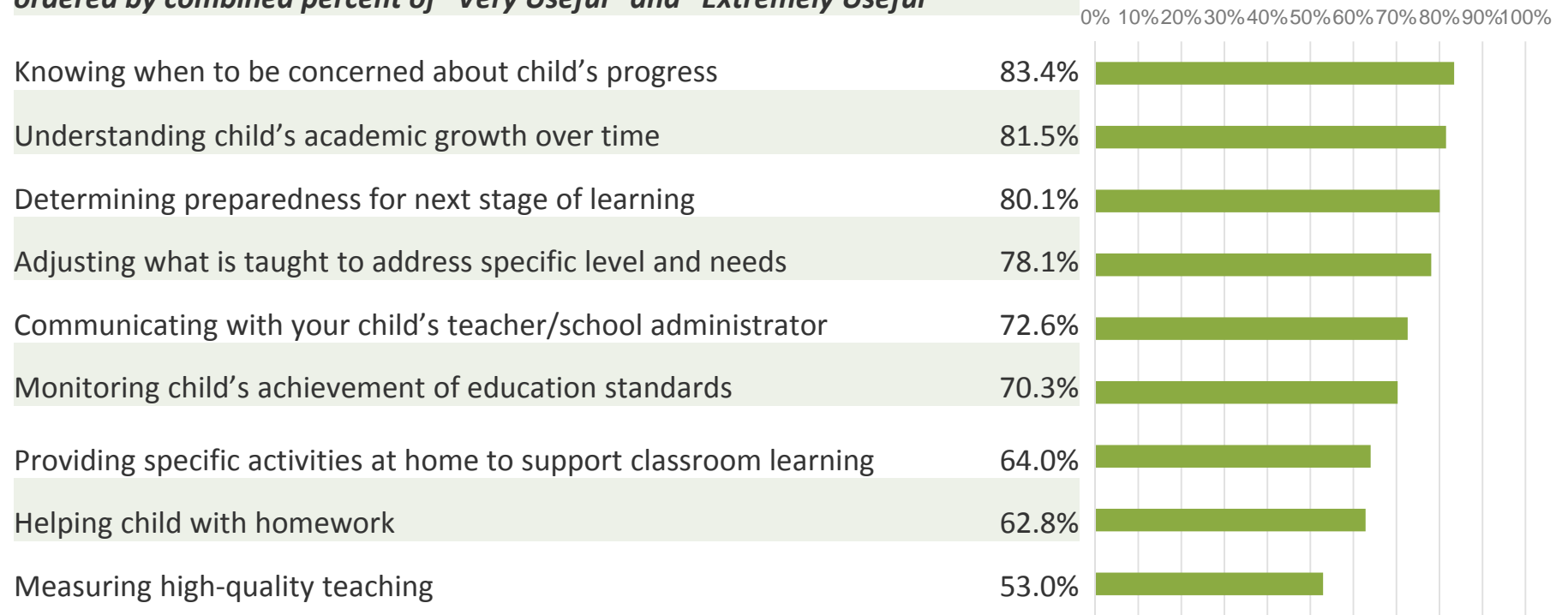
(Some examples of classroom assessments are teacher observations, homework, quizzes, and tests. Interim assessments are given periodically during the year.) Answered: 834 Skipped: 16

	Not Useful	Somewhat Useful	Very Useful	Extremely Useful	Response Count
Understanding child's academic growth over time	3.2% 27	15.3% 127	49.4% 410	32.1% 267	831
Determining preparedness for next stage of learning	4.6% 38	15.5% 129	48.7% 403	31.3% 260	830
Monitoring child's achievement of education standards	5.7% 47	23.7% 196	45.5% 379	24.8% 205	827
Knowing when to be concerned about child's progress	3.2% 27	13.7% 114	45.3% 375	38.1% 317	833
Adjusting what is taught to address specific level and needs	5.9% 49	16.1% 133	45.8% 378	32.3% 267	827
Communicating with your child's teacher/school administrator	7.5% 62	19.9% 164	40.1% 331	32.5% 268	825
Helping child with homework	14.1% 116	23.0% 190	35.8% 296	27.0% 223	825
Providing specific activities at home to support classroom learning	12.3% 102	23.7% 196	38.6% 319	25.4% 210	827
Measuring high-quality teaching	18.2% 150	28.6% 236	32.0% 267	20.9% 173	826

Q9: How useful are classroom and interim assessments for each of the following purposes listed below?

(Some examples of classroom assessments are teacher observations, homework, quizzes, and tests. Interim assessments are given periodically during the year.) Answered: 834 Skipped: 16

ordered by combined percent of "Very Useful" and "Extremely Useful"

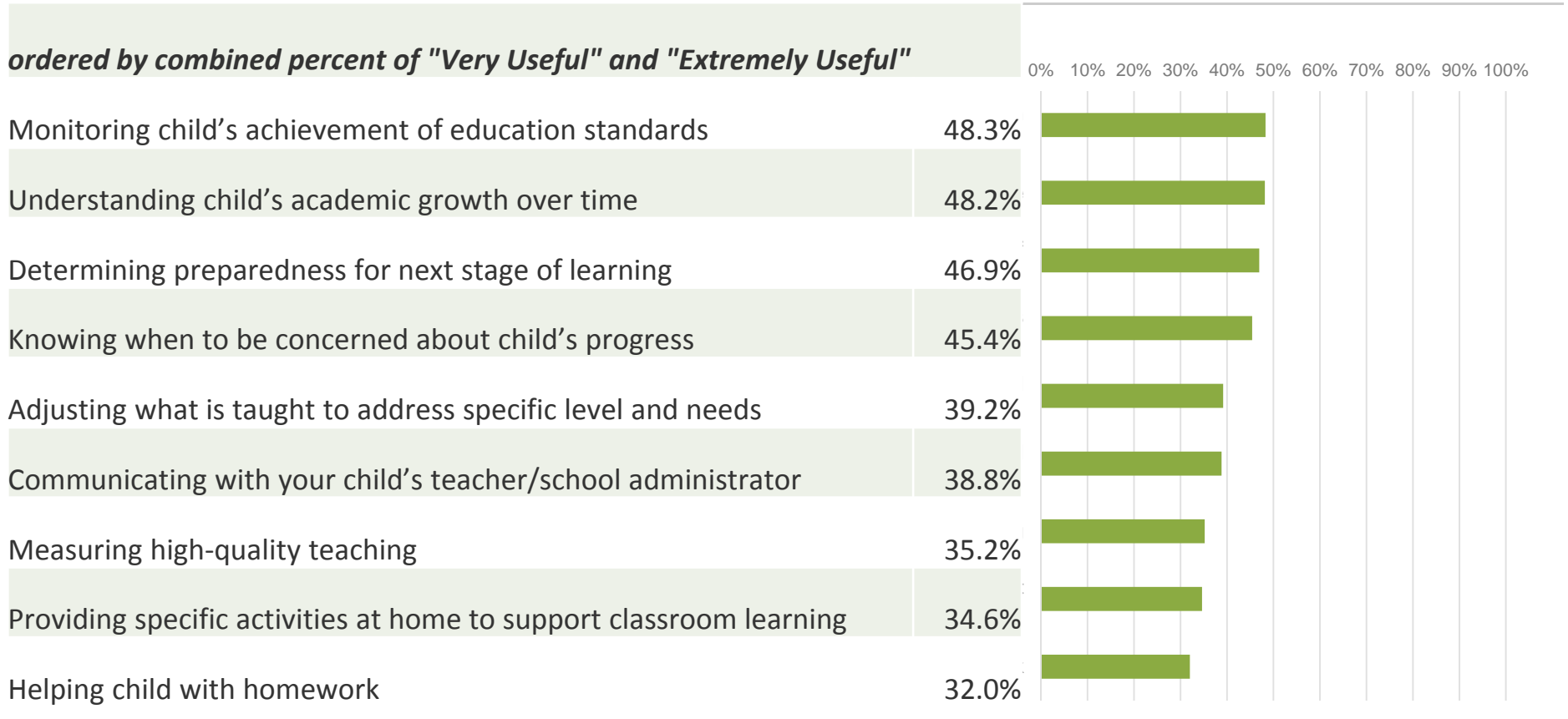


Q10: How useful are end-of-year, or end-of-course, assessments for each of the following purposes

listed below? (Examples include state tests such as Smarter and DCAS, national tests such as SAT and AP/IB exams, and local tests such as final exams.) Answered: 818 Skipped: 32

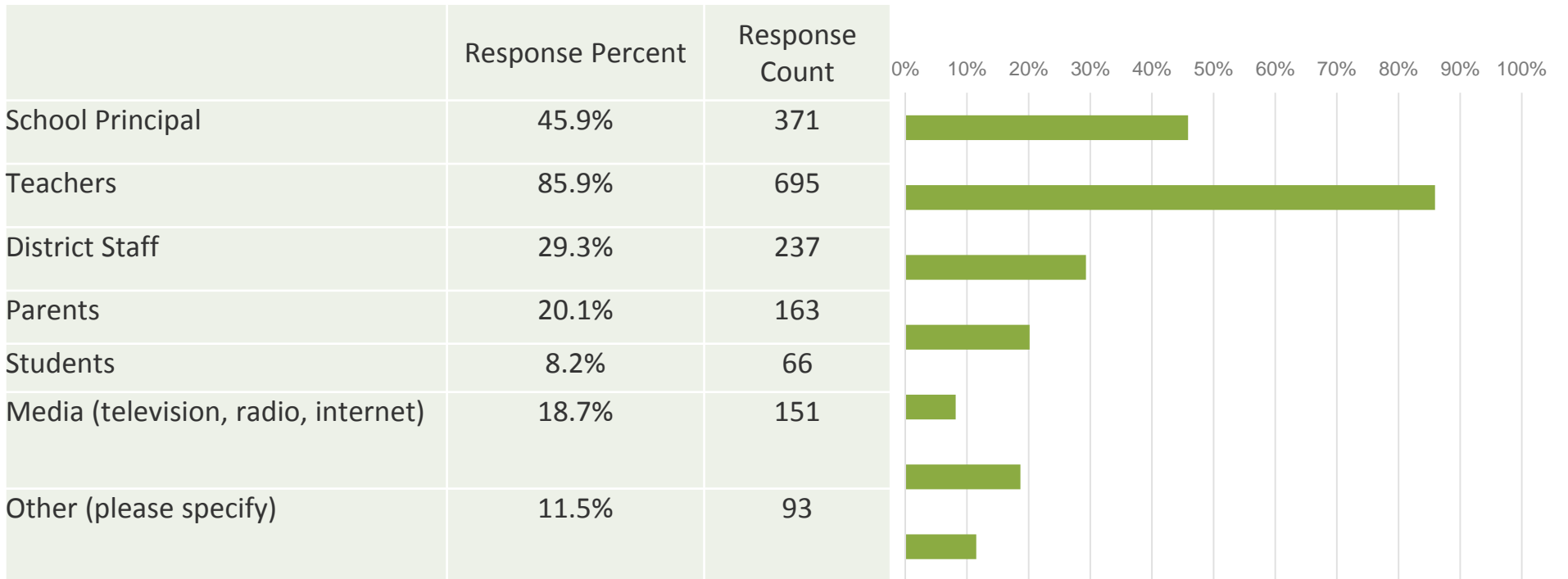
	Not Useful	Somewhat Useful	Very Useful	Extremely Useful	Response Count
Understanding child's academic growth over time	15.8%	36.0%	32.4%	15.8%	816
	129	294	264	129	
Determining preparedness for next stage of learning	19.1%	33.9%	30.5%	16.4%	816
	156	277	249	134	
Monitoring child's achievement of education standards	16.4%	35.3%	31.7%	16.5%	816
	134	288	259	135	
Knowing when to be concerned about child's progress	23.3%	31.3%	28.0%	17.4%	817
	190	256	229	142	
Adjusting what is taught to address specific level and needs	29.0%	31.8%	24.8%	14.4%	814
	236	259	202	117	
Communicating with your child's teacher/school administrator	33.4%	27.7%	22.1%	16.8%	811
	271	225	179	136	
Helping child with homework	42.6%	25.4%	18.0%	14.0%	815
	347	207	147	114	
Providing specific activities at home to support classroom learning	40.7%	24.7%	21.4%	13.3%	814
	331	201	174	108	
Measuring high-quality teaching	35.7%	29.1%	21.9%	13.3%	812
	290	236	178	108	

Q10: How useful are end-of-year, or end-of-course, assessments for each of the following purposes listed below? (Examples include state tests such as Smarter and DCAS, national tests such as SAT and AP/IB exams, and local tests such as final exams.) Answered: 818 Skipped: 32



Q11: From whom do you receive information about testing?(Please check all that apply.)

Answered: 809 Skipped: 41



Q12: Are there any other suggestions you want to make to the district as it reviews its testing program?

Open Ended

Answered: 352 Skipped: 498

Answered but commented
 "I don't know", "no", nonsense: 36

Applicable comments: 316

Comments were categorized based on themes

