ASSESSMENT PRACTICES OF STUDENTS WITH LEARNING DISABILITIES IN LEBANESE PRIVATE SCHOOLS: A NATIONAL SURVEY

by

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__________________________________________

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DEDICATION

To my amazing mom who showed me the path to hard work and perseverance

To my giving dad who traveled thousands of miles to support me

To my loving husband whose words of encouragement kept me going

To my shining stars Marc and Serena ...
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CHAPTER 1

INTRODUCTION

Background of the Study

From a historical perspective, Roosevelt (1930) stated the function of education was to give children a desire to learn and to teach them how to use their minds and where to go to acquire facts when their curiosity is aroused. Dewey (1934) described the purpose of education as giving students what they need to develop in an orderly, sequential way and become member of society while King Jr. (1948) explained that the function of education was to teach students to think critically and intensively.

In 1957, the Association for Supervision and Curriculum Development (ASCD) restated the main purpose of education as a way to ensure the fullest possible development of students for the purpose of living morally, creatively and productively in a democratic society. In 1964, Ammons emphasized a new reading of the purpose of education where it shifts from producing a literate society to a learning society. Carpenter (2005) stated the purpose of education was discerned through four categories: economics, citizenship, self-realization and human relationship. Chomsky (2012) argued that the traditional interpretation that comes from the age of Enlightenment holds that education’s highest goal is to inquire, create, search the riches of the past, internalize the parts that become significant to the mind, and carry that quest for further understanding and independent learning. Salvia, Ysseldyke & Bolt (2011) stated that education is intended to provide students with the skills and competencies needed to enhance their lives.

Students present a significant range of academic skills. Hence, school personnel are confronted with the significant challenge of meeting the needs of a very diverse group (Salvia et
Achieving the purpose of education for this diverse group would not be fulfilled without shedding light on the importance of assessment practices that enables teachers to identify students’ current level of skills, their strength and weaknesses, target instruction at student’s personal level, monitor student learning and progress and plan and conduct adjustments in instruction, and evaluate the extent to which students have met instructional goals (ETS, 2003; Frey & Schmitt, 2010).

The pedagogical influences of assessment practices funnel much of the interest in assessments (Harris & James, 2006). Assessment based on information gathered by teachers within their classrooms is conceivably among the most powerful avenues to improve the quality of teaching and increase student performance (Black & William, 1998; Crooks, 1988; Natriello, 1987). Guskey (2003) noted “assessments best suited to guide improvements in student learning are the … assessments that teachers administer in their classrooms” (p.6) and teachers regularly design assessments to measure student progress (Brualdi, 1998). Gibbs (1999) argued that assessment sends unambiguous messages to students about the type of learning most valued and therefore strongly influences the approaches students take toward their studies. It signals to students the learning that is most valued and thereby directs their attention and efforts.

According to the National Research Council (2002) classroom assessments do more than just measure learning. What is assessed, how it is assessed, and how results are communicated send a clear message to students about what is worth learning, how it should be learned, and how well they are expected to perform. Thus, assessment considerably influences students’ studying (Struyven et al., 2005).
When dealing with students with learning disabilities, schools have a need to expose them to the general education curriculum and help them get promoted to higher grades, which necessitates the identification and implementation of assessment practices that can considerably raise their achievement scores (Harris & James, 2006) and assure the acquisition of the necessary skills to become independent, autonomous, informed and productive citizens. Access to the general education curriculum greatly improves their knowledge of human society as well as their understanding of the world and how it works (Scruggs et al., 2010). Nevertheless, a major educational challenge remains in the gaps that students with learning disabilities develop as they move into more challenging and abstract concepts, falling behind regular education students and getting caught in a circle of frustration and academic failure.

When students with learning disabilities meet special education eligibility requirements, it is common procedural practice to increase instructional intervention options as determined by the IEP, which is developed by teams of educational professionals (Reschly, 1988). Even though this classification results in increased instructional options, the learning disability label does little to indicate which interventions, including assessment practices, would be most effective (Skinner et al., 2002), especially that assessment drives learning, and assessment practices are in themselves teaching tools (Harris & James, 2006). It is essential to indicate that a single assessment measure does not provide complete data for a comprehensive picture of a student’s progress (Nolet & Maclaughlin, 2005). According to Harris and James (2006) “The essence of effective assessment lies in determining the appropriate mix of assessment types, and that this mix will necessarily be different among disciplines and local contexts, requiring extensive local dialogue and reflection within academic communities” (p. 27). Riggan and Olah (2011) described assessment practices as “a mosaic of tools, routines, and practices” (p.3).
The mosaic metaphor for educational assessment practices is diverse and pluralistic, because they must be implemented across disciplines, types of institutions, and countries. At its most macro level assessment practices are highly refined in highly developed countries. In third world countries where educational practices have yet to coalesce assessment practices are also in flux. However, there are countries that are in between, such as, for example Lebanon. The question rightly arises what kind of mosaic do the Lebanese tiles form?

**Lebanon**

Lebanon is a small country of 10,452 square kilometers, situated in the Middle East on the Eastern shores of the Mediterranean Sea. There is a resident population of about 4.2 million inhabitants (UNDP, 2012).

After World War I, France was given a League of Nations mandate over Lebanon and its neighbor Syria, which together had previously been a single political unit in the Ottoman Empire. France divided them in 1920 into separate colonial administrations, drawing a border that separated mostly Muslim Syria from the kaleidoscope of religious communities in Lebanon. After 20 years of the French mandate regime, Lebanon's independence was proclaimed on Nov. 22 1943.

In the 1970s, various internal tensions inherent to the Lebanese system and multiple regional developments contributed to the breakdown of governmental authority and the outbreak of civil war in 1975 (Khalidi 1979; Salibi 1976), which ended with the Taif - agreement in 1990. Religious communities (Christian Orthodox, Catholic, Armenian, Muslim Shia and Sunni) and foreign groups (British council, French Institute, United nations) held the educational sector’s responsibilities and management prior to the country’s independence. Public schools
sprang up across the nation in the 1950s, and more than two-third of students were enrolled in public schools by the early 1970s. At the end of the civil war in 1990, the number dropped to one-third (Kobeissy, 1999) because of the Lebanese’s government neglect to update curriculums and destroyed buildings due to its severe financial constraints. Today, the majority of Lebanese students continue to be educated in private schools, which are generally considered more favorable and providing higher educational quality than their public counterparts. The Lebanese public school has been described as being out of breath because of the lack of necessary survival and development elements (bab.com, 2009). According to the latest statistics released by the Lebanese Center for Educational Research and Development for the school year 2011-2012, the percentages of students attending private schools was as follow: 80.83% of preschool and Kindergarten students, 69.72% of elementary students, 61.31% of middle school students and 51.8% of high school students.

**Special Education in Lebanon**

In the 1980s, with the onset of the Lebanese War, the issue of disability began to immerse the collective consciousness and mobilized many non-governmental organizations. Care, education, and rehabilitation of children with disabilities constituted the raison d’être of a large number of specialized centers (Dirani, 1998). The civil war period compelled non-governmental organizations to develop special education services to fill a major void in the public sector (McBride et al., 1999).

Matters related to disabilities were left in their entirety to the Ministry of Social Affairs when it was central for the Ministry of Education to become the responsible party for the education of all children with disabilities and that the two ministries coordinated their offered
services (McBride et al., 1999). Furthermore, McBride et al. (1999) documented that there was no evidence of any type of leadership or vision exercised by the Lebanese Ministry of Education to achieve its aims in the special education sector, even though Lebanon is a signatory of international conventions related to children with special needs.

McBride et al. (1999) also documented a lack of policy regarding accommodations for students with disabilities in the examination process, in addition to a restrictive view of who is capable of following the National curriculum. Their report recommended “the development of appropriate assessment tools” (McBride, et al., p.4) to ensure that students with special needs are identified using valid and reliable tools.

An important year for the special education sector in Lebanon was 2000, which was when Public Law 220 (PL 220) was approved by the Lebanese Parliament. After many years of struggle and lobbying by the different disability non-governmental organizations (NGOs) and other society actors such as the Lebanese Physical Handicapped Union and the Youth Association for the blind, PL 220 created a legislative framework for individuals with disabilities and addressed the right to equal educational and learning opportunities for all people with disabilities (Wehbi, 2006). However, the law has flaws (Mansour & Ghawi, 2007) particularly in the categorization of handicaps, because learning disability is omitted. But the Center for Educational Research and Development in Lebanon is currently trying to remedy this problem by its publication for a learning disability guide, to be distributed for free in all public and private schools.

Article 59 of PL 220 guaranteed the right to equal educational and learning opportunities for all people with disabilities. Article 60 stipulated that a disability should not restrict access to
educational institutions or settings in Lebanon. However, there is an absence of criteria defining each category of disabilities and consequently how to assess those students.

Even though PL 220 was a positive step for individuals with disabilities, more than 14 years have passed and relevant ministerial decrees needed to enforce the execution of the law have not yet been ratified (CSO, 2010; Mhanna, 2001; Semaan, 2008). The quasi-invisibility of individuals with disabilities from the official government agenda is such that there are currently no accurate figures on disability in Lebanon (Mansour, 2001). Moreover, the lack of documented information in the field of special education in Lebanon makes it very difficult to draw a clear picture about the type of practices exercised in that embryonic domain.

In a research study conducted to investigate attitudes toward inclusion of children with special needs in regular schools, ElZein (2009) was “obliged to rely on observation to describe the existing reality of special education practices in Lebanon” (p. 166). According to Wehbi (2006), the absence of reliable demographic and economic data in general, and about people with disabilities more specifically, made it complicated to understand and study assessment needs of students with learning disabilities. Mansour (2001) claimed this was due to a lack of an agreed-upon definition and standard classification system of disabilities.

The Lebanese Curriculum in 1995, which remains the current standard, modified the educational hierarchy to meet with recent trends such as technology and mandated the catering for students with special needs (NCERD, 1995). Nevertheless, the section that had to do with exceptional students remains isolated and neglected (ElZein, 2009).

Few inclusive attempts have been documented since 1982, none of which addressed assessment practices of children with special needs, let alone children with learning disabilities.
The Arab Resource Collective (2007) reported that “findings from the 2006 National Inclusion Project indicate that the majority of children with disabilities are in special care institutions, and private schools have a policy of automatically eliminating students with disabilities” (p.14).

NGOs played a major role in the education of students with special needs and many of them refer them to private schools (ElZein, 2009), especially that the ministry of education does not have a proper strategy to implement the part of law 220 that ensures access to education for students with disabilities (CSO, 2010). Currently, the main provider of educational services for students with special needs and in particular students with learning disabilities is only a handful number of schools from the private sector (Arab Resource Collective, 2007; Peters, 2009), who, with its attempts at the national level, seek to develop human and environmental capacity to mainstream students with special needs (WawLphu, 2007)

Some Lebanese private schools’ administrators, geographically clustered in the capital Beirut, have developed their own special education programs. The offered services range from full inclusion, to pull out programs, and resource rooms. These schools’ policies, and more specifically classroom assessment practices, are internal administrative responsibilities and consequently are different in terms of their form, emphasis and frequency of use across the country. McBride et al. (1999) reported “the current configuration of private schools is problematic because they are free to screen out children who are likely to have learning difficulties or to expel them without consequences” (p.11). Hatoum (2010) summarized that Lebanon was war-torn developing country that lacks a special education and related services infrastructure. As of 2014, the situation remains at the status quo.
“Education is intended to provide all students with the skills and competencies they need to enhance their lives” (Salvia et al., 2010, p.3). However, when students with learning disabilities are denied proper and suitable educational programs, they may possibly become locked into a chronic cycle of poverty (Elwan, 1999; Yeo, 2001). Indeed, people with disabilities are among the poorest strata of Lebanese Society (Central Administration of Statistics, 1997; Wehbi & El-Lahib, 2007). Exclusion from appropriate education may also translate into minimal social network, poor health and low self-esteem. Consequently, income generating opportunities become further reduced, driving to chronic poverty, further exclusion, and higher risks of illness, injury and impairment (Elwan, 1999; Peters, 2008).

Considering that basic education is a critical factor in economic expansion and forms a principal component in any development strategy (Akkari, 2004), it is important to identify and address the different learning needs that children may have in the early years. This helps pave the way to placing them all on an equal footing in their access and completion of basic education, and in achieving significant learning outcomes (Opertti & Belalcazar, 2008).

It is imperative to examine current assessment practices of students with learning disabilities in Lebanese elementary schools. Considerations of assessment practices should be integral to efforts to enhance teaching and learning (Harris & James, 2006), especially that a large portion of classroom time is allocated to the assessment of student learning (Mertler, 1998). The proper assessments enable school personnel to identify students’ current level of skills, to target instruction at students’ personal strength and weaknesses, to monitor student progress and make adjustments in instruction, and to evaluate the extent to which students have met instructional goals (Salvia et al., 2010). Additionally, in order to increase educational attainment of students with learning disabilities, assessment efforts are needed at the earliest grades, where
the schooling gap between children with and without disabilities starts (Filmer, 2008). Hence, there is a need to target Lebanese elementary schools in this study.

**Purpose of the Study**

Given the situation regarding special education in Lebanon, the purpose of this study is to document the classroom assessment practices of students with learning disabilities in Lebanese private schools. The study intends to describe the overall assessment practices of teachers working with students with learning disabilities, as well examine differences in practices and determine favorable variables that contribute to improved learning through successful assessment practices. Specifically, the aim of this research study is to gain an understanding of the nature of classroom assessment practices and establish a research baseline for future investigations. Practicing teachers will be surveyed to determine how they assess the special education student’s performance and learning within the specific mandates of their school administration.

The evaluation model that will be adopted is the CIPP model, a model that requires the evaluation of context, input, process and product in judging assessment practices. Stufflebeam (2003) provides a formal definition of evaluation underlying the CIPP model:

“Evaluation is the process of delineating, obtaining, providing, and applying descriptive and judgmental information about the merit and worth of some object’s goals, design, implementation, and outcomes to guide improvement decisions, provide accountability reports, inform institutionalization/dissemination decisions, and improve understanding of the involved phenomena” (p.34).

The key ideas in the CIPP model are summarized in four main tasks: delineating, obtaining, providing and applying information to guide decisions, provide evidence and accountability and understanding of the dynamics of classroom assessment practices (Stufflebeam & Shinkfield, 2007).
Limitations

1. The absence of a clear vision, strategy, and policies for the whole education sector in general (Karam, 2006), and for the special education sector in particular, and the absence of organizations collecting reliable information useful for national or international extrapolation, hinder systematic efforts to theorize and refine concepts able to address, in a contextualized and comprehensive fashion, processes of educational change (Mazawi, 1999) and the creation of a special education national assessment protocol. Therefore, it is feared that the recommendations resulting from the study will not be taken into consideration for educational improvement.

2. There is a lack of coordination between various private schools, which will make generalizing assessment practices difficult. Similarly, there is limited coordination between the ministry of education and higher education and private schools (Karam, 2006), potentially resulting in the absence of accountability for the schools’ assessment practices.

3. The CIPP model will be adopted for this study. CIPP critics argue that even though the model seems thorough, complete, robust and egalitarian (Tan et al. 2010), it is too idealistic and does not take into consideration a number of situations and practices that might impede the evaluation’s flow and smoothness (e.g. politics within the school departments) (Robinson, 2002). Therefore, it is imperative to factor in any anticipated obstacles within the planning stages of the research.

Operational Definitions

1. Learning Disability: Specific learning disability refers to heterogeneous clusters of disorders that significantly impede the normal progress of academic achievement. The lack of progress is exhibited in school performance that remains below expectation for
chronological and mental ages, even when provided with high-quality instruction. The primary manifestation of the failure to progress is significant underachievement in a basic skill area (i.e., reading, math, writing) that is not associated with insufficient educational, interpersonal, cultural/familial, and/or sociolinguistic experiences. The primary severe ability achievement discrepancy is coincident with deficits in linguistic competence (receptive and/or expressive), cognitive functioning (e.g., problem solving, thinking abilities, maturation), neuropsychological processes (e.g., perception, attention, memory), or any combination of such contributing deficits that are presumed to originate from central nervous system dysfunction. The specific learning disability is a discrete condition differentiated from generalized learning failure by average or above (> 90) cognitive ability and a learning skill profile exhibiting significant scatter indicating areas of strength and weakness (Kavale, Spaulding & Beam, 2009).

2. Assessment: The process of collecting data for the purpose of (1) specifying and verifying problems, and (2) making decisions about students (Salvia et al., 2011)

3. Formative Assessment: intended to assess ongoing program/project activity and provide information to improve the project. Assessment feedback is short term in duration.

4. Summative Assessment: assessment that is done at the conclusion of a course or some larger instructional period (e.g., at the end of the program). The purpose is to determine success or to what extent the program/project/course met its goals

5. Assessment for Learning: a continuous process that informs students about themselves and what progress they are making toward meeting each standard while the learning is happening (Stiggins, 2005).
6. Traditional Assessment: Conventional methods of assessment mostly using multiple choice tests, matching, fill in the blank, and true or false (Dikli, 2003). In general, students choose a response from a given list.

7. Alternative Assessment: assessment in which students create a response to a question, including interviews/ conferences, performance tasks, exhibitions and demonstrations, portfolios, diaries/ journals/writing folders, checklists/ rating scales/ rubrics, observations/ anecdotal records, self- and peer-evaluation (Worley, 2001)
The Arab and Muslim world

“Not all Arabs are Muslims and certainly not all Muslims are Arabs.” (UNESCO, 2008, p.9)

The Arab world refers to Arabic-speaking states, territories and populations in North Africa, and Western Asia. The standard definition of the Arab World comprises of 22 countries of the Arab League stretching from the Atlantic Ocean in the west to the Arabian Sea in the east, and from the Mediterranean Sea in the north to the Horn of Africa and the Indian Ocean in the southeast (Algeria, Bahrain, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Malta, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Somalia, Sudan, Syrian Arab Republic, Tunisia, United Arab Emirates and Yemen). It has a combined population of around 340 million.

The Muslim world consists of many countries that have Muslims as major inhabitants. As of 2009, over 1.6 billion or about 23% of the world population are Muslims. Of these, around 62% live in Asia-Pacific, 20% in the Middle East-North Africa, 15% in Sub-Saharan Africa, around 3% in Europe and 0.3% in the Americas. So the Arab world is considered to be a part of the Muslim world. An Arab could be Muslim, Christian, Jewish or atheist. A Muslim could be Arabian, Asian, American, or a member of virtually any country.

Current Situation of Education in the Arab World

Education in the Arab world is described as “Laggards trying to catch up”, and “one reason that too many Arabs are poor is rotten education” (The Economist, 2009, p.1). Throughout the
Arab region, people are dismayed by the shortcomings in their societies that are characterized by weaknesses in the educational system, its approaches, materials and institutions (El-Baz, 2007). Arab researchers tended to view educational change as largely dependent on leaders and policy makers (Mazawi, 1999), who in turn believe that expenditure in scientific research is a luxury that only rich countries could afford (El-Baz, 2007).

This might explain the reason why the number of mental health citations published in Arab countries over the last 15 years represented only 1.2% of the total PubMed citations for biomedical research, and 8.6% of learning disorders (Afifi, 2005). According to Afifi (2005), the Eastern Mediterranean Region lacks planned, purposeful research programs linked to the development and improvement of educational services and trainings. A comparative study of education systems, compiled by Shanghai Jiao Tong University (ARWU, 2012) only included 3 Arab universities in its list of the world’s top 500 universities (and the three were Saudi universities). This confirms the overarching research patterns in the Arab world, whether about mental health, education or service programs are suffering compared with the western trend, especially the academic bodies (universities) that are supposed to be the engine of new knowledge production through research publications.

Considering the above mentioned status of education in the Arab world, what becomes evident is the absence of research, statistical data, and documentation related to learning disabilities and educational assessments of that population. Many facts about assessment practices of students with learning disabilities are unknown and hence have not been systematically addressed. Knowledge about educational practices for students with learning disabilities is limited: figures are sketchy and limited to very divergent rough estimates based on census, survey, registration information and on aggregated estimates of the epidemiology of
specific conditions (Elwan, 1999). The literature has given much attention to the lack of data regarding students with learning disabilities. There is already evidence to support the probability that significant numbers of these children are underserved (Peters, 2009).

Even though Lebanon signed the U. N. Convention on the rights of Persons with disabilities, which has now entered into international law, little systematic empirical analysis has been conducted on which to base its commitment. In parallel, despite the fact that Mji et al. (2009) considered the convention to be “perhaps the most significant – moral and practical- step toward realizing the rights of people with disabilities” (p.2), limited reference to any assessment practice of children with any type of disabilities is acknowledged.

At best, the situation in Lebanon is similar to that of the remainder of the Arab world; ElZein (2009), however, considered Lebanon not as developed as other Arab countries in the field of special education and inclusion of students with learning disabilities. A gap exists in the empirical knowledge on the experiences of students with learning disabilities, yet this knowledge is essential in order to better target educational intervention (Wehbi & El-Lahib, 2007) and improve assessment practices. In developing countries, conceptual and definitional problems abound (Elwan, 1999), and Lebanon is not an exception.

Although educational assessment is defined as a measure of a student’s competence (Salvia et al., 2010), those competencies need to be clarified and identified by defensible criteria (Fitzpatrick, Sanders, & Worther, 2011). Lebanon has struggled to meet that requirement in the shadow of its public educational sector situation (Kobeissy, 1999). Turning to the West and learning from their experiences is probably inescapable, although certainly is no
Ultimately, of course, the reformation of the Lebanese special education system must come from within Lebanon itself.

**Traditional Assessment in the West**

Traditionally, assessment has been viewed as an avenue for verifying student learning (Bintz, 1991) and it takes place after the learning:

“Traditionally, evaluation has been seen as an outside force that is imposed upon the curriculum generally and the learner specifically. It has been externally imposed because of several assumptions— that the questions which drive the curriculum must be supplied by outside recognized experts, that the vast majority of what is to be learned is already known, digested, and organized, and that there are acknowledged correct responses to the curricular questions which are to be asked.”(Short & Burke, 1991, p.60).

Berlak (1992) explained that traditional assessments held the assumption that knowledge had a single consensual meaning; especially that facts and values are distinct and separable entities that can be measured objectively. Berlak (1992) noted that traditional assessment was exclusively used to monitor students’ learning. As a result, this model separated high level from low level learners, creating a system that classified and ranked students.

Anderson (1998) considered traditional assessment as a passive process where students memorized the knowledge given by the material or the teacher. Hence, the frequent use of the empty vessel metaphor to describe learners. The teacher’s role was “to fill the students by making deposits of information which the instructor considers to constitute true knowledge” (Freire, 1990, p.60). The focus was on learning content rather than on how to obtain information (Anderson, 1998).
Another focus of traditional assessment was essentially on the students’ cognitive abilities. Their values and interests were considered disconnected from their ability and competences to complete the tasks at hand (Raven, 1992). Traditional assessments embraced a hierarchical model of power and control where the power to make curricular and assessment decisions was in the hands of the educator alone. Students had no part in decisions about what constituted important learning to them, nor were they offered a chance to determine how well they were learning (Heron, 1988; Sessions, 1995).

An overriding concern in research studies of teachers’ traditional assessment practices is the limited and infrequent use of statistical data analysis (Gullickson, 1986; Marso & Pigge, 1987, 1988). Lack of statistical knowledge and training, in addition to teachers’ discomfort toward this discipline may have led to a devaluing perspective on the use of statistical procedures (Mertler, 1998).

Bertrand (1993) noted that traditional assessments evaluated student’s work based on tests, and their final scores were representative of their learning, disregarding the how and why of student learning, hence separating the process from the product (Anderson, 1998). Herman et Al. (1992) and Engel (1994) described traditional assessment as focusing on mastering discrete and isolated bits of information that represented lower level thinking skills. Johnston (1992) added that students were considered cheating if they completed the assessment tasks with the assistance of others, since traditional assessments perceived learning as an individual enterprise. Therefore, students worked competitively against one another.

A report issued by The National Commission on Testing and Public Policy (1990) noted the necessity of transforming the testing movement to focus on the development of the human
potential and on allocating greater opportunities to the learners from Kindergarten through the workplace. Other sources such as Haney and Madaus (1989), and Livingston et al. (1989), were aligned in pointing out similar major problems with the ongoing testing practices at the time. Traditional testing provided a misleading information and insufficient view of student learning and failed to explain the approach that students adopted to respond in a particular way to test items (Choate & Evans, 1992). Many traditional tests were unfair toward minorities and students with disabilities, using biased language and culturally-specific examples (Choate et al., 1992), while “Students with disabilities … should be provided opportunities to learn and demonstrate their mastery of material under circumstances that take into account their special needs” (National Council on Education Standards and Testing, 1992, p.10). Researchers argued that traditional tests were being generally culturally biased and were more likely to favor white, middle class, native English speaking students (Gomez, Graue, & Block, 1991). The progress in International Reading Literacy (PIRLS, 2006) revealed teacher classroom assessment practices were an issue at the international level, and a limited range of classroom assessments are utilized in over 40 countries (Mullis et al., 2008).

In the midst of the public’s dissatisfaction with traditional assessment practices, and parents and educators wanting more than simple tests scores that are not necessarily representative of what students could actually do, teachers demanded radical change in assessment that could provide them with a base for instructional decisions (Poteet, 1993). Coutinho and Malouf (1993) noted that the increasing use of alternative performance assessment was expected to redirect curriculum and instruction toward current and more holistic theories of learning. As Wiggins (1989) described it: “if tests determine what teachers actually teach and what students will study for-and they do- then the road to reform is a straight but steep one: test
those capacities and habits we think are essential, and test them in context” (p.41). It was clear an array of new assessment strategies capable of addressing the different learning styles and backgrounds was needed (Halpern, 1994).

Assessment for Learning

Harris and James (2006) noted that the scrutiny of approaches to the assessment of student learning at all levels was taking place alongside broader reflection on teaching and learning practices. Reconsiderations of assessment practices were to be integral to the efforts to enhance teaching and learning. Supporters of assessment reform such as Stiggins (1999, 2001, and 2002) and Guskey (1994, 2003) proposed intrinsic changes to teachers’ assessment approaches and strategies, based on the idea of assessment for learning rather than assessment of learning (Duncan & Noonan, 2007). Even though there appeared to be a consensus that testing and assessment should be useful in guiding teaching, Leahy et al. (2005) observed that the information usually arrives too late to be useful, especially that many schools test their students at the end of the marking period. Black et al. (2004) and Boston (2002) discussed improving student learning through the use of classroom formative assessment, in addition to the use of alternative practices such as peer and self-assessment (Rolheiser & Ross, 2000).

The search for new assessment modalities characterized by a better alignment to students learning how to learn resulted in a growing interest in assessment for learning. Black and William (1998b) conducted a review and meta-analysis of research into classroom assessment practices. They analyzed 250 studies, 50 of which provided evidence of achievement gains after interventions based on what is now called Assessment for Learning practices. They found that the students of teachers who implemented formative assessment strategies scored greater
learning gains than those of control groups. These gains, measured by pre and post summative
tests, produced standardized effect sizes of between $d = 0.4$ (moderate) and 0.7 (nearly large),
which is larger than many educational interventions. Cohen’s (1969) effect size specifications of
.2 as small, .5 as medium, and .8 as large are widely accepted (Orwin, 1983). Moreover, there
was evidence that gains for lower-attaining students were even greater (James et al., 2007) and
appeared to be consistent across countries including Canada, England, Israel, Portugal and the
United States, as well as age brackets (Leahy et al. 2005).

The innovations introduced into classroom practice in these studies defined the territory of
assessment for learning, summarized as the following elements:

1. Developing classroom talk and questioning: Engineering effective classroom
discussions, questions and learning tasks.
2. Giving appropriate feedback: Providing feedback that moves learners forward.
3. Sharing criteria with learners: clarifying and sharing learning intentions and criteria
   for success
4. Peer and self-assessment: Activating students as instructional resources for one
   another and as the owners of their own learning.

Frey and Schmitt (2007) raised the question whether formative assessment and
assessment for learning are synonymous concepts, and whether they were only two different
ways of advocating for the same practices for the same reason. Their distinction between the two
is based on the purpose of each assessment. Formative assessment’s purpose is to provide
feedback to the teacher to assess the quality of instruction or to improve teaching behaviors, or to
provide feedback to the student to assess the quality of learning and to improve learning
behaviors. Assessment for learning’s purpose is to provide feedback to students to assess the quality of and to improve learning behaviors. Hence, some formative assessment is assessment for learning but not all.

Black et al. (2003) considered the term formative in formative assessment did not apply to the assessments, but rather reflected the functions assessments serve in supporting the learners’ acquisition of competencies and providing evidence that guides the evolving adaptation of teaching to meet learning needs. This functional view suggested that adequate implementation and use of formative assessment depends on the learning approach adopted in the classroom and teachers’ knowledge, skills and strategies they utilize to realize complex pedagogical processes (Webb & Jones, 2009); hence the emergence of the new term, Assessment for Learning (AFL).

Black et al. (2003) defined assessment for learning as “any assessment for which the first priority is in its design and practice to serve the purpose of pupils’ learning” (p. 2). Klenowski (2009) defined assessment for learning as “the process of identifying aspects of learning as it is developing, using whatever informal and formal processes best help that identification primarily so that learning itself can be enhanced” (p.263). Researchers at The Third International Conference on Assessment for Learning (2009) provided a definition as “Assessment for learning is part of everyday practice by students, teachers and peers, that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning” (p.2). The Assessment Reform Group in the UK (2002) further defined assessment for learning as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” (p. 2).
Shepard (2000) viewed assessment for learning as a fundamental element in effective and motivating instruction. It was in fact considered a leading avenue in achieving compelling improvements in the learners’ ability in learning how to learn (Tillema et al., 2011). It would be promoted by funneling assessment’s prime function to incite adaptive, student-focused feedback on his/her learning progress (Birenbaum, 2007; Dochy & MacDowell, 1997). Consequently, there were calls for new modes of assessments favorable to such a promotion of learning and assessment (CCSSO, 2009), which were meant to scaffold coherent, authentic, personalized, direct, and practical information to the learner (McMillan, 2007).

Assessment for learning primarily aims at facilitating reaching improved learning outcomes versus being reduced to just measurement tools summing up student achievement (Birenbaum, 1996; Dierick & Dochy, 2001; Sadler, 2010). Researchers emphasized the necessity of aggressively embedding such assessment tools in the teaching and learning process (Segers et al., 2004; Shepard, 2000). In their study of classroom practice associated with embedded formative assessment, or in other terms assessment for learning, Webb and Jones (2009) reported that students were becoming more responsible for their own learning and increased their support for each other in assessing their learning. Teachers who participated in that study identified assessment for learning as an educational philosophy where learners take responsibility for their learning by developing an understanding of what and how they learned through a two-way feedback.

Elwood and Klenowski (2002) discussed assessment for learning within the constructivist paradigm that underpins changing assessment practices where the focus shifts to a student-centered approach. Students’ peer and self-assessment are added to the teachers’ toolkit as essential parts of the social processes “that mediate the development of intellectual abilities,
construction of knowledge and formation of students’ identities” (Shepard, 2000, p.4).

Constructivist theories provide then a theoretical support for Assessment for Learning since they view students as actively engaged in constructing meaning from their own experiences, giving meaning to new learning and evaluating how to integrate it and connect it to previously internalized concepts (Elwood & Klenowski, 2002).

In 2007, the office of Standards in Education, Children’s Services and Skills (Ofsted) in the UK conducted a research study inspecting assessment in English or math in 27 primary and 16 secondary schools. The report issued in 2008 expressed assessment for learning as central to personalizing learning in schools. Its formative nature makes it a constant practice in the classroom, played out as a joint activity between the teacher and the learner. The practice of self-assessment targets to close the gap between the student’s present state of understanding and the intended goal. One of the teacher’s central roles is to ensure that students understand how to assess their progress and more critically to adjust teaching in the light of that. “Assessment for learning is about using information gained to improve learning and teaching” (Ofsted, 2008, p.8).

**Assessment for Learning and Students with Learning Disabilities**

Within the special education discipline, many students with learning disabilities (LD) encounter social and emotional difficulties (e.g., Bryan, 2005; Fisher, Allen, & Kose, 1996; Huntington & Bender, 1993; Rourke, 1991, 2005; Rourke & Tsatsanus, 1996; Siegel, 1998, 2003; Siegel & Ryan, 1989; Silver, 1988; Stanovich, 1986; Stone & La Greca, 1990; Valas, 1999). They are often overwhelmed in learning situations (Salend, 2005), especially that the majority has difficulties in reading, an essential skill for comprehension and school survival (McNamera, 2007). According to Gersten et al. (2001), one of the most important skills students
with learning disabilities need to learn is how to learn, hence improving their reading skills and rates of success. Knowing that certain techniques and strategies can be used to assist learning, knowing which techniques are useful in which kinds of learning situations, and knowing how to use the techniques as powerful tools that can enable students with learning disabilities to become strategic, effective, and lifelong learners (Elhoweris et al., 2011).

Assessment for learning, underpinned by the confidence that every student can improve (Assessment Reform Group, 1999), empowers underachieving students by providing opportunities to develop their learning and metacognition (Hendry, 2006). Described as a student centered approach (Elwood & Klenowski, 2002), assessment for learning mediates “the development of intellectual abilities, construction of knowledge and formation of students’ identities” (Shepard, 2000, p.4). Such attributes of assessment for learning make it an essential element of special education classroom assessment practices, especially when the field of special education emphasizes the individual student and her/his educational needs (Shriner, 2000).

Harris and James (2006) noted that assessment will be most effective if students understand its purpose, what they are required to do and the standards that are expected. There is compelling evidence that students’ conceptions of educational assessments have a considerable impact on the quality of their educational experiences and learning (Entwistle & Entwislte, 1991; Marton & Saljo, 1997; Ramsden, 1997). Students who lack confidence to achieve tend to achieve less (Bandura 1989; Pajares 1996), especially students with learning disabilities who have recurrently experienced academic difficulties and failures. But, involving them in meaningful assessment practices where they have the opportunity to maximize their conception of assessment as a process that increases their personal accountability helps them improve their achievement (Brown & Hirschfeld, 2008). These concerns were typically addressed by assessment
for learning where sharing learning goals with students and helping them recognize the standards they are aiming for (Assessment Reform Group, 1999) are considered among its main characteristic.

Segers et al. (2003a, 2003b) and Struvyen et al. (2003) suggested students should be active participants in the assessment process in addition to be involved in the understanding of how the assessment process actually occurs. They observed that students have a tendency to display a positive attitude towards assessment tasks and methods if they perceive it as fair and positively affecting their learning. Formative, active and creative modes of assessment such as the ones promoted by assessment for learning including self-assessment and assessment of the learning process, promote student’s focus on the construction of knowledge and deep understanding, while traditional forms of assessments emphasized the focus on memorization and grades rather than learning itself (Stuvyen et al. 2005).

A recent study conducted by Dynamic Assessment of Functioning and Oriented at Development and Inclusive Learning (2011) showed that less than 5% of the 166 professionals included in the sample (medical, psychological, educational professionals and parents in Sweden, Portugal, Hungary, Romania, Norway, and the Virgin Islands) used formative assessment and contextual observation to report learning or developmental potential in a process-oriented way, in correlation with a general dissatisfaction of the experts with current assessment practices. The study revealed assessment practices were mainly used to decide a child’s special education placement, depending on the country’s availability of inclusive education (Lebeer et al., 2011).

The UN convention stated that inclusive education is a fundamental human right for every child. But one of the main barriers to learning and mainstream participation of all students
with special needs with their non-disabled peers is the way these children are being assessed (Lebeer et al., 2011). The European Agency for Development in Special Needs Education conducted a research project and recommended the development of systems for on-going formative assessment in mainstream schools by giving schools and classroom teachers’ tools capable of assessing all students, including those with special needs (Bauer et al., 2003).

**Ethics in Classroom Assessment Practices**

The Progress in International Reading Literacy Study (2006) indicated that teacher classroom assessment practices were an issue at the international level, showing the usage of a limited range of classroom assessment practices in over 40 countries (Mullis et al., 2008). Inevitable issues were raised related to assessments’ ethical concerns as practices evolved (Pope et al., 2008). Classroom assessment practices were likely to occur repeatedly, and the consequences of the errors and abuses are cumulative. Mounting calls for assessment-focused professional development in countries such as Canada (Volante & Fazio, 2007), the United Kingdom (O’Leary, 2008), the United States (Pope et al., 2008) and Taiwan (Wang et al., 2008) reinforced the widespread nature of these concerns.

Airasian (2005) proposed that the assessment ethical standards should indicate “some aspect of a teacher’s fairness in dealing with his or her pupils” (p.20). Likewise, Taylor and Nolen (2005) discussed poor assessment and its significant impact on students and noted that “the ethical responsibility of educators is first, Do No Harm” (p.7). Originally a principal of medical ethics, Do No Harm in the context of education, requires that “teachers act in such a way as to avoid causing harm to students as well as other individuals” (Pope et al.; 2008, p.779).
The application to assessment of the Do No Harm principle was also suggested by Popham (1991) and Haladyna et al. (1991) as the score pollution principal, as they discussed ethical standardized test preparation. Based on Messick’s research (1984), score pollution refers to factors affecting test score interpretations and their truthfulness. The connection between the student’s test performance and the construct could easily increase or decrease due to the presence of pollution, producing construct-irrelevant test score variance (Haladyna et al., 1991). When the assessment or test score is not representative of actual academic achievement, it might be polluted by extraneous factors. For example, teachers who practice test items with their students produce score pollution since the scores no longer measure content mastery, rather the student’s ability to memorize and recall familiar items.

Hence, score pollution is considered an ethical issue in assessment practices because polluted scores give a false representation of the students’ mastery of the assessed subject. Green et al. (2007) applied the score pollution principle to other elements of classroom assessments, emphasizing that grades should only reflect the mastery degree of the anticipated instructional outcomes. Many classroom teachers modify students’ grades due to presence or lack of effort, behavior problems, late work and extra credit. These polluting actions overstate or understate the learner’s true level of knowledge or understanding mastery. When polluted scores are used in decision making, a serious ethical concern arises.

A variety of problematic situations for both teachers and students are generated such as students getting good grades on their report cards yet scoring very low on state or national standardized assessments. Furthermore, Pope et al. (2009) discussed the dilemma faced by some teachers who felt that the needs of students in special education were often compromised by institutional requirements such as the school’s grading policy, the use of standardized testing, or
social promotion. They felt conflicted when they were required to assess students on materials and content they knew they had not mastered, or were forced to promote students who were not ready for the next grade level material.

To address the frustration and concerns of many educational researchers and educational professionals, who wanted classroom evaluations and assessments to better serve student learning and the urgency to change student evaluation practices (Gullickson, 2005), the Joint Committee on Standards for Educational Evaluation published *The Student Evaluation Standards* (JCSEE, 2003, currently being revised) suggesting 4 types of standards:

1. Propriety standards: “help ensure that student evaluations will be conducted legally, ethically and with due regard for the well-being of the students being evaluated and other people affected by the evaluation results”

2. Utility Standards: “help ensure that student evaluations are useful, informative, timely, and influential.”

3. Feasibility Standards: “help ensure that student evaluations can be implemented as planned, are practical, diplomatic, and adequately supported

4. Accuracy Standards: “help ensure that a student evaluation will produce sound information about a student’s learning and performance which leads to valid interpretations, justifiable conclusions, and appropriate follow-up.”

**Evaluation Practices: Some Background**

The historical development of evaluation is difficult, if not impossible, to describe due to its informal utilization by humans for thousands of years (Hogan, 2007). It is often mistakenly viewed as a recent phenomenon; however, it has an interesting history (Madaus & Stufflebeam,
The following is a modest overview describing evaluation practices in the Arab countries and in the West.

**Evaluation Practices in the Arab Countries.**

Historically, educational evaluative practices in the Arab region had been mostly advanced in the form of top down grand plans mandated through policies at the national level of school governance. Mandated initiatives in these plans, when available, never addressed procedural issues at the micro level of the school and the practitioner (Bashsur, 1982, 2005). It is apparent that the rationale of these policies did not stem from evaluative measures and did not grant evaluation its righteous role in guiding reform decisions and supporting change through evidence. Ministries of education in Arab states rarely invest in funding or supporting individuals or institutions to conduct policy evaluation research that focus on local educational problems. Moreover, there is no evidence that these plans followed a specific evaluative design that was purposefully planned or was grounded in any form of program evaluation models. The data collected rarely originated from needs assessment activities, monitoring of progress during implementation, or summative evaluation of impact (Karami-Akkary & Rizk, 2011).

In the few occasions where educational evaluation was completed in the Arab world, there is an obvious absence of stakeholders’ involvement and the obtained results are typically not fed back into the improvement process. Stored on the shelves or drawers of the few Arab educational researchers, it seems like educational evaluation is seen as a goal by itself rather than effectively put to use as a tool for change and improvement.

In the midst of the scarcity of evaluation approaches in the Arab world, turning to sources from developed countries and learning from their previous experiences becomes necessary.
Current Evaluation Practices in Developed Countries: Empowering Stakeholders and Decision Making.

Robert Stake’s work is considered the historical antecedent of participant oriented evaluation models (Fizpatrick et al. 2011). Collecting the views of different stakeholders and giving legitimacy to those was new. Guba and Lincoln’s naturalistic and fourth-generation evaluation moved evaluators to more broadly consider stimulating dialogue and action among stakeholders. Stufflebeam, building on Guba, writes, “Evaluation’s most important purpose is not to prove but to improve” (2004b, p.262). Today, the evaluation model he calls CIPP (Context, Inputs, Processes, and Products) recommends involving many stakeholders, even when the focus remains on decisions. He writes, “evaluators are expected to search out all relevant stakeholder groups and engage them in communication and consensus building processes to help define evaluation questions, clarify evaluative criteria; contribute needed information; and reach firm, defensible conclusions” (2005, p.62).

In another type of participant oriented evaluation approaches called objectives-oriented evaluation approaches, evaluators engage the stakeholders in dialogue so that they can learn more about the program, begin to develop a relationship with the stakeholders, and thereby gain a better understanding of what the evaluation might do. Similarly, in Patton’s Utilization-Focused Evaluation (UFE), the personal factor is a central element. Patton defined it as “the presence of an identifiable individual or group of people who personally care about the evaluation and the findings it generates (2008a, p.66). Patton makes use of intensive primary stakeholder involvement to achieve the intended use of the evaluation (Fitzpatrick, Sanders, & Worthen, 2011). Similar to Cousins and Earle (1992, 1995), Greene (1988), and others, Patton believed that involving stakeholders increases their sense of ownership in the evaluation, their
knowledge of it, and ultimately, their use of the results. Furthermore, Patton’s emphasis on the personal approach and relationship was extended to a focus on the decision makers and the dialogue with them to determine what decisions they think they will make. Comparably, Christie’s work (2003) illustrated the centrality of stakeholder involvement to evaluation theories.

Analogously, Cousins and Earl (1992) developed a Practical Participatory Evaluation (P-PE) approach built on evidence from research. An important point among this evidence was that the use of evaluation results is enhanced by communication, contact, and collaboration between evaluators and primary stakeholders; that is, those who are most interested in results and in a position to use them.

The choice of an evaluation model for this research is based on the attempt to empower key stakeholders, and most importantly on conducting a rigorous evaluation in order to obtain reliable and systematic evidence to support any conclusion and decision, which is, according to Robinson (2002), a common key factor to all evaluation models. Evaluations are therefore a process of quality improvement (Stufflebeam & Shinkfield, 2007) and their process should serve to emancipate and empower key stakeholders (Stufflebeam, 2008), hence the choice of the CIPP evaluation model to improve the quality of classroom assessment practices of students with learning disabilities in Lebanese private schools and to give a voice to the teachers in developing that improvement.

CIPP

The CIPP evaluation model is one of the most widely applied evaluation models (Zhang et al., 2011). A survey by the American Society for Training and Development found that the
CIPP model was preferred over other evaluation models (Galvin, 1983). The model has been well researched and found to be valid and accurate to evaluate educational programs (Green et al. 1998; Stufflebeam 2002). It constitutes a comprehensive framework for various types of educational projects and organizations, including program evaluations. Stufflebeam and Shinkfield (2007) wrote, “The CIPP is a comprehensive framework for conducting formative and summative evaluations of projects, personnel, products, organizations, and evaluation systems” (p.325). Stufflebeam further points out that the most fundamental principle of the model is “not to prove, but to improve” (Stufflebeam & Shinkfield, 2007, p. 331).

As the CIPP evaluation model has been utilized and implemented in various settings over the years, the approach was affected by changes in evaluation practice and learning where today’s CIPP recommends the involvement of additional of stakeholders. Although the original CIPP model focused on managers as the primary stakeholders, it is now involving many stakeholders through an interactive relationship between evaluator and client, as well as keeping the focus on decisions where priority is given to improvement efforts (Tan et al. 2011). Providing equity for stakeholders and decision makers is one of the important considerations of the CIPP model, recommending that communication be kept open to allow data collection and any additional analysis and synthesis (Tan et al. 2011).

Stufflebeam (2003) described CIPP as a model that was developed in the late 1960s for the purpose of helping U.S. urban, inner city schools improve and achieve accountability. This model “is configured especially to enable and guide comprehensive, systematic examination of social and educational projects that occur in the dynamic, septic conditions of the real world …” (Stufflebeam & Shinkfield, 2007, p. 351). The model has been refined over the years (Alkin, 2004) and used by a wide range of disciplines (Stufflebeam & Shinkfield, 2007). Specifically in
educational settings, the CIPP evaluation, model has been utilized to evaluate a wide variety of projects (Zhang, et al., 2009; Zhang et al., 2008). For example, Felix (1979) adopted the model to evaluate and improve instruction of the Cincinnati, Ohio school district. Nicholson (1989) suggested its use to evaluate reading instruction. Based on the CIPP framework, Mathews and Hudson (2001) developed guidelines for the evaluation of parent training projects. It was used in Taiwan to construct the country’s national educational indicator systems (Chien et al., 2007).

In Nigeria, Osokoya and Adekunle (2007) used it to assess the trainability of enrollees in the Leventis Foundation Agricultural Schools’ Projects. Because of its flexibility in providing formative and summative results, Combs et al. (2008) developed a course assessment and an enhancement model using CIPP. Throughout the years, many exemplary applications of the model took place within the American educational sector like the ones conducted by Bob Randall of the Southwest Regional Educational Research Laboratory (1969); Howard Merriman of the Columbus School District, Ohio (1971); Jerry Walker of the Ohio State University National Center for Research on Vocational Education (1979); Jerry Baker of the Saginaw Valley School District, Michigan (1980); William J. Webster of the Dallas Independent School District, Dallas (1995); Carl Candoli of the Lansing school district, Michigan (1997); Gary Wegenky of the Des Moines School District, Iowa (2000).

Stufflebeam (2003) gave a formal definition of evaluation underlying the CIPP Model: “Evaluation is the process of delineating, obtaining, providing, and applying descriptive and judgmental information about the merit and worth of some object’s goals, design, implementation, and outcomes to guide improvement decisions, provide accountability reports, inform institutionalization/ dissemination decisions, and improve understanding of the involved phenomena.” (p.34)
The letters in the acronym CIPP correspond to the model’s core concepts: context, input, process and product evaluation. The idea is that employing the four types of evaluation complements the information requirements of the stakeholders rather than replace existing information or reports (Guerra-Lopez, 1008), in addition the evaluator’s advantage of ensuring that no part of the program is overlooked.

1. Context evaluation serves for planning decisions by determining what needs are to be addressed by a program. The evaluator defines the relevant context, identifies the target population and assesses its needs, in addition to identifying opportunities for addressing those needs and diagnosing their underlying problems.

2. Input evaluation serves for structuring decisions by considering organizational assets and potential interventions. It identifies procedural design and educational strategies that will most likely achieve the desired results.

3. Process evaluation serves for implementing decisions by making the necessary modifications. It monitors the implementation process and the procedural barriers, and identifies needs for adjustments.

4. Product evaluation serves the recycling of decisions by examining results and assessing outcomes. It measures, interprets and judges outcomes and interprets their merit, worth, significance and probity.

One of CIPP’s most important strengths as an evaluation model is its aim to ensure that the findings are used by decision makers. It also aims at painting a comprehensive understanding of a project/program, its context and the processes at work (Robinson, 2002). Decision making and quality assurance are facilitated by its proactive application.
Critics of the CIPP model are concerned that despite its claim of encouraging a variety of stakeholders’ participation, the focus is typically on managers. The worry is that stakeholders, who may not have a direct involvement in decision making, receive less attention and participation in defining the purposes of the evaluation, the means of data collection, and the interpretation of results (Fitzpatrick et al. 2011).
CHAPTER THREE

METHODOLOGY

Purpose of the study

The primary purpose of this study was to discover and describe current assessment practices of students with learning disabilities, in addition to administrators’ and teachers’ perceptions of those practices in special education in Lebanon via the CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971). Ancillary to this purpose, it was possible to more formally statistically analyze and compare and contrast responses between administrators and teachers regarding the ethical component of assessment practices, as well as teacher and administrators’ training and preparation for student assessment, their involvement in it, the impact they perceive student assessment practices were producing and their assessment practices of students with learning disabilities. T-tests and ANOVAs were used to determine if there were statistically significantly different responses to the survey questions with nominal alpha set to 0.05.

CIPP Research Questions

Context Evaluation: In what kind of educational setting do assessment practices take place?

Context evaluation assessed organizational parameters related to assessment practices of selected schools in addition to the environment where assessments took place. Hence, context evaluation included schools’ mission components of student assessment, their contentand
methods for student assessment, their assessment policies, their ethical practices, and their attitudes toward student assessment.

Input Evaluation: How prepared and involved are teachers and administrators in student assessment?

Input evaluation involved an examination of the teachers and administrators’ background and training in assessment. Data about teachers and administrators’ level of preparation and in-services in addition to their involvement in student assessment was collected.

Process Evaluation: How are assessments applied in the classroom?

Process evaluation related to the implementation of assessments (i.e., traditional assessment vs. alternative assessment). It also looked at the teachers’ practices of assessment for learning in its two components, monitoring and scaffolding.

Product Evaluation: What impact do assessment practices have?

Product Evaluation looked at the impact of student assessment practices. Participants reported about changes in (1) students’ achievement (2) instructional or teaching methods and (3) student assessment plans, policies and processes. Product evaluation also looked into the impact of assessment practices on resource allocation and the hiring of specialists.

Target Population and Sample

1. Teachers working in Lebanese private schools instructing students with learning disabilities and performing classroom assessments.
2. Administrators working in Lebanese private schools that provide special education services for students with learning disabilities. Administrators could be principals, assistant principals, coordinators, special education department head, etc…

The accessible population was the targeted teachers and administrators as they represented the key components in the assessment process.

The sample consisted of 57 private schools in Lebanon that offered a special education program for students with learning disabilities. Because officials at private schools are not required by any law or policy to report their practice of special education services to the ministry of education and higher education MEHE, it was difficult to determine the number of these schools. A method for overcoming this limitation was to get from the ministry of education and higher education (MEHE) a list of schools that submitted exemption forms for their students from the national exams that usually take place in 9th and 12th grade for students. Parents of students with disabilities are usually advised by their child’s attending school to either apply for his/her exemption from the national exams or ask for accommodations from the ministry’s examination committee. The required documentation is a compiled school record of the student showing difficulties at school and a certifying assessment that the child had a learning disability.

In addition, a guide developed by the Lebanese Autism Society in 2009 provided a listing of 41 private schools servicing students with special needs.

Once the list was compiled, officials at the schools were contacted, as part of the Wayne State University HIC protocols, in order to disseminate and collect human subjects, using informed consent forms for teachers and administrators. Appropriate permissions were also obtained from the ministry of education and higher education.
The sampling rules consisted of including any Lebanese private school with special education services whose teachers and administrators were willing to participate in the study.

Data

Data Collection Instruments.

Two surveys were used to collect the data: One teacher survey and one administrator survey, written in English, French, and Arabic to accommodate all teachers.

Teacher’s survey.

The teacher’s survey was developed by selecting questions from three different surveys. The following is a brief description of each survey that was consulted and partially used.

1. Teachers’ Assessment for Learning Questionnaire, TAFL-Q, developed by Pat-El et al. (2013). TAFL-Q was constructed for the purpose of evaluating perceptions regarding assessment for learning practices. A validation study for the instrument was conducted and the results showed a good fit for a two-factor solution with 28 items. The two factors in the questionnaire labeled monitoring and scaffolding cover many of the conceptually stated principals of AFL (instruction processes, feedback and self-monitoring). A request to use the instrument was emailed to the authors and permission was obtained.

2. Ohio Teacher Assessment Practices Survey, developed by Mertler (1998). The purpose of this survey is to gather information regarding the practices of teachers with respect to classroom assessments. It consists of 34 questions (12 scaled questions, 3 questions to be answered with a percentage, 7 open ended questions, and 12 multiple choice questions). Teachers are asked to respond to items that address their use of traditional assessment and
alternative assessment techniques, focusing on the frequency of use of these techniques. Additional items ask them to describe their comfort level with respect to assigning grades based on traditional versus alternative assessments, to describe any training they have received on the topic of student assessment, and to describe measures they take to ensure the validity and reliability of their classroom assessments. Finally, teachers are asked to indicate their gender, school setting, school level, years of experience, and subject area. A request to use the instrument was emailed to the author and permission was obtained.

3. Ethical Assessment Practices: Developed by Johnson et al. (2008), this 36 item web-based survey was designed with specific scenarios that depict practices in classroom assessment. The survey was structured in seven different categories related to student assessment: standardized test preparation, standardized test administration, multiple assessment opportunities, communication about grading, grading practices, bias, and confidentiality. The presented scenarios are based on The Student Evaluation Standards (JCSEE, 2003), The Principals for Fair Student Assessment Practices for Education in Canada (Joint Advisory Committee, 1993), and the experiences of the authors and their graduate students.

The Teachers’ Assessment Practices Survey that was developed for the purpose of this research consisted of a selection of 59 items from the above instruments, divided as follow:

- 6 personal data questions
- 10 questions about Traditional Assessment
- 10 questions about Alternative Assessment
- 12 questions about Assessment for Learning (6 Monitoring and 6 Scaffolding)
- 6 questions about ethical practices
➢ 3 questions about preparation and training
➢ 4 questions about involvement in student assessment
➢ 5 questions about impact
➢ 3 questions about assessment practices of students with learning disabilities

Administrators’ Survey.

Excerpts from the Institutional Climate for Student Assessment survey (2000) was selected and slightly modified to develop the administrators’ survey. The Institutional Climate for Student Assessment (ICSA) survey has been developed by the research program on Institutional Support for Student Assessment for the National Center for Postsecondary Improvement (NCPI). Its primary purpose is to examine how the institution supports student assessment.

The Administrators’ Survey for Assessment Practices that was used for the purpose of this research consisted of 59 scaled questions divided as follow:

➢ 6 personal data questions
➢ 6 questions about the content of student assessment
➢ 3 questions about the methods of student assessment
➢ 5 questions about the school’s mission components
➢ 8 questions about assessment policies and practices
➢ 10 questions about attitudes toward assessment
➢ 4 questions about involvement in student assessment
➢ 6 questions about ethical assessment practices
➢ 3 questions about preparation and training
➢ 5 questions about impact
➢ 3 questions about assessment practices of students with learning disabilities

Data Analysis

Both surveys internal consistency reliability were obtained via Cronbach’s Alpha. A process of projecting Cronbach’s Alpha if the item is deleted was used to determine if an item should be dropped from the scale to improve the overall scale reliability.

Additionally, a statistical analysis to compare and contrast between teachers’ responses, administrators’ responses, and teachers and administrators’ responses regarding the different survey subscales were performed using t-tests and ANOVAS. The analysis helped determine if there were statistically significantly different responses to the survey questions, with nominal alpha set to 0.05.

Power Analysis

➢ Teachers

As of January 2014, there were 92 special education teachers officially registered with the Syndicate of Special Education in Lebanon. However, this number is not representative of the special education teachers’ population. Many teachers are hired to service special education students without necessarily holding a special education degree, in addition to the fact that not all special education teachers are registered with the syndicate. For the purpose of conducting an approximate power analysis, it was assumed that each participating school had at least 5 special education teachers and 5 regular education teachers working with students with learning disabilities (10 teachers x 57 participating schools = 575 total teachers).
Administrators

It was assumed that schools had at least two administrators responsible for the schools’ assessment practices of students with learning disabilities (2 administrators x 57 participating schools = 114 administrators total).
CHAPTER FOUR

RESULTS

Instrument Reliability

For the purpose of this study, Nunnaly’s (1978) recommended level for acceptable reliability coefficient of .7 will be used.

Teacher’s Survey.

Scale: Teacher’s Survey – Traditional and Alternative Assessments, AFL.

There were 679 responses of which 210 were excluded due to missing values on the 51 items of the Teacher’s Survey – Traditional and Alternative Assessments, AFL scale (mean =139.76, standard deviation = 15.85), leaving a final N=469 valid responses. Cronbach Alpha’s coefficient for the 51 items was .85, suggesting that the items have high internal consistency.

Item statistics for the first scale Teacher’s Survey – Traditional and Alternative Assessments, AFL scale are stated in Table 1 below for mean and standard deviation. The lowest mean was for using essays to assess students, suggesting that teachers had the least agreement on this item (mean=1.28). The highest mean was for helping students understand the content through questions, suggesting that teachers had the most agreement on this item (mean=3.75).

Table 1

| Item Statistics for Teacher’s Survey – Traditional and Alternative Assessments, AFL | Mean | Std. Deviation |
|---|---|---|
| Paper pencil | 2.72 | .90 |
| Create own | 2.76 | 1.00 |
| Tests provided by curriculum | 1.50 | 1.02 |
| True/false | 2.01 | 1.11 |
| Multiple choice | 2.23 | 1.08 |
| Task                                      | Mean | SD  |
|-------------------------------------------|------|-----|
| Fill in the blank                         | 2.30 | .97 |
| Short answer                              | 2.52 | .78 |
| Essay                                     | 1.28 | .70 |
| Means & SD                                | 2.26 | .85 |
| Reliability Traditional Assessment        | 2.53 | .70 |
| Item analyses                             | 2.69 | .88 |
| Paper pencil importance                    | 3.00 | .86 |
| Create own importance                     | 3.18 | .91 |
| Tests provided by curriculum importance    | 2.25 | .80 |
| True/false importance                     | 2.75 | .76 |
| Multiple choice importance                 | 2.96 | .84 |
| Completion importance                      | 2.86 | .80 |
| Short answer importance                    | 3.00 | .80 |
| Essay importance                           | 2.41 | .80 |
| Means & SD importance                      | 2.83 | .80 |
| Reliability Traditional Assessment        | 3.05 | .80 |
| Item analyses importance                   | 3.16 | .80 |
| Alternative Assessment                     | 2.15 | .80 |
| Create performance and portfolio           | 2.43 | .80 |
| Performance and portfolio by curriculum    | 1.75 | .80 |
| Informal observations & questions          | 2.86 | .80 |
| Portfolios                                 | 1.93 | .80 |
| Exhibitions/presentations/recitals         | 1.99 | .80 |
| Performance Assessment                     | 2.42 | .80 |
| Reliability Alternative Assessment         | 2.69 | .80 |
| Alternative Assessment importance          | 3.12 | .80 |
| Create performance and portfolio           | 2.95 | .80 |
| Performance and Portfolio by curriculum    | 2.38 | .80 |
| Informal observations & questions importance| 3.24 | .75 |
| Portfolios importance                      | 2.74 | .75 |
| Exhibitions/presentations/recitals         | 2.80 | .75 |
| Performance Assessment importance          | 3.02 | .75 |
| Reliability Alternative Assessment         | 3.12 | .75 |
| AFL Monitoring1                            | 3.56 | .55 |
| AFL Monitoring2                            | 3.47 | .71 |
| AFL Monitoring3                            | 3.22 | .72 |
| AFL Monitoring4                            | 3.30 | .69 |
| AFL Monitoring5                            | 3.45 | .61 |
In Table 2 below, Cronbach’s Alpha (.85) was adjusted when an item was deleted. None of the items appeared to be a candidate for deletion because the increase would be minimal (maximum increase of .01).

| Item                      | Scale Mean if Item Deleted | Cronbach's Alpha if Item Deleted |
|---------------------------|----------------------------|---------------------------------|
| Paper pencil              | 137.04                     | .85                             |
| Create own                | 137.00                     | .86                             |
| Tests provided by curriculum | 138.25                   | .86                             |
| True/false                | 137.74                     | .85                             |
| Multiple choice           | 137.52                     | .85                             |
| Fill in the blank         | 137.45                     | .85                             |
| Short answer              | 137.24                     | .85                             |
| Essay                     | 138.48                     | .85                             |
| Means & SD                | 137.50                     | .85                             |
| Reliability Traditional Assessment | 137.23     | .85                             |
| Item analyses             | 137.06                     | .85                             |
| Paper pencil importance   | 136.75                     | .85                             |
| Create own importance     | 136.58                     | .85                             |
| Tests provided by curriculum importance | 137.51     | .85                             |
| True/false importance     | 137.00                     | .85                             |
| Multiple choice importance | 136.80                  | .85                             |
| Completion importance     | 136.90                     | .85                             |
| Short answer importance   | 136.76                     | .85                             |
| Essay importance          | 137.35                     | .85                             |
| Means & SD importance     | 136.93                     | .85                             |
| Category                                                                 | Score | Reliability |
|--------------------------------------------------------------------------|-------|-------------|
| Reliability Traditional Assessment importance                           | 136.71|.85         |
| Item analyses importance                                                 | 136.60|.85         |
| Alternative Assessment                                                   | 137.61|.85         |
| Create performance and portfolio                                         | 137.33|.85         |
| Performance and Portfolio by curriculum                                  | 138.01|.85         |
| Informal observations & questions                                        | 136.89|.85         |
| Portfolios                                                               | 137.83|.85         |
| Exhibitions/presentations/recitals                                      | 137.76|.85         |
| Performance Assessment                                                   | 137.34|.85         |
| Reliability Alternative Assessment                                       | 137.06|.85         |
| Alternative Assessment importance                                        | 136.64|.85         |
| Create Performance and Portfolio importance                              | 136.80|.85         |
| Performance and Portfolio by curriculum importance                       | 137.37|.85         |
| Informal observations & questions importance                             | 136.52|.85         |
| Portfolios importance                                                    | 137.02|.85         |
| Exhibitions/presentations/recitals importance                            | 136.96|.85         |
| Performance Assessment                                                   | 136.74|.85         |
| Reliability Alternative Assessment importance                            | 136.64|.85         |
| AFL Monitoring1                                                          | 136.19|.85         |
| AFL Monitoring2                                                          | 136.29|.85         |
| AFL Monitoring3                                                          | 136.54|.85         |
| AFL Monitoring4                                                          | 136.46|.85         |
| AFL Monitoring5                                                          | 136.30|.85         |
| AFL Monitoring6                                                          | 136.12|.85         |
| AFL Scaffolding1                                                         | 136.16|.85         |
| AFL Scaffolding2                                                         | 136.03|.85         |
| AFL Scaffolding3                                                         | 136.01|.85         |
| AFL Scaffolding4                                                         | 136.62|.85         |
| AFL Scaffolding5                                                         | 136.06|.85         |
| AFL Scaffolding6                                                         | 136.40|.85         |
Scale: Teacher’s Survey – Ethical Assessment Practices.

There were 679 responses of which 77 were excluded due to missing values on the 6 items of the Teacher’s Survey – Ethical Assessment Practices scale (mean =3.67, standard deviation =.96), leaving a final N=602 valid responses. Cronbach Alpha’s coefficient for the 6 items was .28.

Item statistics for the Teacher’s Survey – Ethical Assessment Practices scale are stated in Table 3 below for mean and standard deviation. The lowest mean was for giving a student a failing grade if he misses the final exam, suggesting that teachers had the least agreement on this item (mean=.04). The highest mean was for stating how the task will be graded, suggesting that teachers had the most agreement on this item (mean=.96).

Table 3

| Item Statistics for Teacher’s Survey – Ethical Assessment Practices | Mean | Std. Deviation |
|-------------------------------------------------------------------|------|----------------|
| Ethical practices1                                               | .96  | .19            |
| Ethical practices2                                               | .04  | .19            |
| Ethical practices3                                               | .84  | .37            |
| Ethical practices4                                               | .67  | .47            |
| Ethical practices5                                               | .92  | .28            |
| Ethical practices6                                               | .25  | .44            |

In Table 4 below, Cronbach’s Alpha (.28) was adjusted when an item was deleted. None of the items appeared to be a candidate for deletion because the increase would be minimal (maximum increase of .01).
Table 4

| Item | Scale Mean if Item Deleted | Cronbach's Alpha if Item Deleted |
|------|-----------------------------|---------------------------------|
| Ethical practices1 | 2.70 | .29 |
| Ethical practices2 | 3.63 | .28 |
| Ethical practices3 | 2.83 | .23 |
| Ethical practices4 | 3.00 | .21 |
| Ethical practices5 | 2.75 | .21 |
| Ethical practices6 | 3.42 | .22 |

Scale: Teacher’s Survey – Preparation and Training.

There were 679 responses of which 28 were excluded due to missing values on the 3 items of the Teacher’s Survey – Preparation and Training scale (mean = 7.54, standard deviation = 2.35), leaving a final N=651 valid responses. Cronbach Alpha’s coefficient for the 3 items was .37.

Item statistics for the Teacher’s Survey – Preparation and Training scale are stated in Table 5 below for mean and standard deviation. The lowest mean was for attending training within the last 3 years, suggesting that teachers had the least agreement on this item (mean=.70). The highest mean was for describing current level of preparation in student assessment, suggesting that teachers had the most agreement on this item (mean=3.60).

Table 5

| Item Statistics for Teacher’s Survey – Preparation and Training | Mean | % | Std. Deviation |
|---------------------------------------------------------------|------|---|---------------|
| Preparation & Training1 (0-4)                                | 3.25 | 81 | 1.10          |
| Preparation & Training2 (0-1)                                | .70  | 70 | .46           |
| Preparation & Training3 (0-4)                                | 3.60 | 90 | .58           |
In Table 6 below, Cronbach’s Alpha (.37) was adjusted when an item was deleted. None of the items appeared to be a candidate for deletion because the increase would be minimal (maximum increase of .08).

Table 6

| Item-Total Statistics for Teacher’s Survey – Preparation and Training | Scale Mean if Item Deleted | Cronbach's Alpha if Item Deleted |
|----------------------------------------------------------------------|-----------------------------|---------------------------------|
| Preparation & Training 1                                            | 4.30                        | .28                             |
| Preparation & Training 2                                            | 6.85                        | .45                             |
| Preparation & Training 3                                            | 3.95                        | .07                             |

Scale: Teacher’s Survey – Involvement in Student Assessment.

There were 679 responses of which 38 were excluded due to missing values on the 4 items of the Teacher’s Survey – Involvement in Student Assessment scale (mean = 7.31, standard deviation = 4.17), leaving a final N=641 valid responses. Cronbach Alpha’s coefficient for the 4 items was .86, suggesting that the items have high internal consistency.

Item statistics for the Teacher’s Survey – Involvement in Student Assessment scale are stated below in Table 7 for mean and standard deviation. The lowest mean was for being involved in setting assessment policy for the school, suggesting that teachers had the least agreement on this item (mean=1.40). The highest mean was for participating in program review, curricular evaluation, or planning activities using student assessment, suggesting that teachers had the most agreement on this item (mean=2.16).
Table 7

**Item Statistics for Teacher’s Survey – Involvement in Student Assessment**

| Involvment1 | Mean | Std. Deviation |
|-------------|------|----------------|
| Involvment2 | 2.12 | 1.15           |
| Involvment3 | 2.16 | 1.21           |
| Involvment4 | 1.64 | 1.30           |
| Involvment5 | 1.40 | 1.29           |

In Table 8 below, Cronbach’s Alpha (.86) was adjusted when an item was deleted. None of the items appeared to be a candidate for deletion because none of them would produce an increase.

Table 8

**Item-Total Statistics for Teacher’s Survey – Involvement in Student Assessment**

| Involvment1 | Scale Mean if Item Deleted | Cronbach's Alpha if Item Deleted |
|-------------|-----------------------------|---------------------------------|
| Involvment2 | 5.19                        | .84                             |
| Involvment3 | 5.15                        | .83                             |
| Involvment4 | 5.67                        | .82                             |
| Involvment5 | 5.92                        | .82                             |

**Scale: Teacher’s Survey – Impact.**

There were 679 responses of which 97 were excluded due to missing values on the 5 items of the Teacher’s Survey – Impact scale (mean = 18.86, standard deviation = 2.29), leaving a final N=582 valid responses. Cronbach Alpha’s coefficient for the 5 items was .83, suggesting that the items have high internal consistency.

Item statistics for the Teacher’s Survey – Impact scale are stated below in Table 9 for mean and standard deviation. The lowest mean was for the impact that student assessment has on resource allocation, suggesting that teachers had the least agreement on this item (mean=3.06).
The highest mean was for the impact student assessment has on changing instructional or teaching methods, suggesting that teachers had the most agreement on this item (mean=3.25).

Table 9

| Item Statistics for Teacher’s Survey – Impact |
|-----------------------------------------------|
| Mean        | Std. Deviation |
| Impact1     | 3.25            | .57          |
| Impact2     | 3.20            | .52          |
| Impact3     | 3.16            | .55          |
| Impact4     | 3.06            | .60          |
| Impact5     | 3.19            | .70          |

In table 10 below, Cronbach’s Alpha (.83) was adjusted when an item was deleted. None of the items appeared to be a candidate for deletion because the increase would be minimal (maximum increase of .02).

Table 10

| Item-Total Statistics for Teacher’s Survey – Impact |
|---------------------------------------------------|
| Scale Mean if Item Deleted | Cronbach’s Alpha if Item Deleted |
| Impact1             | 12.61               | .79           |
| Impact2             | 12.66               | .80           |
| Impact3             | 12.70               | .77           |
| Impact4             | 12.80               | .78           |
| Impact5             | 12.67               | .85           |

*Spearman-Brown.*

Spearman-Brown is used to project subscale reliabilities to full scale reliabilities. It was obtained to understand the internal consistency reliability for all the subscales after adjusting to the largest number of items, which are 51 in this complete scale.
Table 11

| Scale                                      | Cronbach Alpha | # of Items | Spearman-Brown (51) |
|--------------------------------------------|----------------|------------|---------------------|
| Teacher’s Survey - Ethical Assessment Practices | .28            | 6          | .77                 |
| Teacher’s Survey - Preparation and Training | .37            | 3          | .91                 |
| Teacher’s Survey – Involvement in Student Assessment | .86            | 4          | .99                 |
| Teacher’s Survey - Impact | .83 | 5 | .98 |

Administrator’s Survey.

Scale: Administrator’s Survey – Content, Methods, Mission, Policies, and Attitudes.

There were 89 responses of which 14 were excluded due to missing values on the 32 items of the Administrator’s Survey – Content, Methods, Mission, Policies, and Attitudes scale (mean = 97.90, standard deviation = 13.40), leaving a final N=74 valid responses. Cronbach Alpha’s coefficient for the 32 items was .91, suggesting that the items have high internal consistency.

Item statistics for the Administrator’s Survey – Content, Methods, Mission, Policies, and Attitudes scale are stated below in Table 12 for mean and standard deviation. The lowest mean was for using commercial instruments or test, suggesting that teachers had the least agreement on this item (mean=1.54). The highest mean was for expecting teachers to use student assessment information to modify how and what to teach, suggesting that teachers had the most agreement on this item (mean=3.55).

Table 12

| Item Statistics for Administrator’s Survey – Content, Methods, Mission, Policies, and Attitudes |
|---------------------------------------------------------------------------------|-------|-----------|
| Mean                             | Std. Deviation |
| Content Basic Skills             | 3.27  | .71       |
| Content Cognitive Development    | 3.15  | .70       |
| Content Affective Development    | 3.11  | .90       |
In Table 13 below, Cronbach’s Alpha (.91) was adjusted when an item was deleted. None of the items appeared to be a candidate for deletion because the increase would be minimal (maximum increase of .01).

| Item                              | Scale Mean if Item Deleted | Cronbach’s Alpha if Item Deleted |
|-----------------------------------|----------------------------|----------------------------------|
| Content Basic Skills              | 94.62                      | .91                              |
| Content Cognitive Development     | 94.74                      | .90                              |
| Content Affective Development     | 94.78                      | .90                              |
Content Social Development 95.30 .90
Content Vocational 95.62 .90
Content Student Satisfaction 94.70 .90
Methods School developed 94.81 .91
Methods Commercial 96.35 .91
Methods Student performance 94.86 .90
Mission Assessment 94.47 .91
Mission Outcomes 94.49 .90
Mission Interdisciplinary 94.92 .90
Mission Alternative Delivery 95.27 .90
Mission Innovation 94.96 .90
Policies Dissemination 94.81 .91
Policies Feedback 94.43 .90
Policies Workshops 94.55 .90
Policies Support 94.58 .91
Policies Hiring 95.10 .91
Policies Planning 94.60 .91
Policies Review 94.47 .90
Policies Evaluation 94.47 .90
Attitudes1 95.82 .92
Attitudes2 94.96 .90
Attitudes3 94.80 .90
Attitudes4 94.53 .90
Attitudes5 94.73 .91
Attitudes6 95.00 .90
Attitudes7 94.49 .91
Attitudes8 94.34 .91
Attitudes9 94.47 .90
Attitudes10 94.57 .90

Scale: Administrator’s Survey – Ethical Assessment Practices.

There were 89 responses of which 10 were excluded due to missing values on the 6 items of the Administrator’s Survey – Ethical Assessment Practices scale (mean = 3.47, standard deviation = .90), leaving a final N=79 valid responses. Cronbach Alpha’s coefficient for the 6 items was .14.

Item statistics for the Administrator’s Survey – Ethical Assessment Practices scale are stated below in Table 14 for mean and standard deviation. The lowest mean was for teachers giving an F for the course because the student missed the final exam, suggesting that teachers
had the least agreement on this item (mean=0.05). The highest mean was for stating how the task will be graded, suggesting that teachers had the most agreement on this item (mean=1.00).

Table 14

| Item Statistics for Administrator’s Survey – Ethical Assessment Practices |
|---------------------------------------------------------------|---------------|---------------|
| Mean | Std. Deviation | Ethical Practices1 | 1.00 | .00 |
| Ethical Practices2 | .05 | .22 |
| Ethical Practices3 | .75 | .44 |
| Ethical Practices4 | .62 | .49 |
| Ethical Practices5 | .89 | .32 |
| Ethical Practices6 | .16 | .37 |

In Table 15 below, Cronbach’s Alpha (.14) was adjusted when an item was deleted. None of the items appeared to be a candidate for deletion because the increase would be minimal (maximum increase of .19).

Table 15

| Item-Total Statistics for Administrator’s Survey – Ethical Assessment Practices |
|-----------------------------------------------|----------------|----------------|
| Scale Mean if Item Deleted | Cronbach's Alpha if Item Deleted | Ethical Practices1 | 2.47 | .15 |
| Ethical Practices2 | 3.42 | .33 |
| Ethical Practices3 | 2.72 | .10 |
| Ethical Practices4 | 2.85 | -.21 |
| Ethical Practices5 | 2.58 | .07 |
| Ethical Practices6 | 3.30 | .13 |

*Scale: Administrator’s Survey – Preparation and Training.*

There were 89 responses of which 6 were excluded due to missing values on the 6 items of the Administrator’s Survey – Preparation and Training scale (mean = 7.84, standard deviation = 1.13), leaving a final N=83 valid responses. Cronbach’s Alpha’s coefficient for the 3 items was (.02).
Item statistics for the Administrator’s Survey – Preparation and Training scale are stated below in Table 16 for mean and standard deviation. The lowest mean was for attending training within the last 3 years, suggesting that teachers had the least agreement on this item (mean = 0.72). The highest mean was for describing current level of preparation in student assessment, suggesting that teachers had the most agreement on this item (mean = 3.77).

Table 16

| Item Statistics for Administrator’s Survey – Preparation and Training | Mean | %   | Std. Deviation |
|-----------------------------------------------------------------------|------|-----|----------------|
| Preparation & training1 (0-4)                                        | 3.35 | 83  | .94            |
| Preparation & training2 (0-1)                                        | .72  | 72  | .45            |
| Preparation & training3 (0-4)                                        | 3.77 | 94  | .45            |

In Table 17 below, Cronbach’s Alpha (-.02) was adjusted when an item was deleted. It appeared that deleting the item Preparation & Training1 increased Cronbach Alpha’s coefficient to .19.

Table 17

| Item-Total Statistics for Administrator’s Survey – Preparation and Training | Scale Mean if Item Deleted | Cronbach's Alpha if Item Deleted |
|---------------------------------------------------------------------------|----------------------------|---------------------------------|
| Preparation & Training1                                                  | 4.50                       | .19                             |
| Preparation & Training2                                                  | 7.12                       | .12                             |
| Preparation & Training3                                                  | 4.07                       | -.25                            |

Item Statistics and Item-Total Statistic were computed a second time, eliminating the first item Preparation & Training 1 in order to increase the Cronbach Alpha’s coefficient. The new Cronbach Alpha became .19.
Scale: Administrator’s Survey – Involvement in Student Assessment.

There were 89 responses of which 0 were excluded due to missing values on the 4 items of the Administrator’s Survey – Involvement in Student Assessment scale (mean = 9.64, standard deviation = 4.46), leaving a final N=89 valid responses. Cronbach Alpha’s coefficient for the 4 items was .86, suggesting that the items have high internal consistency.

Item statistics for the Administrator’s Survey – Involvement in Student Assessment scale are stated below in Table 18 for mean and standard deviation. The lowest mean was for administrators serving on school-wide committee on student assessment, suggesting that administrators had the least agreement on this item (mean=2.28). The highest mean was for administrators participating in program review, curricular evaluation or planning activities using student assessment results, suggesting that teachers had the most agreement on this item (mean=2.64)

Table 18

| Item Statistics for Administrator’s Survey – Involvement in Student Assessment | Mean | Std. Deviation |
|---|---|---|
| Involvement1 | 2.37 | 1.25 |
| Involvement2 | 2.64 | 1.33 |
| Involvement3 | 2.28 | 1.35 |
| Involvement4 | 2.35 | 1.37 |

In Table 19 below, Cronbach’s Alpha (.86) was adjusted when an item was deleted. None of the items appeared to be a candidate for deletion because none would increase the coefficient’s value.
Table 19

**Item-Total Statistics for Administrator’s Survey – Involvement in Student Assessment**

| Item       | Scale Mean if Item Deleted | Cronbach's Alpha if Item Deleted |
|------------|----------------------------|---------------------------------|
| Involvement1 | 7.27                      | .84                             |
| Involvement2 | 7.01                      | .80                             |
| Involvement3 | 7.36                      | .83                             |
| Involvement4 | 7.30                      | .83                             |

Scale: Administrator’s Survey – Impact.

There were 89 responses of which 6 were excluded due to missing values on the 5 items of the Administrator’s Survey – Impact scale (mean = 16.72, standard deviation = 2.64), leaving a final N=83 valid responses. Cronbach Alpha’s coefficient for the 5 items was .14.

Item statistics for the Administrator’s Survey – Impact scale are stated below in Table 20 for mean and standard deviation. The lowest mean was for hiring specialists, suggesting that administrators had the least agreement on this item (mean=3.16). The highest mean was for changing instructional or teaching methods, suggesting that administrators had the most agreement on this item (mean=3.62).

Table 20

**Item Statistics for Administrator’s Survey – Impact**

| Item    | Mean | Std. Deviation |
|---------|------|----------------|
| Impact1 | 3.62 | 2.21           |
| Impact2 | 3.37 | .49            |
| Impact3 | 3.40 | .56            |
| Impact4 | 3.18 | .52            |
| Impact5 | 3.16 | .69            |
In Table 21 below, Cronbach’s Alpha (.14) was adjusted when an item was deleted. It appeared that Impact 1 was a candidate for deletion because the increase in Cronbach Alpha’s coefficient would be considerable (from .14 to .69).

Table 21

**Item-Total Statistics Administrator’s Survey – Impact**

| Impact | Scale Mean if Item Deleted | Cronbach's Alpha if Item Deleted |
|--------|----------------------------|--------------------------------|
| Impact1 | 13.11                      | .69                            |
| Impact2 | 13.35                      | .04                            |
| Impact3 | 13.33                      | -.05                           |
| Impact4 | 13.54                      | .07                            |
| Impact5 | 13.57                      | .13                            |

Item Statistics and Item-Total Statistic were computed a second time, eliminating the first item Impact 1 in order to increase the Cronbach Alpha coefficient. The new Cronbach Alpha became .69.

*Spearman-Brown.*

Spearman-Brown coefficient was obtained to understand the internal consistency reliability for all the subscales after adjusting to the largest number of items.

Table 22

**Spearman-Brown for Administrator’s Survey Subscales**

| Scale                                      | Cronbach Alpha | # of Items | Spearman-Brown (32) |
|--------------------------------------------|----------------|------------|---------------------|
| Administrator’s Survey - Ethical Assessment Practices | .14            | 6          | 0.47                |
| Administrator’s Survey - Preparation and Training | .19            | 2          | 0.79                |
| Administrator’s Survey – Involvement in Student Assessment | .86            | 4          | 0.95                |
| Administrator’s Survey - Impact            | .69            | 4          | 0.95                |
Frequencies

Participants’ Gender.

Figure 1. Teachers by gender

Figure 2. Administrators by gender
Participants’ Age.

Table 23

*Age for Teachers and Administrators*

|         | Valid | Missing | Mean  |
|---------|-------|---------|-------|
| Teachers| 628   | 51      | 32.48 |
| Administrators | 87 | 2    | 40.48 |

Participants by Districts.

![Figure 3. Teachers by Districts](image-url)
Figure 4. Administrators by Districts

Participants’ Educational Level.

Figure 5. Teachers’ Educational Level
Figure 6. Administrators’ Educational Level

Teachers’ Teaching Level.

Figure 7. Teachers’ Teaching Level
Teachers’ Assignment.

Figure 8. Teachers’ Assignment

Administrators’ Positions.

Figure 9. Administrators’ Positions
Years of Teaching.

Table 24

| Years of Teaching Experience | Valid N | Missing N | Mean |
|------------------------------|---------|-----------|------|
| Teachers                     | 671     | 8         | 9.48 |
| Administrators               | 86      | 3         | 14.17|

Administrative Experience.

Table 25

| Years of Administrative Experience | Valid N | Missing N | Mean |
|-----------------------------------|---------|-----------|------|
| Administrators                    | 83      | 6         | 8.18 |

Descriptive Statistics for Teacher’s Survey

Teacher’s Survey - Traditional and Alternative Assessments, AFL.

Table 26

| Descriptive Statistics for Teacher’s Survey - Traditional and Alternative Assessments, AFL | N   | Mean  | Std. Deviation |
|-------------------------------------------------------------------------------------------|-----|-------|----------------|
| Paper pencil                                                                             | 671 | 2.69  | .94            |
| Create own                                                                               | 666 | 2.70  | 1.07           |
| Tests by curriculum                                                                     | 657 | 1.49  | 1.04           |
| True/false                                                                               | 665 | 1.99  | 1.11           |
| Multiple choice                                                                          | 667 | 2.21  | 1.10           |
| Fill in the blank                                                                        | 663 | 2.26  | 1.11           |
| Short answer                                                                             | 666 | 2.53  | .99            |
| Essay                                                                                    | 649 | 1.23  | 1.25           |
| Means & SD                                                                               | 618 | 2.21  | 1.38           |
| Reliability Traditional Assessment                                                      | 620 | 2.50  | 1.27           |
| Item analyses                                                                            | 634 | 2.66  | 1.22           |
| Paper pencil importance                                                                  | 664 | 3.02  | .73            |
| Create own importance                                                                    | 670 | 3.20  | .75            |
| Tests by curriculum importance                                                          | 660 | 2.22  | .89            |
| True/false importance                                                                    | 668 | 2.74  | .86            |
| Multiple choice importance                                                               | 669 | 2.95  | .77            |
| Completion importance                                                                    | 662 | 2.85  | .83            |
| Short answer importance | 667 | 3.00 | .80 |
| Essay importance | 628 | 2.38 | 1.20 |
| Means & SD importance | 607 | 2.87 | .95 |
| Reliability Traditional Assessment importance | 611 | 3.06 | .85 |
| Item analyses importance | 621 | 3.19 | .80 |
| Alternative Assessment | 658 | 2.10 | .93 |
| Create own | 652 | 2.33 | 1.07 |
| Performance & Portfolio by curriculum | 647 | 1.68 | 1.00 |
| Informal Observation & Questions | 646 | 2.82 | 1.00 |
| Portfolios | 626 | 1.85 | 1.21 |
| Exhibitions/Presentations/Recitals | 646 | 1.91 | 1.57 |
| Performance Assessment | 644 | 2.36 | 1.14 |
| Reliability Alternative Assessment | 633 | 2.64 | 1.09 |
| Alternative Assessment importance | 662 | 3.09 | .70 |
| Create own importance | 650 | 2.97 | .73 |
| Performance & Portfolio importance by curriculum | 644 | 2.33 | 1.18 |
| Informal Observation & Questions importance | 651 | 3.22 | .74 |
| Portfolios importance | 625 | 2.74 | .91 |
| Exhibitions/Presentations/Recitals importance | 646 | 2.80 | .89 |
| Performance Assessment importance | 646 | 3.02 | .79 |
| Reliability Alternative Assessment importance | 632 | 3.12 | .72 |
| AFL Monitoring1 | 667 | 3.57 | .54 |
| AFL Monitoring2 | 668 | 3.44 | .73 |
| AFL Monitoring3 | 665 | 3.19 | .73 |
| AFL Monitoring4 | 666 | 3.27 | .69 |
| AFL Monitoring5 | 668 | 3.45 | .63 |
| AFL Monitoring6 | 669 | 3.64 | .53 |
| AFL Scaffolding1 | 673 | 3.60 | .51 |
| AFL Scaffolding2 | 672 | 3.73 | .46 |
| AFL Scaffolding3 | 673 | 3.74 | .45 |
| AFL Scaffolding4 | 670 | 3.16 | .88 |
| AFL Scaffolding5 | 672 | 3.67 | .50 |
| AFL Scaffolding6 | 669 | 3.34 | .71 |

Table 27

**Paper pencil**

|      | Frequency | Percent | Valid Percent | Cumulative Percent |
|------|-----------|---------|---------------|-------------------|
| Valid |           |         |               |                   |
| Never | 9         | 1.3     | 1.3           | 1.3               |
| Not very often | 67 | 9.9 | 10.0 | 11.3 |
| Half the time | 177 | 26.1 | 26.4 | 37.7 |
| Most of the time | 286 | 42.1 | 42.6 | 80.3 |
| Always | 132 | 19.4 | 19.7 | 100.0 |
| Total | 671 | 98.8 | 100.0 |        |
| Missing | System | 8 | 1.2 |         |
| Create own | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Never      | 18        | 2.7     | 2.7           | 2.7                |
| Not very often | 89    | 13.1    | 13.4          | 16.1               |
| Half the time       | 132   | 19.4    | 19.8          | 35.9               |
| Most of the time     | 261   | 38.4    | 39.2          | 75.1               |
| Always         | 166    | 24.4    | 24.9          | 100.0              |
| Total          | 666    | 98.1    | 100.0         |                     |
| Missing System | 13     | 1.9     |               |                     |
| Total          | 679    | 100.0   |               |                     |

| Tests provided by curriculum | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------------|-----------|---------|---------------|--------------------|
| Never                        | 102       | 15.0    | 15.5          | 15.5               |
| Not very often               | 283       | 41.7    | 43.1          | 58.6               |
| Half the time                | 143       | 21.1    | 21.8          | 80.4               |
| Most of the time             | 107       | 15.8    | 16.3          | 96.7               |
| Always                       | 22        | 3.2     | 3.3           | 100.0              |
| Total                        | 657       | 96.8    | 100.0         |                    |
| Missing System               | 22        | 3.2     |               |                     |
| Total                        | 679       | 100.0   |               |                     |

| True/false | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Never      | 46        | 6.8     | 6.9           | 6.9                |
| Not very often | 210  | 30.9    | 31.6          | 38.5               |
| Half the time       | 179   | 26.4    | 26.9          | 65.4               |
| Most of the time     | 163   | 24.0    | 24.5          | 89.9               |
| Always         | 67     | 9.9     | 10.1          | 100.0              |
| Total          | 665    | 97.9    | 100.0         |                    |
| Missing System | 14     | 2.1     |               |                     |
| Total          | 679    | 100.0   |               |                    |
Table 31

**Multiple choice**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|-------------------|
| Never          | 30        | 4.4     | 4.5           | 4.5               |
| Not very often | 170       | 25.0    | 25.5          | 30.0              |
| Half the time  | 180       | 26.5    | 27.0          | 57.0              |
| Most of the time | 202     | 29.7    | 30.3          | 87.3              |
| Always         | 85        | 12.5    | 12.7          | 100.0             |
| Total          | 667       | 98.2    | 100.0         |                   |
| Missing        | System    | 12      | 1.8           |                   |
| Total          | 679       | 100.0   |               |                   |

Table 32

**Fill in the blank**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|-------------------|
| Never          | 39        | 5.7     | 5.9           | 5.9               |
| Not very often | 135       | 19.9    | 20.4          | 26.2              |
| Half the time  | 194       | 28.6    | 29.3          | 55.5              |
| Most of the time | 205     | 30.2    | 30.9          | 86.4              |
| Always         | 90        | 13.3    | 13.6          | 100.0             |
| Total          | 663       | 97.6    | 100.0         |                   |
| Missing        | System    | 16      | 2.4           |                   |
| Total          | 679       | 100.0   |               |                   |

Table 33

**Short answer**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|-------------------|
| Never          | 20        | 2.9     | 3.0           | 3.0               |
| Not very often | 88        | 13.0    | 13.2          | 16.2              |
| Half the time  | 178       | 26.2    | 26.7          | 42.9              |
| Most of the time | 282     | 41.5    | 42.3          | 85.3              |
| Always         | 98        | 14.4    | 14.7          | 100.0             |
| Total          | 666       | 98.1    | 100.0         |                   |
| Missing        | System    | 13      | 1.9           |                   |
| Total          | 679       | 100.0   |               |                   |
Table 34

| Essay       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Never       | 241       | 35.5    | 37.1          | 37.1               |
| Not very often | 188      | 27.7    | 29.0          | 66.1               |
| Half the time | 89       | 13.1    | 13.7          | 79.8               |
| Most of the time | 94    | 13.8    | 14.5          | 94.3               |
| Always      | 37        | 5.4     | 5.7           | 100.0              |
| Total       | 649       | 95.6    | 100.0         |                    |

Missing System 30 4.4
Total 679 100.0

Table 35

| Means & SD  | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Never       | 100       | 14.7    | 16.2          | 16.2               |
| Not very often | 109      | 16.1    | 17.6          | 33.8               |
| Half the time | 96       | 14.1    | 15.5          | 49.4               |
| Most of the time | 189 | 27.8    | 30.6          | 79.9               |
| Always      | 124       | 18.3    | 20.1          | 100.0              |
| Total       | 618       | 91.0    | 100.0         |                    |

Missing System 61 9.0
Total 679 100.0

Table 36

| Reliability Traditional Assessment | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------------------|-----------|---------|---------------|--------------------|
| Never                             | 71        | 10.5    | 11.5          | 11.5               |
| Not very often                     | 67        | 9.9     | 10.8          | 22.3               |
| Half the time                      | 105       | 15.5    | 16.9          | 39.2               |
| Most of the time                   | 237       | 34.9    | 38.2          | 77.4               |
| Always                             | 140       | 20.6    | 22.6          | 100.0              |
| Total                              | 620       | 91.3    | 100.0         |                    |

Missing System 59 8.7
Total 679 100.0
### Table 37

**Item analyses**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
|       |           |         |               |                    |
| Never | 52        | 7.7     | 8.2           | 8.2                |
| Not very often | 71       | 10.5    | 11.2          | 19.4               |
| Half the time | 95       | 14.0    | 15.0          | 34.4               |
| Most of the time | 241     | 35.5    | 38.0          | 72.4               |
| Always | 175       | 25.8    | 27.6          | 100.0              |
| Total  | 634       | 93.4    | 100.0         |                    |
| Missing | System | 45       | 6.6           |                    |
| Total  | 679       | 100.0   |               |                    |

### Table 38

**Paper pencil importance**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
|       |           |         |               |                    |
| Not important | 14      | 2.1     | 2.1           | 2.1                |
| Moderately important | 128     | 18.9    | 19.3          | 21.4               |
| Important | 356      | 52.4    | 53.6          | 75.0               |
| Very important | 166     | 24.4    | 25.0          | 100.0              |
| Total   | 664       | 97.8    | 100.0         |                    |
| Missing | System | 15       | 2.2           |                    |
| Total   | 679       | 100.0   |               |                    |

### Table 39

**Create own importance**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
|       |           |         |               |                    |
| Not at all important | 2       | .3      | .3            | .3                 |
| Not important | 8       | 1.2     | 1.2           | 1.5                |
| Moderately important | 101     | 14.9    | 15.1          | 16.6               |
| Important | 304      | 44.8    | 45.4          | 61.9               |
| Very important | 255     | 37.6    | 38.1          | 100.0              |
| Total   | 670       | 98.7    | 100.0         |                    |
| Missing | System | 9        | 1.3           |                    |
| Total   | 679       | 100.0   |               |                    |
Table 40

**Tests provided by curriculum importance**

| Importance Level      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------|-----------|---------|---------------|--------------------|
| Not at all important  | 17        | 2.5     | 2.6           | 2.6                |
| Not important         | 103       | 15.2    | 15.6          | 18.2               |
| Moderately important  | 306       | 45.1    | 46.4          | 64.5               |
| Important             | 186       | 27.4    | 28.2          | 92.7               |
| Very important        | 48        | 7.1     | 7.3           | 100.0              |
| **Total**             | **660**   | **97.2**| **100.0**     |                    |
| **Missing**           | **19**    | **2.8** |               |                    |
| **Total**             | **679**   | **100.0**|              |                    |

Table 41

**True/false importance**

| Importance Level      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------|-----------|---------|---------------|--------------------|
| Not at all important  | 6         | .9      | .9            | .9                 |
| Not important         | 40        | 5.9     | 6.0           | 6.9                |
| Moderately important  | 199       | 29.3    | 29.8          | 36.7               |
| Important             | 297       | 43.7    | 44.5          | 81.1               |
| Very important        | 126       | 18.6    | 18.9          | 100.0              |
| **Total**             | **668**   | **98.4**| **100.0**     |                    |
| **Missing**           | **11**    | **1.6** |               |                    |
| **Total**             | **679**   | **100.0**|              |                    |

Table 42

**Multiple choice importance**

| Importance Level      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------|-----------|---------|---------------|--------------------|
| Not at all important  | 2         | .3      | .3            | .3                 |
| Not important         | 20        | 2.9     | 3.0           | 3.3                |
| Moderately important  | 146       | 21.5    | 21.8          | 25.1               |
| Important             | 344       | 50.7    | 51.4          | 76.5               |
| Very important        | 157       | 23.1    | 23.5          | 100.0              |
| **Total**             | **669**   | **98.5**| **100.0**     |                    |
| **Missing**           | **10**    | **1.5** |               |                    |
| **Total**             | **679**   | **100.0**|              |                    |
Table 43

*Completion importance*

|                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Not at all important| 9         | 1.3     | 1.4           | 1.4                |
| Not important       | 32        | 4.7     | 4.8           | 6.2                |
| Moderately important| 137      | 20.2    | 20.7          | 26.9               |
| Important           | 355       | 52.3    | 53.6          | 80.5               |
| Very important      | 129       | 19.0    | 19.5          | 100.0              |
| **Total**           | 662       | 97.5    | 100.0         |                    |
| **Missing**         | **17**    | **2.5** |               |                    |
| **Total**           | **679**   | **100.0**|              |                    |

Table 44

*Short answer importance*

|                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Not at all important| 7         | 1.0     | 1.0           | 1.0                |
| Not important       | 19        | 2.8     | 2.8           | 3.9                |
| Moderately important| 117      | 17.2    | 17.5          | 21.4               |
| Important           | 350       | 51.5    | 52.5          | 73.9               |
| Very important      | 174       | 25.6    | 26.1          | 100.0              |
| **Total**           | 667       | 98.2    | 100.0         |                    |
| **Missing**         | **12**    | **1.8** |               |                    |
| **Total**           | **679**   | **100.0**|              |                    |

Table 45

*Essay importance*

|                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Not at all important| 67        | 9.9     | 10.7          | 10.7               |
| Not important       | 66        | 9.7     | 10.5          | 21.2               |
| Moderately important| 165      | 24.3    | 26.3          | 47.5               |
| Important           | 221       | 32.5    | 35.2          | 82.6               |
| Very important      | 109       | 16.1    | 17.4          | 100.0              |
| **Total**           | 628       | 92.5    | 100.0         |                    |
| **Missing**         | **51**    | **7.5** |               |                    |
| **Total**           | **679**   | **100.0**|              |                    |
Table 46

**Means & SD importance**

| Importance Level | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Not at all important | 15    | 2.2 | 2.5 | 2.5 |
| Not important     | 34    | 5.0 | 5.6 | 8.1 |
| Moderately important | 126  | 18.6| 20.8 | 28.8 |
| Important         | 271   | 39.9| 44.6 | 73.5 |
| Very important    | 161   | 23.7| 26.5 | 100.0 |
| **Total**         | 607   | 89.4| 100.0 |

Table 47

**Reliability Traditional Assessment importance**

| Importance Level | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Not at all important | 8     | 1.2 | 1.3 | 1.3 |
| Not important     | 19    | 2.8 | 3.1 | 4.4 |
| Moderately important | 99    | 14.6| 16.2 | 20.6 |
| Important         | 286   | 42.1| 46.8 | 67.4 |
| Very important    | 199   | 29.3| 32.6 | 100.0 |
| **Total**         | 611   | 90.0| 100.0 |

Table 48

**Item analyses importance**

| Importance Level | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Not at all important | 3     | .4 | .5 | .5 |
| Not important     | 19    | 2.8 | 3.1 | 3.5 |
| Moderately important | 74    | 10.9| 11.9 | 15.5 |
| Important         | 288   | 42.4| 46.4 | 61.8 |
| Very important    | 237   | 34.9| 38.2 | 100.0 |
| **Total**         | 621   | 91.5| 100.0 |

Table 47

**Reliability Traditional Assessment importance**

| Importance Level | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Not at all important | 8     | 1.2 | 1.3 | 1.3 |
| Not important     | 19    | 2.8 | 3.1 | 4.4 |
| Moderately important | 99    | 14.6| 16.2 | 20.6 |
| Important         | 286   | 42.1| 46.8 | 67.4 |
| Very important    | 199   | 29.3| 32.6 | 100.0 |
| **Total**         | 611   | 90.0| 100.0 |

Table 48

**Item analyses importance**

| Importance Level | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Not at all important | 3     | .4 | .5 | .5 |
| Not important     | 19    | 2.8 | 3.1 | 3.5 |
| Moderately important | 74    | 10.9| 11.9 | 15.5 |
| Important         | 288   | 42.4| 46.4 | 61.8 |
| Very important    | 237   | 34.9| 38.2 | 100.0 |
| **Total**         | 621   | 91.5| 100.0 |
### Table 49

**Alternative Assessment**

| Valid   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Never   | 22        | 3.2     | 3.3           | 3.3                |
| Not very often | 154 | 22.7    | 23.4          | 26.7               |
| Half the time   | 257 | 37.8    | 39.1          | 65.8               |
| Most of the time | 189 | 27.8    | 28.7          | 94.5               |
| Always   | 36        | 5.3     | 5.5           | 100.0              |
| Total    | 658       | 96.9    | 100.0         |                    |
| Missing  | System    | 21      | 3.1           |                    |
| Total    |           | 679     | 100.0         |                    |

### Table 50

**Create Performance and Portfolio**

| Valid   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Never   | 33        | 4.9     | 5.1           | 5.1                |
| Not very often | 126 | 18.6    | 19.3          | 24.4               |
| Half the time   | 162 | 23.9    | 24.8          | 49.2               |
| Most of the time | 255 | 37.6    | 39.1          | 88.3               |
| Always   | 76        | 11.2    | 11.7          | 100.0              |
| Total    | 652       | 96.0    | 100.0         |                    |
| Missing  | System    | 27      | 4.0           |                    |
| Total    |           | 679     | 100.0         |                    |

### Table 51

**Performance and Portfolio by curriculum**

| Valid   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Never   | 62        | 9.1     | 9.6           | 9.6                |
| Not very often | 253 | 37.3    | 39.1          | 48.7               |
| Half the time   | 189 | 27.8    | 29.2          | 77.9               |
| Most of the time | 119 | 17.5    | 18.4          | 96.3               |
| Always   | 24        | 3.5     | 3.7           | 100.0              |
| Total    | 647       | 95.3    | 100.0         |                    |
| Missing  | System    | 32      | 4.7           |                    |
| Total    |           | 679     | 100.0         |                    |
Table 52

**Informal Observations and Questions**

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid    |           |         |               |                    |
| Never    | 14        | 2.1     | 2.2           | 2.2                |
| Not very often | 52       | 7.7     | 8.0           | 10.2               |
| Half the time | 149      | 21.9    | 23.1          | 33.3               |
| Most of the time | 250    | 36.8    | 38.7          | 72.0               |
| Always   | 181       | 26.7    | 28.0          | 100.0              |
| Total    | 646       | 95.1    | 100.0         |                    |
| Missing  |           |         |               |                    |
| System   | 33        | 4.9     |               |                    |
| Total    | 679       | 100.0   |               |                    |

Table 53

**Portfolios**

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid    |           |         |               |                    |
| Never    | 94        | 13.8    | 15.0          | 15.0               |
| Not very often | 172    | 25.3    | 27.5          | 42.5               |
| Half the time | 152      | 22.4    | 24.3          | 66.8               |
| Most of the time | 150   | 22.1    | 24.0          | 90.7               |
| Always   | 58        | 8.5     | 9.3           | 100.0              |
| Total    | 626       | 92.2    | 100.0         |                    |
| Missing  |           |         |               |                    |
| System   | 53        | 7.8     |               |                    |
| Total    | 679       | 100.0   |               |                    |

Table 54

**Exhibitions/Presentations/Recitals**

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid    |           |         |               |                    |
| Never    | 55        | 8.1     | 8.5           | 8.5                |
| Not very often | 225    | 33.1    | 34.8          | 43.3               |
| Half the time | 173      | 25.5    | 26.8          | 70.1               |
| Most of the time | 135   | 19.9    | 20.9          | 91.0               |
| Always   | 57        | 8.4     | 8.8           | 99.8               |
| 30.00    | 1         | .1      | .2            | 100.0              |
| Total    | 646       | 95.1    | 100.0         |                    |
| Missing  |           |         |               |                    |
| System   | 33        | 4.9     |               |                    |
| Total    | 679       | 100.0   |               |                    |
### Table 55

**Performance Assessment**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Never         | 34        | 5.0     | 5.3           | 5.3                |
| Not very often| 133       | 19.6    | 20.7          | 25.9               |
| Half the time | 158       | 23.3    | 24.5          | 50.5               |
| Most of the time | 208   | 30.6    | 32.3          | 82.8               |
| Always        | 111       | 16.3    | 17.2          | 100.0              |
| Total         | 644       | 94.8    | 100.0         |                    |
| Missing System| 35        | 5.2     |               |                    |
| Total         | 679       | 100.0   |               |                    |

### Table 56

**Reliability Alternative Assessment**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Never         | 37        | 5.4     | 5.8           | 5.8                |
| Not very often| 60        | 8.8     | 9.5           | 15.3               |
| Half the time | 127       | 18.7    | 20.1          | 35.4               |
| Most of the time | 277   | 40.8    | 43.8          | 79.1               |
| Always        | 132       | 19.4    | 20.9          | 100.0              |
| Total         | 633       | 93.2    | 100.0         |                    |
| Missing System| 46        | 6.8     |               |                    |
| Total         | 679       | 100.0   |               |                    |

### Table 57

**Alternative Assessment importance**

|                          | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|-----------|---------|---------------|--------------------|
| Not at all important     | 1         | .1      | .2            | .2                 |
| Not important            | 11        | 1.6     | 1.7           | 1.8                |
| Moderately important     | 97        | 14.3    | 14.7          | 16.5               |
| Important                | 369       | 54.3    | 55.7          | 72.2               |
| Very important           | 184       | 27.1    | 27.8          | 100.0              |
| Total                    | 662       | 97.5    | 100.0         |                    |
| Missing System            | 17        | 2.5     |               |                    |
| Total                    | 679       | 100.0   |               |                    |
Table 58

*Create Performance and Portfolio importance*

| Importance        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Not at all important | 2         | .3      | .3            | .3                 |
| Not important     | 11        | 1.6     | 1.7           | 2.0                |
| Moderately important | 138      | 20.3    | 21.2          | 23.2               |
| Important         | 352       | 51.8    | 54.2          | 77.4               |
| Very important    | 147       | 21.6    | 22.6          | 100.0              |
| Total             | 650       | 95.7    | 100.0         |                    |

Missing:

| System            | 29        | 4.3     |               |                    |
| Total             | 679       | 100.0   |               |                    |

Table 59

*Performance and Portfolio by curriculum importance*

| Importance        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Not at all important | 10        | 1.5     | 1.6           | 1.6                |
| Not important     | 91        | 13.4    | 14.1          | 15.7               |
| Moderately important | 281      | 41.4    | 43.6          | 59.3               |
| Important         | 217       | 32.0    | 33.7          | 93.0               |
| Very important    | 44        | 6.5     | 6.8           | 99.8               |
| 23.00             | 1         | .1      | .2            | 100.0              |
| Total             | 644       | 94.8    | 100.0         |                    |

Missing:

| System            | 35        | 5.2     |               |                    |
| Total             | 679       | 100.0   |               |                    |

Table 60

*Informal Observations & Questions importance*

| Importance        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Not at all important | 2         | .3      | .3            | .3                 |
| Not important     | 10        | 1.5     | 1.5           | 1.8                |
| Moderately important | 81        | 11.9    | 12.4          | 14.3               |
| Important         | 308       | 45.4    | 47.3          | 61.6               |
| Very important    | 250       | 36.8    | 38.4          | 100.0              |
| Total             | 651       | 95.9    | 100.0         |                    |

Missing:

| System            | 28        | 4.1     |               |                    |
| Total             | 679       | 100.0   |               |                    |
Table 61

**Portfolios importance**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Not at all important | 13 | 1.9 | 2.1 | 2.1 |
| Not important | 41 | 6.0 | 6.6 | 8.6 |
| Moderately important | 161 | 23.7 | 25.8 | 34.4 |
| Important | 293 | 43.2 | 46.9 | 81.3 |
| Very important | 117 | 17.2 | 18.7 | 100.0 |
| Total | 625 | 92.0 | 100.0 | |
| Missing | System | 54 | 8.0 | |
| Total | 679 | 100.0 | |

Table 62

**Exhibitions/Presentations/Recitals importance**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Not at all important | 8 | 1.2 | 1.2 | 1.2 |
| Not important | 34 | 5.0 | 5.3 | 6.5 |
| Moderately important | 182 | 26.8 | 28.2 | 34.7 |
| Important | 279 | 41.1 | 43.2 | 77.9 |
| Very important | 143 | 21.1 | 22.1 | 100.0 |
| Total | 646 | 95.1 | 100.0 | |
| Missing | System | 33 | 4.9 | |
| Total | 679 | 100.0 | |

Table 63

**Performance Assessment importance**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Not at all important | 5 | .7 | .8 | .8 |
| Not important | 20 | 2.9 | 3.1 | 3.9 |
| Moderately important | 105 | 15.5 | 16.3 | 20.1 |
| Important | 342 | 50.4 | 52.9 | 73.1 |
| Very important | 174 | 25.6 | 26.9 | 100.0 |
| Total | 646 | 95.1 | 100.0 | |
| Missing | System | 33 | 4.9 | |
| Total | 679 | 100.0 | |
Table 64

Reliability Alternative Assessment importance

| Importance         | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Not at all important | 2         | .3      | .3            | .3                 |
| Not important      | 7         | 1.0     | 1.1           | 1.4                |
| Valid              |           |         |               |                    |
| Moderately important | 99      | 14.6    | 15.7          | 17.1               |
| Important          | 329       | 48.5    | 52.1          | 69.1               |
| Very important     | 195       | 28.7    | 30.9          | 100.0              |
| Total              | 632       | 93.1    | 100.0         |                    |

Table 65

AFL Monitoring1

| Importance       | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Neutral          | 16        | 2.4     | 2.4           | 2.4                |
| Agree            | 252       | 37.1    | 37.8          | 40.2               |
| Strongly Agree   | 399       | 58.8    | 59.8          | 100.0              |
| Total            | 667       | 98.2    | 100.0         |                    |

Table 66

AFL Monitoring2

| Importance          | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Strongly disagree   | 3         | .4      | .4            | .4                 |
| Disagree            | 11        | 1.6     | 1.6           | 2.1                |
| Neutral             | 43        | 6.3     | 6.4           | 8.5                |
| Agree               | 241       | 35.5    | 36.1          | 44.6               |
| Strongly Agree      | 370       | 54.5    | 55.4          | 100.0              |
| Total               | 668       | 98.4    | 100.0         |                    |

Table 65

AFL Monitoring1

| Importance       | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Neutral          | 16        | 2.4     | 2.4           | 2.4                |
| Agree            | 252       | 37.1    | 37.8          | 40.2               |
| Strongly Agree   | 399       | 58.8    | 59.8          | 100.0              |
| Total            | 667       | 98.2    | 100.0         |                    |

Table 66

AFL Monitoring2

| Importance          | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Strongly disagree   | 3         | .4      | .4            | .4                 |
| Disagree            | 11        | 1.6     | 1.6           | 2.1                |
| Neutral             | 43        | 6.3     | 6.4           | 8.5                |
| Agree               | 241       | 35.5    | 36.1          | 44.6               |
| Strongly Agree      | 370       | 54.5    | 55.4          | 100.0              |
| Total               | 668       | 98.4    | 100.0         |                    |
Table 67

**AFL Monitoring3**

| Frequency     | Percent | Valid Percent | Cumulative Percent |
|---------------|---------|---------------|--------------------|
| Disagree      | 10      | 1.5           | 1.5                |
| Neutral       | 95      | 14.0          | 14.3               | 15.8               |
| Valid         |         |               |                    |
| Agree         | 321     | 47.3          | 48.3               | 64.1               |
| Strongly Agree| 239     | 35.2          | 35.9               | 100.0              |
| Total         | 665     | 97.9          | 100.0              |
| Missing       |         |               |                    |
| System        | 14      | 2.1           |                    |
| Total         | 679     | 100.0         |                    |

Table 68

**AFL Monitoring4**

| Frequency     | Percent | Valid Percent | Cumulative Percent |
|---------------|---------|---------------|--------------------|
| Disagree      | 8       | 1.2           | 1.2                |
| Neutral       | 70      | 10.3          | 10.5               | 11.7               |
| Valid         |         |               |                    |
| Agree         | 319     | 47.0          | 47.9               | 59.6               |
| Strongly Agree| 269     | 39.6          | 40.4               | 100.0              |
| Total         | 666     | 98.1          | 100.0              |
| Missing       |         |               |                    |
| System        | 13      | 1.9           |                    |
| Total         | 679     | 100.0         |                    |

Table 69

**AFL Monitoring5**

| Frequency     | Percent | Valid Percent | Cumulative Percent |
|---------------|---------|---------------|--------------------|
| Disagree      | 6       | .9            | .9                 |
| Neutral       | 30      | 4.4           | 4.5                | 5.4                |
| Valid         |         |               |                    |
| Agree         | 291     | 42.9          | 43.6               | 49.0               |
| Strongly Agree| 341     | 50.2          | 51.0               | 100.0              |
| Total         | 668     | 98.4          | 100.0              |
| Missing       |         |               |                    |
| System        | 11      | 1.6           |                    |
| Total         | 679     | 100.0         |                    |
### Table 70

**AFL Monitoring**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Disagree | 1         | .1      | .1            | .1                 |
| Neutral | 15        | 2.2     | 2.2           | 2.4                |
| Valid    | 210       | 30.9    | 31.4          | 33.8               |
| Strongly Agree | 443 | 65.2 | 66.2 | 100.0 |
| Total    | 669       | 98.5    | 100.0         |                    |
| Missing  | System    | 10      | 1.5           |                    |
| Total    | 679       | 100.0   |               |                    |

### Table 71

**AFL Scaffolding1**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Disagree | 1         | .1      | .1            | .1                 |
| Neutral | 5         | .7      | .7            | .9                 |
| Valid    | 259       | 38.1    | 38.5          | 39.4               |
| Strongly Agree | 408 | 60.1 | 60.6 | 100.0 |
| Total    | 673       | 99.1    | 100.0         |                    |
| Missing  | System    | 6       | .9            |                    |
| Total    | 679       | 100.0   |               |                    |

### Table 72

**AFL Scaffolding2**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Disagree | 1         | .1      | .1            | .1                 |
| Neutral | 2         | .3      | .3            | .4                 |
| Valid    | 172       | 25.3    | 25.6          | 26.0               |
| Strongly Agree | 497 | 73.2 | 74.0 | 100.0 |
| Total    | 672       | 99.0    | 100.0         |                    |
| Missing  | System    | 7       | 1.0           |                    |
| Total    | 679       | 100.0   |               |                    |
Table 73

**AFL Scaffolding3**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid          |           |         |               |                    |
| Neutral        | 3         | .4      | .4            | .4                 |
| Agree          | 172       | 25.3    | 25.6          | 26.0               |
| Strongly Agree | 498       | 73.3    | 74.0          | 100.0              |
| Total          | 673       | 99.1    | 100.0         |                    |
| Missing        |           |         |               |                    |
| System         | 6         | .9      |               |                    |
| Total          | 679       | 100.0   |               |                    |

Table 74

**AFL Scaffolding4**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid          |           |         |               |                    |
| Strongly disagree | 5       | .7      | .7            | .7                 |
| Disagree       | 25        | 3.7     | 3.7           | 4.5                |
| Neutral        | 111       | 16.3    | 16.6          | 21.0               |
| Agree          | 249       | 36.7    | 37.2          | 58.2               |
| Strongly Agree | 280       | 41.2    | 41.8          | 100.0              |
| Total          | 670       | 98.7    | 100.0         |                    |
| Missing        |           |         |               |                    |
| System         | 9         | 1.3     |               |                    |
| Total          | 679       | 100.0   |               |                    |

Table 75

**AFL Scaffolding5**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid          |           |         |               |                    |
| Disagree       | 1         | .1      | .1            | .1                 |
| Neutral        | 7         | 1.0     | 1.0           | 1.2                |
| Agree          | 203       | 29.9    | 30.2          | 31.4               |
| Strongly Agree | 461       | 67.9    | 68.6          | 100.0              |
| Total          | 672       | 99.0    | 100.0         |                    |
| Missing        |           |         |               |                    |
| System         | 7         | 1.0     |               |                    |
| Total          | 679       | 100.0   |               |                    |
Table 76

**AFL Scaffolding**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Strongly disagree | 1        | .1      | .1            | .1                 |
| Disagree        | 7        | 1.0     | 1.0           | 1.2                |
| Neutral         | 67       | 9.9     | 10.0          | 11.2               |
| Agree           | 283      | 41.7    | 42.3          | 53.5               |
| Strongly Agree  | 311      | 45.8    | 46.5          | 100.0              |
| Total Valid     | 669      | 98.5    | 100.0         |                    |
| Missing System  | 10       | 1.5     |               |                    |
| Total           | 679      | 100.0   |               |                    |

Teacher’s Survey – Ethical Assessment Practices.

Table 77

**Descriptive Statistics for Teacher’s Survey – Ethical Assessment Practices**

| Ethical Practices | Valid N | Mean | Std. Deviation |
|-------------------|---------|------|----------------|
| 1                 | 654     | .97  | .18            |
| 2                 | 661     | .04  | .19            |
| 3                 | 638     | .84  | .37            |
| 4                 | 649     | .66  | .47            |
| 5                 | 659     | .91  | .29            |
| 6                 | 660     | .24  | .44            |

Table 78

**Teachers’ Ethical Practices**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Unethical      | 22        | 3.2     | 3.4           | 3.4                |
| Ethical Valid  | 632       | 93.1    | 96.6          | 100.0              |
| Total Valid    | 654       | 96.3    | 100.0         |                    |
| Unethical      | 25        | 3.7     |               |                    |
| Total Missing  | 679       | 100.0   |               |                    |
Table 79

*Teachers’ Ethical Practices 2*

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Unethical| 637       | 93.8    | 96.4          | 96.4               |
| Valid    | 24        | 3.5     | 3.6           | 100.0              |
| Total    | 661       | 97.3    | 100.0         |                    |
| Missing  | System    | 18      | 2.7           |                    |
| Total    | 679       | 100.0   |               |                    |

Table 80

*Teachers’ Ethical Practices 3*

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Unethical| 102       | 15.0    | 16.0          | 16.0               |
| Valid    | 536       | 78.9    | 84.0          | 100.0              |
| Total    | 638       | 94.0    | 100.0         |                    |
| Missing  | System    | 41      | 6.0           |                    |
| Total    | 679       | 100.0   |               |                    |

Table 81

*Teachers’ Ethical Practices 4*

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Unethical| 218       | 32.1    | 33.6          | 33.6               |
| Valid    | 431       | 63.5    | 66.4          | 100.0              |
| Total    | 649       | 95.6    | 100.0         |                    |
| Missing  | System    | 30      | 4.4           |                    |
| Total    | 679       | 100.0   |               |                    |

Table 82

*Teachers’ Ethical Practices 5*

|          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Unethical| 61        | 9.0     | 9.3           | 9.3                |
| Valid    | 598       | 88.1    | 90.7          | 100.0              |
| Total    | 659       | 97.1    | 100.0         |                    |
| Missing  | System    | 20      | 2.9           |                    |
| Total    | 679       | 100.0   |               |                    |
Table 83

**Teachers’ Ethical Practices**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Unethical      | 504       | 74.2    | 76.5          | 76.4               |
| Ethical        | 155       | 22.8    | 23.5          | 100.0              |
| Total          | 660       | 97.2    | 100.0         |                    |
| Missing System | 20        | 2.9     |               |                    |
| Total          | 679       | 100.0   |               |                    |

Teacher’s Survey – Preparation & Training.

Table 84

**Descriptive Statistics for Teacher’s Survey – Preparation & Training**

|                  | N   | Mean | Std. Deviation |
|------------------|-----|------|----------------|
| Preparation & Training1 | 656 | 3.25 | 1.11           |
| Preparation & Training2 | 662 | .70  | .46            |
| Preparation & Training3 | 662 | 3.60 | .58            |

Table 85

**Teachers’ Preparation & Training1**

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Not at all prepared| 39        | 5.7     | 5.9           | 5.9                |
| Not very prepared  | 24        | 3.5     | 3.7           | 9.6                |
| Slightly prepared  | 36        | 5.3     | 5.5           | 15.1               |
| Somewhat prepared  | 194       | 28.6    | 29.6          | 44.7               |
| Well prepared      | 363       | 53.5    | 55.3          | 100.0              |
| Total              | 656       | 96.6    | 100.0         |                    |
| Missing System     | 23        | 3.4     |               |                    |
| Total              | 679       | 100.0   |               |                    |
Table 86

**Teachers’ Preparation & Training 2**

|            | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| No         | 199       | 29.3    | 30.1          | 30.1               |
| Valid      | 463       | 68.2    | 69.9          | 100.0              |
| Total      | 662       | 97.5    | 100.0         |                    |
| Missing    | System    | 17      | 2.5           |                    |
| Total      | 679       | 100.0   |               |                    |

Table 87

**Teachers’ Preparation & Training 3**

|            | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Not at all prepared | 1         | .1      | .2            | .2                 |
| Not very prepared   | 2         | .3      | .3            | .5                 |
| Slightly prepared  | 21        | 3.1     | 3.2           | 3.6                |
| Somewhat prepared  | 217       | 32.0    | 32.8          | 36.4               |
| Well prepared      | 421       | 62.0    | 63.6          | 100.0              |
| Total              | 662       | 97.5    | 100.0         |                    |
| Missing            | System    | 17      | 2.5           |                    |
| Total              | 679       | 100.0   |               |                    |

Teacher’s Survey – Involvement in Student Assessment.

Table 88

**Descriptive Statistics for Teacher’s Survey – Involvement in Student Assessment**

| Involvement | N   | Mean | Std. Deviation |
|-------------|-----|------|----------------|
| Involvement1| 662 | 2.14 | 1.15           |
| Involvement2| 656 | 2.18 | 1.22           |
| Involvement3| 647 | 1.64 | 1.30           |
| Involvement4| 652 | 1.40 | 1.30           |
Table 89

**Teacher’s Involvement1**

|                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Not involved     | 71        | 10.5    | 10.7          | 10.7               |
| Moderately involved | 100      | 14.7    | 15.1          | 25.8               |
| Involved         | 239       | 35.2    | 36.1          | 61.9               |
| Highly involved  | 170       | 25.0    | 25.7          | 87.6               |
| Very highly involved | 82     | 12.1    | 12.4          | 100.0              |
| Total            | 662       | 97.5    | 100.0         |                    |
| Missing          |           | 17      | 2.5           |                    |
| Total            |           | 679     | 100.0         |                    |

Table 90

**Teachers’ Involvement2**

|                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Not involved     | 83        | 12.2    | 12.7          | 12.7               |
| Moderately involved | 89      | 13.1    | 13.6          | 26.2               |
| Involved         | 214       | 31.5    | 32.6          | 58.8               |
| Highly involved  | 169       | 24.9    | 25.8          | 84.6               |
| Very highly involved | 101    | 14.9    | 15.4          | 100.0              |
| Total            | 656       | 96.6    | 100.0         |                    |
| Missing          |           | 23      | 3.4           |                    |
| Total            |           | 679     | 100.0         |                    |

Table 91

**Teachers’ Involvement3**

|                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Not involved     | 180       | 26.5    | 27.8          | 27.8               |
| Moderately involved | 99     | 14.6    | 15.3          | 43.1               |
| Involved         | 197       | 29.0    | 30.4          | 73.6               |
| Highly involved  | 113       | 16.6    | 17.5          | 91.0               |
| Very highly involved | 58     | 8.5     | 9.0           | 100.0              |
| Total            | 647       | 95.3    | 100.0         |                    |
| Missing          |           | 32      | 4.7           |                    |
| Total            |           | 679     | 100.0         |                    |
### Table 92

**Teachers’ Involvement**

| Validation         | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Not involved       | 230       | 33.9    | 35.3          | 35.3               |
| Moderately involved| 120       | 17.7    | 18.4          | 53.7               |
| Involved           | 166       | 24.4    | 25.5          | 79.1               |
| Highly involved    | 83        | 12.2    | 12.7          | 91.9               |
| Very highly involved| 53       | 7.8     | 8.1           | 100.0              |
| Total              | 652       | 96.0    | 100.0         |                    |
| Missing System     | 27        | 4.0     |               |                    |
| Total              | 679       | 100.0   |               |                    |

### Teacher’s Survey – Impact.

### Table 93

**Descriptive Statistics for Teachers’ Survey - Impact**

| Impact | N   | Mean | Std. Deviation |
|--------|-----|------|----------------|
| Impact1| 636 | 3.24 | .56            |
| Impact2| 624 | 3.20 | .51            |
| Impact3| 615 | 3.16 | .54            |
| Impact4| 603 | 3.06 | .59            |
| Impact5| 618 | 3.19 | .70            |

### Table 94

**Teachers’ Impact**

| Validation     | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Negative       | 7         | 1.0     | 1.1           | 1.1                |
| None           | 21        | 3.1     | 3.3           | 4.4                |
| Positive       | 419       | 61.7    | 65.9          | 70.3               |
| Very positive  | 189       | 27.8    | 29.7          | 100.0              |
| Total          | 636       | 93.7    | 100.0         |                    |
| Missing System | 43        | 6.3     |               |                    |
| Total          | 679       | 100.0   |               |                    |
### Table 95

**Teachers’ Impact2**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Negative | 6 | .9 | 1.0 | 1.0 |
| None | 15 | 2.2 | 2.4 | 3.4 |
| Valid | | | | |
| Positive | 453 | 66.7 | 72.6 | 76.0 |
| Very positive | 150 | 22.1 | 24.0 | 100.0 |
| Total | 624 | 91.9 | 100.0 | |
| Missing | | | | |
| System | 55 | 8.1 | | |
| Total | 679 | 100.0 | | |

### Table 96

**Teachers’ Impact3**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Negative | 3 | .4 | .5 | .5 |
| None | 40 | 5.9 | 6.5 | 7.0 |
| Valid | | | | |
| Positive | 429 | 63.2 | 69.8 | 76.7 |
| Very positive | 143 | 21.1 | 23.3 | 100.0 |
| Total | 615 | 90.6 | 100.0 | |
| Missing | | | | |
| System | 64 | 9.4 | | |
| Total | 679 | 100.0 | | |

### Table 97

**Teachers’ Impact4**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Negative | 3 | .4 | .5 | .5 |
| None | 80 | 11.8 | 13.3 | 13.8 |
| Valid | | | | |
| Positive | 398 | 58.6 | 66.0 | 79.8 |
| Very positive | 122 | 18.0 | 20.2 | 100.0 |
| Total | 603 | 88.8 | 100.0 | |
| Missing | | | | |
| System | 76 | 11.2 | | |
| Total | 679 | 100.0 | | |
### Table 98

**Teacher’s Impact**

|                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| **Valid**            |           |         |               |                    |
| Very Negative        | 4         | .6      | .6            | .6                 |
| Negative             | 4         | .6      | .6            | 1.3                |
| None                 | 69        | 10.2    | 11.2          | 12.5               |
| Positive             | 337       | 49.6    | 54.5          | 67.0               |
| Very positive        | 204       | 30.0    | 33.0          | 100.0              |
| **Total**            | 618       | 91.0    | 100.0         |                    |
| **Missing**          |           |         |               |                    |
| System               | 61        | 9.0     |               |                    |
| **Total**            | 679       | 100.0   |               |                    |

**Teacher’s Survey – Assessment Practices of Students with Learning Disabilities.**

### Table 99

**Teacher’s Survey – Assessment of Students with LD with peers**

|                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| **Valid**            |           |         |               |                    |
| No                   | 385       | 56.7    | 58.3          | 58.1               |
| Yes                  | 276       | 40.6    | 41.8          | 100.0              |
| **Total**            | 661       | 97.3    | 100.0         |                    |
| **Missing**          |           |         |               |                    |
| System               | 18        | 2.7     |               |                    |
| **Total**            | 679       | 100.0   |               |                    |

### Table 100

**Descriptive Statistics for Pull Out by Subjects- Teachers**

|                | N  | Mean | Std. Deviation |
|----------------|----|------|----------------|
| Language Arts  | 328| 2.96 | 1.23           |
| Arabic         | 322| 2.96 | 1.22           |
| Math           | 317| 2.84 | 1.37           |
| Science        | 298| 2.31 | 1.55           |
| Social studies | 255| 1.67 | 1.65           |
| **Valid N**    | 244|      |                |
Table 101

**Language Arts- Teachers**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Never     | 16      | 2.4           | 4.9                |
| Occasionally | 44   | 6.5           | 13.4               | 18.3               |
| Half the time | 26 | 3.8           | 7.9                |
| Most of the time | 93 | 13.7          | 28.4               | 54.6               |
| All the time  | 149 | 21.9          | 45.4               | 100.0              |
| Total       | 328    | 48.3          | 100.0              |

Table 102

**Arabic- Teachers**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Never     | 15      | 2.2           | 4.7                |
| Occasionally | 40   | 5.9           | 12.4               | 17.1               |
| Half the time | 34 | 5.0           | 10.6               |
| Most of the time | 86 | 12.7          | 26.7               | 54.3               |
| All the time  | 147 | 21.6          | 45.7               | 100.0              |
| Total       | 322    | 47.4          | 100.0              |

Table 103

**Math- Teachers**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Never     | 32      | 4.7           | 10.1               | 10.1               |
| Occasionally | 36   | 5.3           | 11.4               | 21.5               |
| Half the time | 26 | 3.8           | 8.2                |
| Most of the time | 79 | 11.6          | 24.9               | 54.6               |
| All the time  | 144 | 21.2          | 45.4               | 100.0              |
| Total       | 317    | 46.7          | 100.0              |

Missing System

| Total       | 679    | 100.0         |
Table 104

**Science- Teachers**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Never     | 56      | 8.2           | 18.8               |
| Occasionally | 58     | 8.5           | 19.5               |
| Half the time | 20     | 2.9           | 6.7                |
| Most of the time | 66     | 9.7           | 22.1               |
| All the time | 98      | 14.4          | 32.9               |
| Total     | 298     | 43.9          | 100.0              |

| Valid System | 381 | 56.1 |
|--------------|-----|------|
| Total        | 679 | 100.0|

Table 105

**Social studies- Teachers**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Never     | 99      | 14.6          | 38.8               |
| Occasionally | 42     | 6.2           | 16.5               |
| Half the time | 21     | 3.1           | 8.2                |
| Most of the time | 30     | 4.4           | 11.8               |
| All the time | 63      | 9.3           | 24.7               |
| Total     | 255     | 37.6          | 100.0              |

| Missing System | 424 | 62.4 |
| Total          | 679 | 100.0|

Teacher’s Survey – Accommodations.

Table 106

**Oral instructions- Teachers**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Valid Yes | 496     | 73.0          | 100.0              |
| Does not Apply | 183 | 27.0          | 100.0              |
| Total     | 679     | 100.0         |                    |
Table 107

**Computer responses- Teachers**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid         | 122       | 18.0    | 100.0         | 100.0              |
| Does not Apply| 557       | 82.0    |               |                    |
| Total         | 679       | 100.0   |               |                    |

Table 108

**Small Group- Teachers**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid         | 351       | 51.7    | 100.0         | 100.0              |
| Does not Apply| 328       | 48.3    |               |                    |
| Total         | 679       | 100.0   |               |                    |

Table 109

**Alternate Site- Teachers**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid         | 362       | 53.3    | 100.0         | 100.0              |
| Does not Apply| 317       | 46.7    |               |                    |
| Total         | 679       | 100.0   |               |                    |

Table 110

**Test Preparation- Teachers**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid         | 437       | 64.4    | 100.0         | 100.0              |
| Does not Apply| 242       | 35.6    |               |                    |
| Total         | 679       | 100.0   |               |                    |
Table 111

**Large Print- Teachers**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes      | 475       | 70.0    | 100.0         | 100.0              |
| Does not Apply | 204       | 30.0    |               |                    |
| Total          | 679       | 100.0   |               |                    |

Table 112

**Verbal Responses- Teachers**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes      | 353       | 52.0    | 100.0         | 100.0              |
| Does not Apply | 326       | 48.0    |               |                    |
| Total          | 679       | 100.0   |               |                    |

Table 113

**Assistive Devices- Teachers**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes      | 140       | 20.6    | 100.0         | 100.0              |
| Does not Apply | 539       | 79.4    |               |                    |
| Total          | 679       | 100.0   |               |                    |

Table 114

**Seating- Teachers**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes      | 266       | 39.2    | 100.0         | 100.0              |
| Does not Apply | 413       | 60.8    |               |                    |
| Total          | 679       | 100.0   |               |                    |
### Table 115

**Breaks - Teachers**

|            | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid      | Yes       | 286     | 42.1          | 100.0              |
|            | Does not Apply | 393   | 57.9          |                     |
| Total      |           | 679     | 100.0         |                    |

### Table 116

**Reduce per Page/Line - Teachers**

|            | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid      | Yes       | 482     | 71.0          | 100.0              |
|            | Does not Apply | 197   | 29.0          |                     |
| Total      |           | 679     | 100.0         |                    |

### Table 117

**Scribe - Teachers**

|            | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid      | Yes       | 160     | 23.6          | 100.0              |
|            | Does not Apply | 519   | 76.4          |                     |
| Total      |           | 679     | 100.0         |                    |

### Table 118

**Calculator - Teachers**

|            | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid      | Yes       | 258     | 38.0          | 100.0              |
|            | Does not Apply | 421   | 62.0          |                     |
| Total      |           | 679     | 100.0         |                    |
Table 119

**Lighting - Teachers**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|-------------------|
| Valid Yes      | 139       | 20.5    | 100.0         | 100.0             |
| Does not Apply | 540       | 79.5    |               |                   |
| Total          | 679       | 100.0   |               |                   |

Table 120

**Multiple Sessions - Teachers**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|-------------------|
| Valid Yes      | 264       | 38.9    | 100.0         | 100.0             |
| Does not Apply | 415       | 61.1    |               |                   |
| Total          | 679       | 100.0   |               |                   |

Table 121

**Prompts - Teachers**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|-------------------|
| Valid Yes      | 369       | 54.3    | 100.0         | 100.0             |
| Does not Apply | 310       | 45.7    |               |                   |
| Total          | 679       | 100.0   |               |                   |

Table 122

**Reader - Teachers**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|-------------------|
| Valid Yes      | 337       | 49.6    | 100.0         | 100.0             |
| Does not Apply | 342       | 50.4    |               |                   |
| Total          | 679       | 100.0   |               |                   |
Table 123

**Tape Recorder - Teachers**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes      | 69        | 10.2    | 100.0         | 100.0              |
| Does not Apply | 610       | 89.8    |               |                    |
| Total          | 679       | 100.0   |               |                    |

Table 124

**Extended Time - Teachers**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes      | 534       | 78.6    | 100.0         | 100.0              |
| Does not Apply | 145       | 21.4    |               |                    |
| Total          | 679       | 100.0   |               |                    |

Table 125

**Distractions - Teachers**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes      | 421       | 62.0    | 100.0         | 100.0              |
| Does not Apply | 258       | 38.0    |               |                    |
| Total          | 679       | 100.0   |               |                    |

Table 126

**Different Order - Teachers**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes      | 332       | 48.9    | 100.0         | 100.0              |
| Does not Apply | 347       | 51.1    |               |                    |
| Total          | 679       | 100.0   |               |                    |
Descriptive Statistics from Administrators’ Surveys

Administrator’s Survey – Content, Methods, Mission, Policies, and Attitudes.

Table 127

| Description                      | N   | Mean | Std. Deviation |
|----------------------------------|-----|------|----------------|
| Content Basic Skills             | 87  | 3.26 | 0.67           |
| Content Cognitive Development    | 87  | 3.17 | 0.69           |
| Content Affective Development    | 87  | 3.14 | 0.85           |
| Content Social Development       | 87  | 2.62 | 1.01           |
| Content Vocational               | 87  | 2.25 | 1.08           |
| Content Student Satisfaction     | 87  | 3.17 | 0.75           |
| Methods School developed         | 88  | 3.13 | 0.92           |
| Methods Commercial               | 84  | 1.58 | 1.06           |
| Methods Student performance      | 87  | 3.06 | 0.92           |
| Mission Assessment               | 88  | 3.47 | 0.62           |
| Mission Outcomes                 | 88  | 3.42 | 0.62           |
| Mission Interdisciplinary        | 87  | 2.99 | 0.86           |
| Mission Alternative Delivery     | 87  | 2.67 | 0.86           |
| Mission Innovation               | 88  | 2.94 | 0.90           |
| Policies Dissemination           | 82  | 3.07 | 0.89           |
| Policies Feedback                | 87  | 3.46 | 0.71           |
| Policies Workshops               | 88  | 3.38 | 0.67           |
| Policies Support                 | 88  | 3.35 | 0.70           |
| Policies Hiring                  | 84  | 2.80 | 0.77           |
| Policies Planning                | 86  | 3.27 | 0.62           |
| Policies Review                  | 88  | 3.43 | 0.66           |
| Policies Evaluation              | 87  | 3.45 | 0.68           |
| Attitudes1                       | 86  | 2.07 | 1.21           |
| Attitudes2                       | 88  | 2.98 | 0.88           |
| Attitudes3                       | 88  | 3.16 | 0.83           |
| Attitudes4                       | 88  | 3.40 | 0.70           |
| Attitudes5                       | 88  | 3.20 | 0.73           |
| Attitudes6                       | 88  | 2.93 | 0.85           |
| Attitudes7                       | 88  | 3.45 | 0.73           |
| Attitudes8                       | 88  | 3.53 | 0.66           |
| Attitudes9                       | 88  | 3.41 | 0.67           |
| Attitudes10                      | 88  | 3.34 | 0.76           |
### Table 128

**Content Basic Skills - Administrators**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Little| 1         | 1.1     | 1.1           | 1.1                |
| Moderate| 8     | 9.0     | 9.2           | 10.3               |
| Strong| 45        | 50.6    | 51.7          | 62.1               |
| Very strong| 33 | 37.1    | 37.9          | 100.0              |
| Total | 87        | 97.8    | 100.0         |                    |
| Missing System | 2 | 2.2     |               |                    |
| Total | 89        | 100.0   |               |                    |

### Table 129

**Content Cognitive Development - Administrators**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Little| 2         | 2.2     | 2.3           | 2.3                |
| Moderate| 8     | 9.0     | 9.2           | 11.5               |
| Strong| 50        | 56.2    | 57.5          | 69.0               |
| Very strong| 27 | 30.3    | 31.0          | 100.0              |
| Total | 87        | 97.8    | 100.0         |                    |
| Missing System | 2 | 2.2     |               |                    |
| Total | 89        | 100.0   |               |                    |

### Table 130

**Content Affective Development - Administrators**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| None  | 1         | 1.1     | 1.1           | 1.1                |
| Little| 3         | 3.4     | 3.4           | 4.6                |
| Moderate| 11     | 12.4    | 12.6          | 17.2               |
| Strong| 40        | 44.9    | 46.0          | 63.2               |
| Very strong| 32 | 36.0    | 36.8          | 100.0              |
| Total | 87        | 97.8    | 100.0         |                    |
| Missing System | 2 | 2.2     |               |                    |
| Total | 89        | 100.0   |               |                    |
Table 131

**Content Social Development- Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| None      | 2       | 2.2           | 2.3                |
| Little    | 11      | 12.4          | 12.6               |
| Moderate  | 22      | 24.7          | 25.3               |
| Strong    | 35      | 39.3          | 40.2               |
| Very strong | 17 | 19.1          | 19.5               |
| Total     | 87      | 97.8          | 100.0              |
| Missing System | 2 | 2.2 |                    |
| Total     | 89      | 100.0         |                    |

Table 132

**Content Vocational – Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| None      | 6       | 6.7           | 6.9                |
| Little    | 12      | 13.5          | 13.8               |
| Moderate  | 35      | 39.3          | 40.2               |
| Strong    | 22      | 24.7          | 25.3               |
| Very strong | 12 | 13.5          | 13.8               |
| Total     | 87      | 97.8          | 100.0              |
| Missing System | 2 | 2.2 |                    |
| Total     | 89      | 100.0         |                    |

Table 133

**Content Student Satisfaction- Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Little    | 1       | 1.1           | 1.1                |
| Moderate  | 15      | 16.9          | 17.2               |
| Strong    | 39      | 43.8          | 44.8               |
| Very strong | 32 | 36.0          | 36.8               |
| Total     | 87      | 97.8          | 100.0              |
| Missing System | 2 | 2.2 |                    |
| Total     | 89      | 100.0         |                    |
Table 134

**Methods School Developed - Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| None      | 3       | 3.4           | 3.4                |
| Moderate  | 14      | 15.7          | 15.9               |
| Strong    | 37      | 41.6          | 42.0               |
| Very strong | 34   | 38.2          | 38.6               |
| Total     | 88      | 98.9          | 100.0              |

Table 135

**Methods Commercial - Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| None      | 16      | 18.0          | 19.0               |
| Little    | 21      | 23.6          | 25.0               |
| Moderate  | 31      | 34.8          | 36.9               |
| Strong    | 14      | 15.7          | 16.7               |
| Very strong | 2    | 2.2           | 2.4                |
| Total     | 84      | 94.4          | 100.0              |

Table 136

**Methods Student Performance - Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Little    | 7       | 7.9           | 8.0                |
| Moderate  | 13      | 14.6          | 14.9               |
| Strong    | 35      | 39.3          | 40.2               |
| Very strong | 32   | 36.0          | 36.8               |
| Total     | 87      | 97.8          | 100.0              |

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| System    | 2       | 2.2           |                    |
| Total     | 89      | 100.0         |                    |
Table 137

**Mission Assessment- Administrators**

|        | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-----------|---------|---------------|--------------------|
| Low    | 1         | 1.1     | 1.1           | 1.1                |
| Moderate | 3         | 3.4     | 3.4           | 4.5                |
| Valid  | High      | 38      | 42.7          | 43.2               |
|        | Very high | 46      | 51.7          | 52.3               |
|        | Total     | 88      | 98.9          | 100.0              |
| Missing| System    | 1       | 1.1           |                    |
| Total  |           | 89      | 100.0         |                    |

Table 138

**Mission Outcomes- Administrators**

|        | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-----------|---------|---------------|--------------------|
| Valid  | Moderate  | 6       | 6.7           | 6.8                |
|        | High      | 39      | 43.8          | 51.1               |
|        | Very high | 43      | 48.3          | 100.0              |
|        | Total     | 88      | 98.9          | 100.0              |
| Missing| System    | 1       | 1.1           |                    |
| Total  |           | 89      | 100.0         |                    |

Table 139

**Mission Interdisciplinary- Administrators**

|        | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-----------|---------|---------------|--------------------|
| Valid  | Very low  | 1       | 1.1           | 1.1                |
|        | Low       | 2       | 2.2           | 2.3                |
|        | Moderate  | 20      | 22.5          | 23.0               |
|        | High      | 38      | 42.7          | 43.7               |
|        | Very high | 26      | 29.2          | 29.9               |
|        | Total     | 87      | 97.8          | 100.0              |
| Missing| System    | 2       | 2.2           |                    |
| Total  |           | 89      | 100.0         |                    |
### Table 140

**Mission Alternative Delivery - Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Very low  | 1       | 1.1           | 1.1                |
| Low       | 4       | 4.5           | 4.6                |
| Moderate  | 33      | 37.1          | 37.9               |
| High      | 34      | 38.2          | 39.1               |
| Very high | 15      | 16.9          | 17.2               |
| Total     | 87      | 97.8          | 100.0              |

### Table 141

**Mission Innovation - Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Very low  | 1       | 1.1           | 1.1                |
| Low       | 3       | 3.4           | 3.4                |
| Moderate  | 23      | 25.8          | 26.1               |
| High      | 34      | 38.2          | 38.6               |
| Very high | 27      | 30.3          | 30.7               |
| Total     | 88      | 98.9          | 100.0              |

### Table 142

**Policies Dissemination - Administrators**

| Frequency       | Percent | Valid Percent | Cumulative Percent |
|-----------------|---------|---------------|--------------------|
| Not important   | 3       | 3.4           | 3.7                |
| Not very important | 1   | 1.1           | 4.9                |
| Somewhat important | 8  | 9.0           | 9.8                |
| Important       | 45      | 50.6          | 69.5               |
| Very Important  | 25      | 28.1          | 100.0              |
| Total           | 82      | 92.1          | 100.0              |

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| System    | 7       | 7.9           |                    |
| Total     | 89      | 100.0         |                    |
Table 143

**Policies Feedback - Administrators**

|                          | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|-----------|---------|---------------|--------------------|
| Not very important       | 2         | 2.2     | 2.3           | 2.3                |
| Somewhat important       | 5         | 5.6     | 5.7           | 8.0                |
| Important                | 31        | 34.8    | 35.6          | 43.7               |
| Very Important           | 49        | 55.1    | 56.3          | 100.0              |
| Total                    | 87        | 97.8    | 100.0         |                    |
| Missing System           | 2         | 2.2     |               |                    |
| Total                    | 89        | 100.0   |               |                    |

Table 144

**Policies Workshops - Administrators**

|                          | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|-----------|---------|---------------|--------------------|
| Somewhat important       | 9         | 10.1    | 10.2          | 10.2               |
| Important                | 37        | 41.6    | 42.0          | 52.3               |
| Very Important           | 42        | 47.2    | 47.7          | 100.0              |
| Total                    | 88        | 98.9    | 100.0         |                    |
| Missing System           | 1         | 1.1     |               |                    |
| Total                    | 89        | 100.0   |               |                    |

Table 145

**Policies Support - Administrators**

|                          | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|-----------|---------|---------------|--------------------|
| Somewhat important       | 11        | 12.4    | 12.5          | 12.5               |
| Important                | 35        | 39.3    | 39.8          | 52.3               |
| Very Important           | 42        | 47.2    | 47.7          | 100.0              |
| Total                    | 88        | 98.9    | 100.0         |                    |
| Missing System           | 1         | 1.1     |               |                    |
| Total                    | 89        | 100.0   |               |                    |
Table 146

**Policies Hiring- Administrators**

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|-------------------|
| Not very important | 5         | 5.6     | 6.0           | 6.0               |
| Valid              |           |         |               |                   |
| Somewhat important| 20        | 22.5    | 23.8          | 29.8              |
| Important          | 46        | 51.7    | 54.8          | 84.5              |
| Very Important     | 13        | 14.6    | 15.5          | 100.0             |
| Total              | 84        | 94.4    | 100.0         |                   |
| Missing            |           |         |               |                   |
| System             | 5         | 5.6     |               |                   |
| Total              | 89        | 100.0   |               |                   |

Table 147

**Policies Planning- Administrators**

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|-------------------|
| Valid              |           |         |               |                   |
| Somewhat important| 8         | 9.0     | 9.3           | 9.3               |
| Important          | 47        | 52.8    | 54.7          | 64.0              |
| Very Important     | 31        | 34.8    | 36.0          | 100.0             |
| Total              | 86        | 96.6    | 100.0         |                   |
| Missing            |           |         |               |                   |
| System             | 3         | 3.4     |               |                   |
| Total              | 89        | 100.0   |               |                   |

Table 148

**Policies Review- Administrators**

|                    | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|-------------------|
| Valid              |           |         |               |                   |
| Somewhat important| 8         | 9.0     | 9.1           | 9.1               |
| Important          | 34        | 38.2    | 38.6          | 47.7              |
| Very Important     | 46        | 51.7    | 52.3          | 100.0             |
| Total              | 88        | 98.9    | 100.0         |                   |
| Missing            |           |         |               |                   |
| System             | 1         | 1.1     |               |                   |
| Total              | 89        | 100.0   |               |                   |
Table 149

**Policies Evaluation - Administrators**

|           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid     |           |         |               |                    |
| Somewhat important | 9 | 10.1 | 10.3 | 10.3 |
| Important  | 30        | 33.7    | 34.5          | 44.8              |
| Very Important | 48      | 53.9    | 55.2          | 100.0             |
| Total     | 87        | 97.8    | 100.0         |                    |
| Missing   |           |         |               |                    |
| System    | 2         | 2.2     |               |                    |
| Total     | 89        | 100.0   |               |                    |

Table 150

**Attitudes1 - Administrators**

|           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid     |           |         |               |                    |
| Strongly disagree | 8 | 9.0 | 9.3 | 9.3 |
| Disagree  | 27        | 30.3    | 31.4          | 40.7              |
| Neutral   | 10        | 11.2    | 11.6          | 52.3              |
| Agree     | 33        | 37.1    | 38.4          | 90.7              |
| Strongly Agree | 8 | 9.0 | 9.3 | 100.0 |
| Total     | 86        | 96.6    | 100.0         |                    |
| Missing   |           |         |               |                    |
| System    | 3         | 3.4     |               |                    |
| Total     | 89        | 100.0   |               |                    |

Table 151

**Attitudes2 - Administrators**

|           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Valid     |           |         |               |                    |
| Strongly disagree | 1 | 1.1 | 1.1 | 1.1 |
| Disagree  | 7         | 7.9     | 8.0           | 9.1               |
| Neutral   | 8         | 9.0     | 9.1           | 18.2              |
| Agree     | 49        | 55.1    | 55.7          | 73.9              |
| Strongly Agree | 23 | 25.8 | 26.1 | 100.0 |
| Total     | 88        | 98.9    | 100.0         |                    |
| Missing   |           |         |               |                    |
| System    | 1         | 1.1     |               |                    |
| Total     | 89        | 100.0   |               |                    |
### Table 152

**Attitudes3 - Administrators**

| Category          | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly disagree | 1         | 1.1     | 1.1           | 1.1                |
| Disagree          | 3         | 3.4     | 3.4           | 4.5                |
| Neutral           | 9         | 10.1    | 10.2          | 14.8               |
| Agree             | 43        | 48.3    | 48.9          | 63.6               |
| Strongly Agree    | 32        | 36.0    | 36.4          | 100.0              |
| Total             | 88        | 98.9    | 100.0         |                    |
| Missing System    | 1         | 1.1     |               |                    |
| Total             | 89        | 100.0   |               |                    |

### Table 153

**Attitudes4 - Administrators**

| Category          | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Disagree          | 2         | 2.2     | 2.3           | 2.3                |
| Neutral           | 5         | 5.6     | 5.7           | 8.0                |
| Agree             | 37        | 41.6    | 42.0          | 50.0               |
| Strongly Agree    | 44        | 49.4    | 50.0          | 100.0              |
| Total             | 88        | 98.9    | 100.0         |                    |
| Missing System    | 1         | 1.1     |               |                    |
| Total             | 89        | 100.0   |               |                    |

### Table 154

**Attitudes5 - Administrators**

| Category          | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Disagree          | 2         | 2.2     | 2.3           | 2.3                |
| Neutral           | 10        | 11.2    | 11.4          | 13.6               |
| Agree             | 44        | 49.4    | 50.0          | 63.6               |
| Strongly Agree    | 32        | 36.0    | 36.4          | 100.0              |
| Total             | 88        | 98.9    | 100.0         |                    |
| Missing System    | 1         | 1.1     |               |                    |
| Total             | 89        | 100.0   |               |                    |
Table 155

| Attitudes6- Administrators | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|-------------------|
| Strongly disagree          | 1         | 1.1     | 1.1           | 1.1               |
| Disagree                   | 3         | 3.4     | 3.4           | 4.5               |
| Neutral                    | 20        | 22.5    | 22.7          | 27.3              |
| Agree                      | 41        | 46.1    | 46.6          | 73.9              |
| Strongly Agree             | 23        | 25.8    | 26.1          | 100.0             |
| Total                      | 88        | 98.9    | 100.0         |                   |

Table 156

| Attitudes7- Administrators | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|-------------------|
| Strongly disagree          | 1         | 1.1     | 1.1           | 1.1               |
| Disagree                   | 1         | 1.1     | 1.1           | 2.3               |
| Neutral                    | 3         | 3.4     | 3.4           | 5.7               |
| Agree                      | 35        | 39.3    | 39.8          | 45.5              |
| Strongly Agree             | 48        | 53.9    | 54.5          | 100.0             |
| Total                      | 88        | 98.9    | 100.0         |                   |

Table 157

| Attitudes8- Administrators | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|-------------------|
| Disagree                   | 2         | 2.2     | 2.3           | 2.3               |
| Neutral                    | 2         | 2.2     | 2.3           | 4.5               |
| Agree                      | 31        | 34.8    | 35.2          | 39.8              |
| Strongly Agree             | 53        | 59.6    | 60.2          | 100.0             |
| Total                      | 88        | 98.9    | 100.0         |                   |

Table 155

| Attitudes6- Administrators | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|-------------------|
| Strongly disagree          | 1         | 1.1     | 1.1           | 1.1               |
| Disagree                   | 3         | 3.4     | 3.4           | 4.5               |
| Neutral                    | 20        | 22.5    | 22.7          | 27.3              |
| Agree                      | 41        | 46.1    | 46.6          | 73.9              |
| Strongly Agree             | 23        | 25.8    | 26.1          | 100.0             |
| Total                      | 88        | 98.9    | 100.0         |                   |

Table 156

| Attitudes7- Administrators | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|-------------------|
| Strongly disagree          | 1         | 1.1     | 1.1           | 1.1               |
| Disagree                   | 1         | 1.1     | 1.1           | 2.3               |
| Neutral                    | 3         | 3.4     | 3.4           | 5.7               |
| Agree                      | 35        | 39.3    | 39.8          | 45.5              |
| Strongly Agree             | 48        | 53.9    | 54.5          | 100.0             |
| Total                      | 88        | 98.9    | 100.0         |                   |

Table 157

| Attitudes8- Administrators | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|-------------------|
| Disagree                   | 2         | 2.2     | 2.3           | 2.3               |
| Neutral                    | 2         | 2.2     | 2.3           | 4.5               |
| Agree                      | 31        | 34.8    | 35.2          | 39.8              |
| Strongly Agree             | 53        | 59.6    | 60.2          | 100.0             |
| Total                      | 88        | 98.9    | 100.0         |                   |

Table 155

| Attitudes6- Administrators | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|-------------------|
| Strongly disagree          | 1         | 1.1     | 1.1           | 1.1               |
| Disagree                   | 3         | 3.4     | 3.4           | 4.5               |
| Neutral                    | 20        | 22.5    | 22.7          | 27.3              |
| Agree                      | 41        | 46.1    | 46.6          | 73.9              |
| Strongly Agree             | 23        | 25.8    | 26.1          | 100.0             |
| Total                      | 88        | 98.9    | 100.0         |                   |

Table 156

| Attitudes7- Administrators | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|-------------------|
| Strongly disagree          | 1         | 1.1     | 1.1           | 1.1               |
| Disagree                   | 1         | 1.1     | 1.1           | 2.3               |
| Neutral                    | 3         | 3.4     | 3.4           | 5.7               |
| Agree                      | 35        | 39.3    | 39.8          | 45.5              |
| Strongly Agree             | 48        | 53.9    | 54.5          | 100.0             |
| Total                      | 88        | 98.9    | 100.0         |                   |

Table 157

| Attitudes8- Administrators | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------|-----------|---------|---------------|-------------------|
| Disagree                   | 2         | 2.2     | 2.3           | 2.3               |
| Neutral                    | 2         | 2.2     | 2.3           | 4.5               |
| Agree                      | 31        | 34.8    | 35.2          | 39.8              |
| Strongly Agree             | 53        | 59.6    | 60.2          | 100.0             |
| Total                      | 88        | 98.9    | 100.0         |                   |
Table 158

*Attitudes*9- *Administrators*

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree       | 1         | 1.1     | 1.1           | 1.1                |
| Neutral        | 6         | 6.7     | 6.8           | 8.0                |
| Valid Agreement| 37        | 41.6    | 42.0          | 50.0               |
| Strongly Agree | 44        | 49.4    | 50.0          | 100.0              |
| Total          | 88        | 98.9    | 100.0         |                    |
| Missing System | 1         | 1.1     |               |                    |
| Total          | 89        | 100.0   |               |                    |

Table 159

*Attitudes*10- *Administrators*

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Strongly disagree | 1      | 1.1     | 1.1           | 1.1                |
| Disagree        | 1         | 1.1     | 1.1           | 2.3                |
| Neutral         | 6         | 6.7     | 6.8           | 9.1                |
| Agree           | 39        | 43.8    | 44.3          | 53.4               |
| Strongly Agree  | 41        | 46.1    | 46.6          | 100.0              |
| Total           | 88        | 98.9    | 100.0         |                    |
| Missing System  | 1         | 1.1     |               |                    |
| Total           | 89        | 100.0   |               |                    |

*Administrator’s Survey – Ethical Assessment Practices.*

Table 160

*Descriptive Statistics for Administrator’s Survey – Ethical Assessment Practices*

|                | N  | Mean | Std. Deviation |
|----------------|----|------|----------------|
| Ethical Practices1 | 88 | 1.00 | .00            |
| Ethical Practices2 | 88 | .05  | .21            |
| Ethical Practices3 | 84 | .75  | .44            |
| Ethical Practices4 | 85 | .64  | .48            |
| Ethical Practices5 | 85 | .89  | .31            |
| Ethical Practices6 | 88 | .15  | .36            |
### Table 161

**Ethical Practices1 - Administrators**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | Ethical   | 88      | 98.9          | 100.0              |
|       | Missing   | 1       | 1.1           |                    |
| Total |           | 89      | 100.0         | 100.0              |

### Table 162

**Ethical Practices2 - Administrators**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | Unethical | 84      | 94.4          | 95.5               |
|       | Ethical   | 4       | 4.5           | 100.0              |
| Total |           | 88      | 98.9          | 100.0              |
| Missing | System   | 1       | 1.1           |                    |
| Total |           | 89      | 100.0         |                    |

### Table 163

**Ethical Practices3 - Administrators**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | Unethical | 21      | 23.6          | 25.0               |
|       | Ethical   | 63      | 70.8          | 75.0               |
| Total |           | 84      | 94.4          | 100.0              |
| Missing | System   | 5       | 5.6           |                    |
| Total |           | 89      | 100.0         |                    |

### Table 164

**Ethical Practices4 - Administrators**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | Unethical | 31      | 34.8          | 36.5               |
|       | Ethical   | 54      | 60.7          | 63.5               |
| Total |           | 85      | 95.5          | 100.0              |
| Missing | System   | 4       | 4.5           |                    |
| Total |           | 89      | 100.0         |                    |
Table 165

**Ethical Practices5- Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Unethical      | 9         | 10.1    | 10.6          | 10.6               |
| Valid Ethical  | 76        | 85.4    | 89.4          | 100.0              |
| Total          | 85        | 95.5    | 100.0         |                    |
| Missing System | 4         | 4.5     |               |                    |
| Total          | 89        | 100.0   |               |                    |

Table 166

**Ethical Practices6- Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Unethical      | 75        | 84.3    | 85.2          | 85.2               |
| Valid Ethical  | 13        | 14.6    | 14.8          | 100.0              |
| Total          | 88        | 98.9    | 100.0         |                    |
| Missing System | 1         | 1.1     |               |                    |
| Total          | 89        | 100.0   |               |                    |

**Administrator’s Survey – Preparation and Training.**

Table 167

**Descriptive Statistics for Administrator’s Survey – Preparation and Training**

|                | N  | Mean | Std. Deviation |
|----------------|----|------|----------------|
| Preparation & Training2 | 86 | .73  | .45            |
| Preparation & Training3  | 85 | 3.73 | .61            |

Table 168

**Preparation & Training2- Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| No             | 23        | 25.8    | 26.7          | 26.7               |
| Valid Yes      | 63        | 70.8    | 73.3          | 100.0              |
| Total          | 86        | 96.6    | 100.0         |                    |
| Missing System | 3         | 3.4     |               |                    |
| Total          | 89        | 100.0   |               |                    |
Table 169

**Preparation & Training- Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Not at all prepared | 1 | 1.1 | 1.2 | 1.2 |
| Slightly prepared | 1 | 1.1 | 1.2 | 2.4 |
| Valid | | | | |
| Somewhat prepared | 17 | 19.1 | 20.0 | 22.4 |
| Well prepared | 66 | 74.2 | 77.6 | 100.0 |
| Total | 85 | 95.5 | 100.0 | |
| Missing System | 4 | 4.5 | | |
| Total | 89 | 100.0 | | |

**Administrator’s Survey – Involvement in Student Assessment.**

Table 170

**Descriptive Statistics for Administrator’s Survey – Involvement in Student Assessment**

| Involvement | N | Mean  | Std. Deviation |
|-------------|---|-------|----------------|
| Involvement1 | 89 | 2.37 | 1.25 |
| Involvement2 | 89 | 2.64 | 1.33 |
| Involvement3 | 89 | 2.28 | 1.35 |
| Involvement4 | 89 | 2.35 | 1.37 |

Table 171

**Involvement1- Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Not involved | 11 | 12.4 | 12.4 | 12.4 |
| Moderately involved | 6 | 6.7 | 6.7 | 19.1 |
| Involved | 30 | 33.7 | 33.7 | 52.8 |
| Valid | | | | |
| Highly involved | 23 | 25.8 | 25.8 | 78.7 |
| Very highly involved | 19 | 21.3 | 21.3 | 100.0 |
| Total | 89 | 100.0 | 100.0 | |
### Table 172

**Involvement 2 - Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Not involved | 10 | 11.2 | 11.2 | 11.2 |
| Moderately involved | 7 | 7.9 | 7.9 | 19.1 |
| Involved | 19 | 21.3 | 21.3 | 40.4 |
| Valid | | | |
| Highly involved | 22 | 24.7 | 24.7 | 65.2 |
| Very highly involved | 31 | 34.8 | 34.8 | 100.0 |
| Total | 89 | 100.0 | 100.0 | 100.0 |

### Table 173

**Involvement 3 - Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Not involved | 11 | 12.4 | 12.4 | 12.4 |
| Moderately involved | 17 | 19.1 | 19.1 | 31.5 |
| Involved | 18 | 20.2 | 20.2 | 51.7 |
| Valid | | | |
| Highly involved | 22 | 24.7 | 24.7 | 76.4 |
| Very highly involved | 21 | 23.6 | 23.6 | 100.0 |
| Total | 89 | 100.0 | 100.0 | 100.0 |

### Table 174

**Involvement 4 - Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Not involved | 12 | 13.5 | 13.5 | 13.5 |
| Moderately involved | 13 | 14.6 | 14.6 | 28.1 |
| Involved | 19 | 21.3 | 21.3 | 49.4 |
| Valid | | | |
| Highly involved | 22 | 24.7 | 24.7 | 74.2 |
| Very highly involved | 23 | 25.8 | 25.8 | 100.0 |
| Total | 89 | 100.0 | 100.0 | 100.0 |
Table 175

**Descriptive Statistics for Administrator’s Survey – Impact**

|       | N  | Mean | Std. Deviation |
|-------|----|------|----------------|
| Impact2 | 88 | 3.34 | .50            |
| Impact3 | 88 | 3.39 | .56            |
| Impact4 | 83 | 3.18 | .52            |
| Impact5 | 86 | 3.16 | .70            |

Table 176

**Impact2- Administrators**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | None      | 1       | 1.1           | 1.1                |
|       | Positive  | 56      | 62.9          | 64.8               |
|       | Very positive | 31   | 34.8          | 100.0              |
|       | Total     | 88      | 98.9          | 100.0              |
| Missing | System   | 1       | 1.1           |                    |
| Total  |           | 89      | 100.0         |                    |

Table 177

**Impact3- Administrators**

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | None      | 3       | 3.4           | 3.4                |
|       | Positive  | 48      | 53.9          | 58.0               |
|       | Very positive | 37   | 41.6          | 100.0              |
|       | Total     | 88      | 98.9          | 100.0              |
| Missing | System   | 1       | 1.1           |                    |
| Total  |           | 89      | 100.0         |                    |
Table 178

**Impact4 - Administrators**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| None    | 5         | 5.6     | 6.0           | 6.0                |
| Positive| 58        | 65.2    | 69.9          | 75.9               |
| Very positive | 20    | 22.5    | 24.1          | 100.0              |
| Total   | 83        | 93.3    | 100.0         |                    |

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Missing | System    | 6       | 6.7           |                    |
| Total   | 89        | 100.0   |               |                    |

Table 179

**Impact5 - Administrators**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| None    | 15        | 16.9    | 17.4          | 17.4               |
| Positive| 42        | 47.2    | 48.8          | 66.3               |
| Very positive | 29   | 32.6    | 33.7          | 100.0              |
| Total   | 86        | 96.6    | 100.0         |                    |

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| Missing | System    | 3       | 3.4           |                    |
| Total   | 89        | 100.0   |               |                    |

**Administrator’s Survey – Assessment Practices of Students with Learning Disabilities.**

Table 180

**Administrator’s Survey – Assessment of Students with LD with peers**

|         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|---------|---------------|--------------------|
| No      | 51        | 57.3    | 59.3          | 59.3               |
| Yes     | 35        | 39.3    | 40.7          | 100.0              |
| Total   | 86        | 96.6    | 100.0         |                    |

|         | Frequency | Percent | Cumulative Percent |
|---------|-----------|---------|--------------------|
| System  | 3         | 3.4     |                    |
| Total   | 89        | 100.0   |                    |
### Table 181

**Descriptive Statistics for Pull Out by Subjects - Administrators**

| Subject         | N  | Mean | Std. Deviation |
|-----------------|----|------|----------------|
| Language Arts   | 49 | 2.78 | 1.30           |
| Arabic          | 49 | 2.80 | 1.32           |
| Math            | 49 | 2.88 | 1.40           |
| Science         | 47 | 2.15 | 1.52           |
| Social studies  | 41 | 1.70 | 1.60           |

### Table 182

**Language Arts - Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Never          | 1         | 1.1     | 2.0           | 2.0                |
| Occasionally   | 13        | 14.6    | 26.5          | 28.6               |
| Half the time  | 2         | 2.2     | 4.1           | 32.7               |
| Most of the time | 13     | 14.6    | 26.5          | 59.2               |
| All the time   | 20        | 22.5    | 40.8          | 100.0              |
| Total          | 49        | 55.1    | 100.0         |                    |

### Table 183

**Arabic - Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Never          | 1         | 1.1     | 2.0           | 2.0                |
| Occasionally   | 13        | 14.6    | 26.5          | 28.6               |
| Half the time  | 3         | 3.4     | 6.1           | 34.7               |
| Most of the time | 10    | 11.2    | 20.4          | 55.1               |
| All the time   | 22        | 24.7    | 44.9          | 100.0              |
| Total          | 49        | 55.1    | 100.0         |                    |

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Missing System | 40        | 44.9    |               |                    |
| Total          | 89        | 100.0   |               |                    |
### Table 184

**Math-Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Never     | 3       | 3.4           | 6.1                |
| Occasionally | 10     | 11.2          | 20.4               |
| Half the time | 2      | 2.2           | 4.1                |
| Most of the time | 9    | 10.1          | 18.4               |
| All the time    | 25     | 28.1          | 51.0               |
| Total | 49     | 55.1          | 100.0              |

**Missing**

| System | 40     | 44.9          | 100.0              |

| Total | 89     | 100.0         |                     |

### Table 185

**Science-Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Never     | 7       | 7.9           | 14.9               |
| Occasionally | 16    | 18.0          | 34.0               |
| Most of the time | 11 | 12.4         | 23.4               |
| All the time    | 13 | 14.6         | 27.7               |
| Total | 47     | 52.8          | 100.0              |

**Missing**

| System | 42     | 47.2          | 100.0              |

| Total | 89     | 100.0         |                     |

### Table 186

**Social Studies-Administrators**

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| Never     | 12      | 13.5          | 29.3               |
| Occasionally | 13    | 14.6          | 31.7               |
| Half the time | 1    | 1.1           | 2.4                |
| Most of the time | 5 | 5.6         | 12.2               |
| All the time    | 10 | 11.2         | 24.4               |
| Total | 41     | 46.1          | 100.0              |

**Missing**

| System | 48     | 53.9          | 100.0              |

| Total | 89     | 100.0         |                     |
Administrator’s Survey – Accommodations.

Table 187

**Oral instructions - Administrators**

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Yes            | 77        | 86.5    | 100.0         | 100.0              |
| Does not Apply | 12        | 13.5    |               |                    |
| Total          | 89        | 100.0   |               |                    |

Table 188

**Computer Responses - Administrators**

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Yes            | 33        | 37.1    | 100.0         | 100.0              |
| Does not Apply | 56        | 62.9    |               |                    |
| Total          | 89        | 100.0   |               |                    |

Table 189

**Small Group - Administrators**

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Yes            | 59        | 66.3    | 100.0         | 100.0              |
| Does not Apply | 30        | 33.7    |               |                    |
| Total          | 89        | 100.0   |               |                    |

Table 190

**Alternate Site - Administrators**

| Valid          | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Yes            | 65        | 73.0    | 100.0         | 100.0              |
| Does not Apply | 24        | 27.0    |               |                    |
| Total          | 89        | 100.0   |               |                    |
Table 191

**Test Preparation - Administrators**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid Yes     | 72        | 80.9    | 100.0         | 100.0              |
| Does not Apply| 17        | 19.1    |               |                    |
| Total         | 89        | 100.0   |               |                    |

Table 192

**Large Print - Administrators**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid Yes     | 82        | 92.1    | 100.0         | 100.0              |
| Does not Apply| 7         | 7.9     |               |                    |
| Total         | 89        | 100.0   |               |                    |

Table 193

**Verbal Response - Administrators**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid Yes     | 69        | 77.5    | 100.0         | 100.0              |
| Does not Apply| 20        | 22.5    |               |                    |
| Total         | 89        | 100.0   |               |                    |

Table 194

**Assistive Devices - Administrators**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid Yes     | 30        | 33.7    | 100.0         | 100.0              |
| Does not Apply| 59        | 66.3    |               |                    |
| Total         | 89        | 100.0   |               |                    |
Table 195

**Seating - Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes      | 49        | 55.1    | 100.0         | 100.0              |
| Does not Apply | 40        | 44.9    | 100.0         | 100.0              |
| Total          | 89        | 100.0   |               |                    |

Table 196

**Breaks - Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes      | 60        | 67.4    | 100.0         | 100.0              |
| Does not Apply | 29        | 32.6    | 100.0         | 100.0              |
| Total          | 89        | 100.0   |               |                    |

Table 197

**Reduce per Page/Line - Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes      | 71        | 79.8    | 100.0         | 100.0              |
| Does not Apply | 18        | 20.2    | 100.0         | 100.0              |
| Total          | 89        | 100.0   |               |                    |

Table 198

**Scribe - Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes      | 37        | 41.6    | 100.0         | 100.0              |
| Does not Apply | 52        | 58.4    | 100.0         | 100.0              |
| Total          | 89        | 100.0   |               |                    |
Table 199

**Calculator-Administrators**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid Yes     | 56        | 62.9    | 100.0         | 100.0              |
| Does not Apply| 33        | 37.1    |               |                    |
| Total         | 89        | 100.0   |               |                    |

Table 200

**Lighting-Administrators**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid Yes     | 25        | 28.1    | 100.0         | 100.0              |
| Does not Apply| 64        | 71.9    |               |                    |
| Total         | 89        | 100.0   |               |                    |

Table 201

**Multiple Sessions-Administrators**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid Yes     | 58        | 65.2    | 100.0         | 100.0              |
| Does not Apply| 31        | 34.8    |               |                    |
| Total         | 89        | 100.0   |               |                    |

Table 202

**Prompts-Administrators**

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid Yes     | 65        | 73.0    | 100.0         | 100.0              |
| Does not Apply| 24        | 27.0    |               |                    |
| Total         | 89        | 100.0   |               |                    |
Table 203

**Reader-Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid          | 58        | 65.2    | 100.0         | 100.0              |
| Does not Apply | 31        | 34.8    |               |                    |
| Total          | 89        | 100.0   |               |                    |

Table 204

**Tape Recorder-Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid          | 15        | 16.9    | 100.0         | 100.0              |
| Does not Apply | 74        | 83.1    |               |                    |
| Total          | 89        | 100.0   |               |                    |

Table 205

**Extended Time-Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid          | 84        | 94.4    | 100.0         | 100.0              |
| Does not Apply | 5         | 5.6     |               |                    |
| Total          | 89        | 100.0   |               |                    |

Table 206

**Distractions-Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid          | 74        | 83.1    | 100.0         | 100.0              |
| Missing System | 15        | 16.9    |               |                    |
| Total          | 89        | 100.0   |               |                    |
Table 207

**Different Order- Administrators**

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Yes      | 57        | 64.0    | 100.0         | 100.0              |
| Does not Apply | 32        | 36.0    |               |                    |
| Total          | 89        | 100.0   |               |                    |

**Teachers Comparisons**

**Teachers According to their Teaching Assignment.**

*Traditional and Alternative Assessment Practices.*

H₀: There is no difference in traditional and alternative assessment practices between special education and regular education teachers.

Hₐ: There is a difference in traditional and alternative assessment practices between special education and regular education teachers.

An independent samples t-test was conducted on traditional and alternative assessment practices (TQ1 to TQ20). See Table 208 below for descriptive statistics. Levene’s test for homoscedasticity was not statistically significant (F = .61, p = .804) assuming equal variances between the two groups. The result was statistically significant (t = 2.007, df = 670, p = .045), therefore the null hypothesis was rejected. The differences between special education and regular education teachers’ traditional and alternative assessment practices are related to their frequency in (1) using paper-and-pencil tests provided by the curriculum rather than creating own (TQ3), (2) using true or false items (TQ4a), (3) using multiple choice items (TQ4b), (4) using fill in the blank items (TQ4c), (5) using essay items (TQ4e), (6) using portfolio assessments (TQ14b), and (7) estimating the reliability of alternative assessments (TQ15). The difference is also related to how important special education and regular education teachers think (8) multiple choice items
are (TQ9b), as well as rating the importance of (9) alternative assessments (TQ16), (10) creating performance and portfolio assessments (TQ17), and (11) the importance of using portfolios to assess students (TQ19b).

Table 208

| Group Statistics for Traditional and Alternative Assessment Practices by Teaching Assignment |
|---------------------------------------------------------------|
| Teaching assignment | N   | Mean | Std. Deviation | Std. Error Mean |
|---------------------|-----|------|----------------|-----------------|
| Traditional and Alternative Assessments | 375 | 93.89 | 17.55 | .91 |
| Special Education   | 297 | 91.01 | 19.55 | 1.13 |
| Regular Education   |     |      |                |                 |

Assessment for Learning (AFL).

H₀: There is no difference in the assessment for learning practices between special education and regular education teachers.

H₁: There is a difference in the assessment for learning practices between special education and regular education teachers.

An independent samples t-test was conducted on assessment for learning practices (TQ21 to TQ32). See Table 209 below for descriptive statistics. Levene’s test for homoscedasticity was not statistically significant (F = 2.422, p = .12) assuming equal variances between the two groups. The result was statistically significant (t = 2.138, df = 665, p = .033), therefore the null hypothesis was rejected. The differences between special education and regular education teachers’ assessment for learning practices are related to (1) discussing the answers with each student after a test (TQ22) and giving students opportunities to ask questions (TQ31).
**Group Statistics for Assessment for Learning (AFL) by Teaching Assignment**

| Teaching Assignment     | N   | Mean | Std. Deviation | Std. Error Mean |
|-------------------------|-----|------|----------------|-----------------|
| AFL                     |     |      |                |                 |
| Special Education       | 373 | 41.93| 4.76           | .25             |
| Regular Education       | 294 | 41.05| 5.79           | .34             |

**Ethical Assessment Practices.**

$H_0$: There is no difference in ethical assessment practices between special education and regular education teachers.

$H_A$: There is a difference in ethical assessment practices between special education and regular education teachers.

An independent samples t-test was conducted on ethical assessment practices (TQ33 to TQ38). See Table 210 below for descriptive statistics. Levene’s test for homoscedasticity was significant ($F = 4.67, p = .03$) assuming unequal variances between the two groups. Therefore, the Welsh-Aspin test with Satterthwaite’s adjustment to the degrees of freedom was conducted. The result was not statistically significant ($t = .896, df = 663, p = .37$). The researcher failed to reject the null hypothesis.

**Table 210**

| Teaching Assignment       | N   | Mean | Std. Deviation | Std. Error Mean |
|---------------------------|-----|------|----------------|-----------------|
| Ethical Assessment Practices |   |      |                |                 |
| Special Education         | 372 | 3.58 | .96            | .05             |
| Regular Education         | 293 | 3.51 | 1.09           | .06             |

**Preparation and Training.**

$H_0$: There is no difference in preparation and training between special education and regular education teachers.
Hₐ: There is a difference in preparation and training between special education and regular education teachers.

An independent samples t-test was conducted on preparation and training (TQ39 to TQ41). See Table 211 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = .94, p = .33) assuming equal variances between the two groups. The result was not statistically significant (t = -.495, df = 658, p = .621). The researcher failed to reject the null hypothesis.

Table 211

| Group Statistics for Teachers’ Preparation and Training by Teaching Assignment |
|-------------------------------|--------|--------|---------------|---------------|
| Teaching Assignment | N  | Mean | Std. Deviation | Std. Error Mean |
|-----------------------|-----|------|----------------|----------------|
| Preparation and Training | | | | |
| Special Education | 369 | 7.42 | 1.72 | .09 |
| Regular Education | 291 | 7.49 | 1.63 | .1 |

Involvement in Student Assessment.

H₀: There is no difference in the involvement in student assessment between special education and regular education teachers.

Hₐ: There is a difference in the involvement in student assessment between special education and regular education teachers.

An independent samples t-test was conducted on involvement in student assessment (TQ42 to TQ45). See Table 212 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = .09, p = .764) assuming equal variances between the two groups. The result was not statistically significant (t = .703, df = 655, p = .482). The researcher failed to reject the null hypothesis.
Table 212

| Teaching assignment       | N   | Mean   | Std. Deviation | Std. Error Mean |
|---------------------------|-----|--------|----------------|-----------------|
| Involvement               |     |        |                |                 |
| Special Education         | 368 | 7.35   | 4.19           | .22             |
| Regular Education         | 289 | 7.12   | 4.10           | .24             |

**Impact.**

H₀: There is no difference in the perceived impact of student assessment between special education and regular education teachers.

Hₐ: There is a difference in the perceived impact of student assessment between special education and regular education teachers.

An independent samples t-test was conducted on impact (TQ46 to TQ50). See Table 213 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = .90, p = .765) assuming equal variances between the two groups. The result was statistically significant (t = 3.409, df = 626, p = .001). The null hypothesis was rejected. The difference in the perceived impact of student assessment between special education and regular education teachers is related to hiring specialists (TQ50).

Table 213

| Teaching Assignment       | N   | Mean   | Std. Deviation | Std. Error Mean |
|---------------------------|-----|--------|----------------|-----------------|
| Impact                    |     |        |                |                 |
| Special Education         | 351 | 12.50  | 2.29           | .12             |
| Regular Education         | 277 | 11.86  | 2.39           | .14             |

**Assessment of Students with Learning Disabilities.**

H₀: There is no difference in the assessment of students with learning disabilities between special education and regular education teachers.
Hₐ: There is a difference in the assessment of students with learning disabilities between special education and regular education teachers.

An independent samples t-test was conducted on assessment of students with learning disabilities (TQ51 to TQ52e). See Table 214 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = 3.269, p = .71) assuming equal variances between the two groups. The result was not statistically significant (t = .611, df = 652, p = .541). The researcher failed to reject the null hypothesis.

Table 214

| Group Statistics for Teachers’ Assessment of Students with Learning Disabilities by Teaching Assignment |
|------------------------------------------------------------------------------------------------|
| Teaching Assignment | N  | Mean | Std. Deviation | Std. Error Mean |
|----------------------|----|------|----------------|-----------------|
| Assessment of LD     | 369| 6.50 | 6.86           | .36             |
| LD                   | 285| 6.18 | 6.46           | .39             |

Teachers According to their Educational Level.

Traditional and Alternative Assessment Practices.

H₀: There is no difference in teachers’ traditional and alternative assessment practices according to their educational level.

Hₐ: There is a difference in teachers’ traditional and alternative assessment practices according to their educational level.

A one way between subjects ANOVA was conducted to compare the effect of educational level on teachers’ traditional and alternative assessment practices. See Table 216 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = .442, p = .81) assuming equal variances between the two groups. The result was not significant (p = .974). The researcher failed to reject the null hypothesis.
Table 215

Descriptives for Traditional and Alternative Assessment Practices by Educational Level

| Education Level                        | N   | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|----------------------------------------|-----|------|----------------|------------|---------------------------------|---------|---------|
| HS Diploma or Equivalent               | 85  | 93.13| 18.15          | 1.99       | 89.22 - 97.04                   | 38      | 150     |
| Bachelors                              | 311 | 91.85| 19.47          | 1.10       | 89.68 - 94.02                   | 0       | 138     |
| Teaching Diploma                       | 130 | 93.05| 17.10          | 1.50       | 90.09 - 96.02                   | 33      | 132     |
| Masters                                | 126 | 92.74| 18.81          | 1.68       | 89.42 - 96.05                   | 0       | 126     |
| EdD/PhD                                | 5   | 97.60| 19.19          | 8.58       | 73.77 - 121.43                  | 82      | 121     |
| Other Bachelors and Teaching Diploma   | 8   | 95.63| 15.76          | 5.57       | 82.45 - 108.80                  | 62      | 113     |
| Total                                  | 671 | 92.49| 18.58          | .72        | 91.09 - 93.90                   | 0       | 150     |

Assessment for Learning (AFL).

H₀: There is no difference in teachers’ assessment for learning practices according to their educational level.

Hₐ: There is a difference in teachers’ assessment for learning practices according to their educational level.

A one way between subjects ANOVA was conducted to compare the effect of educational level on teachers’ assessment for learning practices. See Table 217 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = 1.017, p = .413) assuming equal variances between the two groups. The result was not significant (p = .645). The researcher failed to reject the null hypothesis.
Table 216

| Descriptives for Assessment for Learning (AFL) by Educational Level | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|------------------------------------------------------------------|----|------|----------------|------------|-------------------------------|---------|---------|
| | | | Lower Bound | Upper Bound | | | |
| HS Diploma or Equivalent | 85 | 41.85 | 4.94 | .54 | 40.78 | 42.91 | 29 | 48 |
| Bachelors | 309 | 41.51 | 5.82 | .33 | 40.86 | 42.16 | 13 | 48 |
| Teaching Diploma | 130 | 41.74 | 4.65 | .41 | 40.93 | 42.55 | 31 | 48 |
| Masters | 123 | 41.27 | 4.54 | .41 | 40.46 | 42.08 | 32 | 48 |
| EdD/PhD | 5 | 44.00 | 4.69 | 2.10 | 38.18 | 49.82 | 36 | 48 |
| Other Bachelors and Teaching Diploma | 8 | 41.00 | 5.10 | 1.80 | 36.74 | 45.26 | 35 | 48 |
| Total | 666 | 41.54 | 5.25 | .20 | 41.14 | 41.94 | 13 | 48 |

*Ethical Assessment Practices.*

\( H_0: \) There is no difference in teachers’ ethical assessment practices according to their educational level.

\( H_A: \) There is a difference in teachers’ ethical assessment practices according to their educational level.

A one way between subjects ANOVA was conducted to compare the effect of educational level on teachers’ assessment for learning practices. See Table 218 below for descriptive statistics. Levene’s test for homoscedasticity was not significant \( (F = .687, p = .66) \) assuming equal variances between the two groups. The result was not significant \( (p = .578) \). The researcher failed to reject the null hypothesis.
Table 217

Descriptives for Teachers’ Ethical Assessment Practices by Educational Level

| Educational Level                       | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|----------------------------------------|----|------|----------------|------------|---------------------------------|---------|---------|
|                                        |    |      |                |            | Lower Bound                      |         |         |
|                                        |    |      |                |            | Upper Bound                      |         |         |
| HS Diploma or Equivalent               | 85 | 3.53 | .96            | .10        | 3.32                            | 1       | 6       |
| Bachelors                              | 305| 3.56 | .98            | .06        | 3.45                            | 0       | 6       |
| Teaching Diploma                       | 128| 3.46 | 1.08           | .10        | 3.27                            | 0       | 7       |
| Masters                                | 126| 3.65 | 1.07           | .10        | 3.46                            | 0       | 6       |
| EdD/PhD                                | 5  | 4.00 | 1.23           | .55        | 2.48                            | 3       | 6       |
| Other Bachelors and Teaching Diploma   | 8  | 3.25 | 1.17           | .41        | 2.28                            | 1       | 4       |
| Total                                  | 663| 3.55 | 1.02           | .04        | 3.47                            | 0       | 7       |

Preparation and Training.

H₀: There is no difference in teachers’ preparation and training according to their educational level.

H₁: There is a difference in teachers’ preparation and training according to their educational level.

A one way between subjects ANOVA was conducted to compare the effect of educational level on teachers’ preparation and training. See Table 219 below for descriptive statistics. Levene’s test for homoscedasticity was significant (F = 4.11, p=.00) assuming unequal variances between the two groups. The result was not significant (p=.105). The researcher failed to reject the null hypothesis.
Table 218

**Descriptives for Teachers’ Preparation and Training by Educational Level**

|                      | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|----------------------|----|------|----------------|------------|---------------------------------|---------|---------|
|                      |    |      |                |            | Lower Bound                      |         |         |
|                      |    |      |                |            | Upper Bound                      |         |         |
| HS Diploma or Equivalent | 85 | 7.16 | 2.24           | .24        | 6.68                            | 0       | 9       |
| Bachelors            | 306| 7.33 | 1.71           | .10        | 7.14                            | 0       | 9       |
| Teaching Diploma     | 128| 7.70 | 1.40           | .12        | 7.46                            | 2       | 9       |
| Masters              | 121| 7.64 | 1.46           | .13        | 7.37                            | 2       | 9       |
| EdD/PhD              | 5  | 8.40 | .55            | .25        | 7.72                            | 8       | 9       |
| Other Bachelors and Teaching Diploma | 8  | 7.50 | 1.93           | .68        | 5.89                            | 4       | 9       |
| Total                | 659| 7.46 | 1.69           | .07        | 7.33                            | 0       | 9       |

Involvement in Student Assessment.

H₀: There is no difference in teachers’ involvement in student assessment according to their educational level.

Hₐ: There is a difference in teachers’ involvement in student assessment according to their educational level.

A one way between subjects ANOVA was conducted to compare the effect of educational level on teachers’ involvement in student assessment. See Table 219 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = 1.287, p = .261) assuming equal variances between the two groups. The result was significant (p = .037). The null hypothesis was rejected. Post Hoc comparisons locate the difference between those holding a teaching diploma and those holding an EdD/PhD degree.
Table 219

| Descriptives for Teachers’ Involvement in Student Assessment by Educational Level |
|---|---|---|---|---|---|---|
|   | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|   |    |      |             |         | Lower Bound | Upper Bound |
| HS Diploma or Equivalent Bachelors Teaching Diploma Masters EdD/PhD Other Bachelors and Teaching Diploma Total |
| 84 | 8.13 | 4.32 | .47 | 7.19 | 9.07 | 0 | 16 |
| 305 | 7.15 | 4.20 | .24 | 6.68 | 7.63 | 0 | 16 |
| 127 | 6.89 | 3.85 | .34 | 6.21 | 7.57 | 0 | 16 |
| 123 | 7.07 | 4.05 | .37 | 6.35 | 7.80 | 0 | 16 |
| 5 | 6.60 | 6.50 | 3.00 | -1.48 | 14.68 | 0 | 15 |
| 6 | 12.00 | 3.35 | 1.37 | 8.49 | 15.51 | 8 | 16 |
| 6 | 6.33 | 4.27 | 1.75 | 1.85 | 10.82 | 1 | 11 |
| 656 | 7.25 | 4.16 | .16 | 6.93 | 7.56 | 0 | 16 |

Impact.

H₀: There is no difference in teachers’ perceived impact of student assessment according to their educational level.

Hₐ: There is a difference in teachers’ perceived impact of student assessment according to their educational level.

A one way between subjects ANOVA was conducted to compare the effect of educational level on teachers’ perceived impact of student assessment. See Table 220 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F=.976, p =.441) assuming equal variances between the two groups. The result was not significant (p =.16). The researcher failed to reject the null hypothesis.
Table 220

**Descriptives for Teachers’ Impact by Educational Level**

|                        | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|------------------------|----|------|----------------|------------|---------------------------------|---------|---------|
|                        |    |      |                |            | Lower Bound                      |         |         |
| HS Diploma or Equivalent | 83 | 15.99| 2.49           | .27        | 15.44                            | 9       | 20      |
| Bachelors              | 290| 15.19| 3.14           | .18        | 14.83                            | 2       | 20      |
| Teaching Diploma       | 123| 15.14| 2.70           | .24        | 14.66                            | 3       | 20      |
| Masters                | 119| 15.63| 2.45           | .23        | 15.19                            | 11      | 20      |
| EdD/PhD                | 5  | 15.40| 2.19           | .98        | 12.68                            | 12      | 18      |
| Other Bachelors and Teaching Diploma | 6  | 16.33| 4.13           | 1.69       | 12.00                            | 9       | 20      |
| Total                  | 632| 15.37| 2.86           | .11        | 15.14                            | 2       | 20      |

*Assessment of Students with Learning Disabilities.*

H₀: There is no difference in teachers’ assessment practices of students with learning disabilities according to their educational level.

H₁: There is a difference in teachers’ assessment practices of students with learning disabilities according to their educational level.

A one way between subjects ANOVA was conducted to compare the effect of educational level on teachers’ assessment practices of students with learning disabilities. See Table 221 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = 2.041, p =.058) assuming equal variances between the two groups. The result was not significant (p =.709). The researcher failed to reject the null hypothesis.
Table 221

Descriptives for Teachers’ Assessment of Students with Learning Disabilities by Educational Level

| Level                  | N   | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|------------------------|-----|------|----------------|------------|---------------------------------|---------|---------|
| HS Diploma or Equivalent | 84  | 16.40| 8.43           | .92        | 14.58 - 18.23                  | 0       | 37      |
| Bachelors              | 303 | 16.49| 8.71           | .50        | 15.50 - 17.47                  | 0       | 36      |
| Teaching Diploma       | 126 | 16.95| 9.51           | .85        | 15.28 - 18.63                  | 0       | 39      |
| Masters                | 122 | 16.18| 8.56           | .78        | 14.65 - 17.71                  | 0       | 38      |
| EdD/PhD                | 4   | 13.00| 10.74          | 5.37       | -4.09 - 30.09                  | 2       | 27      |
| Other Bachelors and Teaching Diploma | 8  | 13.25| 4.56           | 1.61       | 9.44 - 17.06                  | 7       | 19      |
| Total                  | 653 | 16.41| 8.74           | .34        | 15.74 - 17.08                  | 0       | 39      |

Teachers According to the District.

Traditional and Alternative Assessment.

H₀: There is no difference in teachers’ traditional and alternative assessment practices of according to the district.

H₁: There is a difference in teachers’ traditional and alternative assessment practices of according to the district.

A one way between subjects ANOVA was conducted to compare the effect of the district on teachers’ traditional and alternative assessment practices. See Table 222 below for descriptive statistics. Levene’s test for homoscedasticity was significant (F= 7.109, p =.00) assuming unequal variances between the two groups. The result was significant (p =.00). The
null hypothesis was rejected. Post Hoc comparisons revealed differences between the South and the other districts in their use of traditional and alternative assessments, as well as a significant difference between the North and the Bekaa.

Table 222

*Descriptives for Teachers’ Traditional and Alternative Assessment Practices by District*

|       | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|-------|----|------|----------------|------------|---------------------------------|---------|---------|
|       |    |      |                |            | Lower Bound                     |         |         |
| Beirut| 220| 92.29| 16.88          | 1.14       | 90.05                           | 33      | 138     |
| Mount Lebanon | 140| 95.02| 17.75          | 1.50       | 92.06                           | 51      | 137     |
| Bekaa | 47 | 97.81| 15.85          | 2.31       | 93.16                           | 52      | 130     |
| North | 147| 94.16| 13.99          | 1.15       | 91.88                           | 46      | 121     |
| South | 125| 85.66| 25.33          | 2.27       | 81.18                           | 0       | 150     |
| Total | 679| 92.42| 18.59          | .71        | 91.02                           | 0       | 150     |

Assessment for Learning (AFL).

$H_0$: There is no difference in teachers’ assessment for learning practices of according to the district.

$H_A$: There is a difference in teachers’ assessment for learning practices of according to the district.

A one way between subjects ANOVA was conducted to compare the effect of the district on teachers’ assessment for learning practices. See Table 223 below for descriptive statistics. Levene’s test for homoscedasticity was significant ($F = 5.325$, $p=.00$) assuming unequal variances between the two groups, but the Welch and Brown-Forsythe tests of equality of means were not significant ($p=.919$ and $p=.921$ respectively). The ANOVA result was not significant ($p = .916$). The researcher failed to reject the null hypothesis.
Table 223

Descriptives for Teachers’ Assessment for Learning (AFL) by District

|       | N   | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|-------|-----|------|----------------|------------|----------------------------------|---------|---------|
|       |     |      |                |            | Lower Bound | Upper Bound |                 |         |         |
| Beirut | 217 | 41.65| 5.19           | .35        | 40.96         | 42.35     | 19       | 48       |
| Mount Lebanon | 140 | 41.31| 4.47           | .38        | 40.56         | 42.05     | 29       | 48       |
| Bekaa | 47  | 41.68| 5.32           | .78        | 40.12         | 43.24     | 29       | 48       |
| North | 147 | 41.69| 4.40           | .36        | 40.97         | 42.40     | 31       | 48       |
| South | 123 | 41.22| 6.95           | .63        | 39.98         | 42.46     | 13       | 48       |
| Total | 674 | 41.51| 5.26           | .20        | 41.11         | 41.91     | 13       | 48       |

Ethical Assessment Practices.

Ho: There is no difference in teachers’ ethical assessment practices according to the
district.

H_A: There is a difference in teachers’ ethical assessment practices according to the
district.

A one way between subjects ANOVA was conducted to compare the effect of the district
on teachers’ ethical assessment practices. See Table 224 below for descriptive statistics.
Levene’s test for homoscedasticity was significant (F = 2.585, p = .036) assuming unequal
variances between the two groups. The result was significant (p = .038). Post Hoc comparisons
revealed differences in ethical assessment practices between teachers in Beirut, Mount Lebanon
and the Bekaa valley (p = .022), in ethical assessment practices between the North and the South
(p = .008) and in ethical assessment practices between teachers in the Bekaa and teachers in
Beirut, The North and the South of Lebanon.
Table 224

**Descriptives for Teachers’ Ethical Assessment Practices by District**

| District       | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|----------------|----|------|----------------|------------|----------------------------------|---------|---------|
|                |    |      |                |            | Lower Bound                       |         |         |
|                |    |      |                |            | Upper Bound                       |         |         |
| Beirut         | 215| 3.58 | .89            | .06        | 3.46                             | 3.70    | 1       | 6       |
| Mount Lebanon  | 139| 3.48 | 1.00           | .09        | 3.31                             | 3.65    | 1       | 7       |
| Bekaa          | 46 | 3.93 | 1.06           | .16        | 3.62                             | 4.25    | 2       | 6       |
| North          | 147| 3.41 | 1.18           | .10        | 3.22                             | 3.61    | 0       | 6       |
| South          | 123| 3.60 | 1.02           | .09        | 3.42                             | 3.78    | 0       | 6       |
| Total          | 670| 3.55 | 1.02           | .04        | 3.47                             | 3.63    | 0       | 7       |

**Preparation and Training.**

H₀: There is no difference in teachers’ preparation and training according to the district.

Hₐ: There is a difference in teachers’ preparation and training according to the district.

A one way between subjects ANOVA was conducted to compare the effect of the district on teachers’ preparation and training. See Table 225 below for descriptive statistics. Levene’s test for homoscedasticity was significant (F = 4.843, p =.001) assuming unequal variances between the two groups. The result was significant (p =.00). Post Hoc comparisons revealed differences in preparation and training1 between Beirut, Mount Lebanon, Bekaa and the North and the south of Lebanon (p<0.05), and in preparation and training2 between Mount Lebanon and the North and the Bekaa of Lebanon (p<0.05).
Table 225

Descriptives for Teachers’ Preparation and Training by District

|          | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|----------|----|------|----------------|------------|--------------------------------|---------|---------|
|          |    |      |                |            | Lower Bound | Upper Bound            |         |         |
| Beirut   | 215| 7.68 | 1.52           | .10        | 7.48         | 7.89                  | 0       | 9       |
| Mount Lebanon | 138| 7.56 | 1.67           | .14        | 7.28         | 7.84                  | 1       | 9       |
| Bekaa    | 47 | 8.00 | 1.57           | .23        | 7.54         | 8.46                  | 1       | 9       |
| North    | 145| 7.30 | 1.50           | .12        | 7.05         | 7.54                  | 2       | 9       |
| South    | 122| 6.91 | 2.03           | .18        | 6.55         | 7.27                  | 0       | 9       |
| Total    | 667| 7.45 | 1.68           | .07        | 7.33         | 7.58                  | 0       | 9       |

Involvement in Student Assessment.

H₀: There is no difference in teachers’ involvement in student assessment according to the district.

H₁: There is a difference in teachers’ involvement in student assessment according to the district.

A one way between subjects ANOVA was conducted to compare the effect of the district on teachers’ involvement in student assessment. See Table 226 below for descriptive statistics. Levene’s test for homoscedasticity was significant (F = 3.273, p=.011) assuming unequal variances between the two groups. The result was significant (p =.014). Post Hoc comparisons revealed differences in involvement in student assessment between Mount Lebanon and the Bekaa valley (p=.012), and the Bekaa valley and the north of Lebanon (p = .043).
Table 226

| District          | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|-------------------|----|------|----------------|------------|---------------------------------|---------|---------|
| Beirut            | 218| 7.53 | 3.96           | .27        | 7.00 - 8.06                     | 0       | 16      |
| Mount Lebanon     | 138| 6.59 | 4.00           | .34        | 5.91 - 7.26                     | 0       | 16      |
| Bekaa             | 47 | 8.83 | 3.58           | .52        | 7.78 - 9.88                     | 2       | 16      |
| North             | 142| 6.89 | 4.19           | .35        | 6.19 - 7.58                     | 0       | 16      |
| South             | 119| 7.37 | 4.71           | .43        | 6.51 - 8.23                     | 0       | 16      |
| Total             | 664| 7.26 | 4.16           | .16        | 6.94 - 7.58                     | 0       | 16      |

**Impact.**

$H_0$: There is no difference in teachers’ perceived impact of student assessment according to the district.

$H_A$: There is a difference in teachers’ perceived impact of student assessment according to the district.

A one way between subjects ANOVA was conducted to compare the effect of the district on teachers’ perceived impact of student assessment. See Table 227 below for descriptive statistics. Levene’s test for homoscedasticity was significant ($F = 3.091$, $p = .015$) assuming unequal variances between the two groups, but the Welch and Brown-Forsythe tests of equality of means were not significant ($p = .303$ and $p = .3$ respectively). The result was not significant ($p = .283$). The researcher failed to reject the null hypothesis.
Table 227

Descriptives for Teachers’ Impact by District

| District          | N   | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|-------------------|-----|------|----------------|------------|----------------------------------|---------|---------|
|                   |     |      |                |            | Lower Bound                      | Upper Bound |     |
| Beirut            | 209 | 15.15| 2.87           | .20        | 14.76                            | 15.54   | 3 20    |
| Mount Lebanon     | 132 | 15.44| 2.69           | .23        | 14.98                            | 15.90   | 6 20    |
| Bekaa             | 47  | 16.11| 2.96           | .43        | 15.24                            | 16.97   | 6 20    |
| North             | 136 | 15.21| 2.26           | .19        | 14.83                            | 15.60   | 7 20    |
| South             | 115 | 15.50| 3.60           | .34        | 14.84                            | 16.17   | 2 20    |
| Total             | 639 | 15.36| 2.88           | .11        | 15.13                            | 15.58   | 2 20    |

Assessment of Students with Learning Disabilities.

H₀: There is no difference in teachers’ assessments of students with learning disabilities according to the district.

Hₐ: There is a difference in teachers’ assessments of students with learning disabilities according to the district.

A one way between subjects ANOVA was conducted to compare the effect of the district on teachers’ assessments of students with learning disabilities. See Table 228 below for descriptive statistics. Levene’s test for homoscedasticity was significant (F = 3.233, p =.012) assuming unequal variances between the two groups. The result was significant (p =.043). Post Hoc comparisons revealed differences in teachers’ assessments of students with learning disabilities between North and South Lebanon (p=.35).
Table 228

**Descriptives for Teachers’ Assessment of LD by District**

|                | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|----------------|----|------|----------------|------------|---------------------------------|---------|---------|
|                |    |      |                |            | Lower Bound                      |         |         |
|                |    |      |                |            | Upper Bound                      |         |         |
| Beirut         | 216| 16.71| 7.93           | .54        | 15.64                           | 1       | 39      |
| Mount Lebanon  | 138| 15.92| 9.79           | .83        | 14.27                           | 0       | 38      |
| Bekaa          | 47 | 15.34| 7.92           | 1.16       | 13.01                           | 1       | 29      |
| North          | 141| 15.29| 8.70           | .73        | 13.84                           | 0       | 38      |
| South          | 119| 18.39| 8.82           | .81        | 16.79                           | 0       | 36      |
| Total          | 661| 16.45| 8.71           | .34        | 15.78                           | 0       | 39      |

**Teachers According to their Teaching Level.**

*Traditional and Alternative Assessment Practices.*

H$_0$: There is no difference in teachers’ traditional and alternative assessment practices according to their teaching level.

H$_A$: There is a difference in teachers’ traditional and alternative assessment practices according to their teaching level.

A one way between subjects ANOVA was conducted to compare the effect of the teaching level on teachers’ traditional and alternative assessment practices. See Table 229 below for descriptive statistics. Levene’s test for homoscedasticity was not significant ($F = 1.152$, $p = .33$) assuming equal variances between the two groups. The result was not significant ($p = .348$). The researcher failed to reject the null hypothesis.
Table 229

*Descriptives for Teachers’ Traditional and Alternative Assessment Practices by Teaching Level*

|                          | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|--------------------------|----|------|----------------|------------|---------------------------------|---------|---------|
|                          |    |      |                |            | Lower Bound                      |         |         |
|                          |    |      |                |            | Upper Bound                      |         |         |
| Elementary               | 413| 91.07| 19.83          | .98        | 89.15                           | 92.99   | 0       | 150     |
| Middle                   | 97 | 94.20| 15.78          | 1.60       | 91.02                           | 97.38   | 47      | 137     |
| High School              | 34 | 94.00| 15.42          | 2.64       | 88.62                           | 99.38   | 63      | 119     |
| Elementary and Middle    | 79 | 95.84| 18.51          | 2.08       | 91.69                           | 99.98   | 34      | 132     |
| Middle and High School   | 30 | 94.47| 16.30          | 2.98       | 88.38                           | 100.55  | 46      | 125     |
| K-12                     | 20 | 90.65| 12.44          | 2.78       | 84.83                           | 96.47   | 70      | 115     |
| Total                    | 676| 92.39| 18.61          | .72        | 90.98                           | 93.79   | 0       | 150     |

*Assessment for Learning (AFL)*

$H_0$: There is no difference in teachers’ assessment for learning practices according to their teaching level.

$H_A$: There is a difference in assessment for learning practices according to their teaching level.

A one way between subjects ANOVA was conducted to compare the effect of the teaching level on teachers’ assessment for learning practices. See Table 230 below for descriptive statistics. Levene’s test for homoscedasticity was not significant ($F = .536$, $p = .781$) assuming equal variances between the two groups. The result was not significant ($p = .559$). The researcher failed to reject the null hypothesis.
Table 230

**Descriptives for Teachers’ Assessment for Learning (AFL) by Teaching Level**

|               | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|---------------|----|------|----------------|------------|----------------------------------|---------|---------|
|               |    |      |                |            | Lower Bound                      | Upper Bound |
| Elementary    | 408| 41.26| 5.56           | .28        | 40.72                            | 41.80   | 13      | 48      |
| Middle        | 97 | 42.52| 4.73           | .48        | 41.56                            | 43.47   | 30      | 48      |
| High School   | 34 | 41.97| 5.25           | .90        | 40.14                            | 43.80   | 33      | 48      |
| Elementary and Middle | 79 | 41.57| 4.80           | .54        | 40.49                            | 42.64   | 26      | 48      |
| Middle and High School | 30 | 41.33| 4.63           | .85        | 39.60                            | 43.06   | 31      | 48      |
| K-12          | 20 | 41.40| 4.41           | .99        | 39.34                            | 43.46   | 33      | 48      |
| 7.00          | 3  | 40.33| 4.51           | 2.60       | 29.13                            | 51.53   | 36      | 45      |
| Total         | 671| 41.52| 5.29           | .20        | 41.12                            | 41.92   | 13      | 48      |

**Ethical Assessment Practices.**

$H_0$: There is no difference in teachers’ ethical assessment practices according to their teaching level.

$H_A$: There is a difference in teachers’ ethical assessment practices according to their teaching level.

A one way between subjects ANOVA was conducted to compare the effect of the teaching level on teachers’ ethical assessment practices. See Table 231 below for descriptive statistics. Levene’s test for homoscedasticity was not significant ($F = 1.183, p = .314$) assuming equal variances between the two groups. The result was not significant ($p = .206$). The researcher failed to reject the null hypothesis.
Table 231

Descriptives for Teachers’ Ethical Assessment Practices by Teaching Level

| Teaching Level          | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|-------------------------|----|------|----------------|------------|---------------------------------|---------|---------|
| Elementary              | 404| 3.49 | .96            | .05        | 3.39 - 3.58                     | 0       | 6       |
| Middle                  | 97 | 3.62 | 1.04           | .11        | 3.41 - 3.83                     | 1       | 6       |
| High School             | 34 | 3.62 | .95            | .16        | 3.28 - 3.95                     | 2       | 6       |
| Elementary and Middle   | 79 | 3.61 | 1.21           | .14        | 3.34 - 3.88                     | 0       | 6       |
| Middle and High School  | 30 | 3.67 | 1.21           | .22        | 3.21 - 4.12                     | 1       | 7       |
| K-12                    | 20 | 4.05 | 1.19           | .27        | 3.49 - 4.61                     | 2       | 6       |
| Total                   | 667| 3.55 | 1.03           | .04        | 3.47 - 3.63                     | 0       | 7       |

Preparation and Training.

H₀: There is no difference in teachers’ preparation and training according to their teaching level.

Hₐ: There is a difference in teachers’ preparation and training according to their teaching level.

A one way between subjects ANOVA was conducted to compare the effect of the teaching level on teachers’ preparation and training. See Table 232 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = 2.021, p = .61) assuming equal variances between the two groups. The result was not significant (p = .83). The researcher failed to reject the null hypothesis.
Table 232

*Descriptives for Teachers’ Preparation and Training by Teaching Level*

|                | N   | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|----------------|-----|------|----------------|------------|----------------------------------|---------|---------|
|                |     |      |                |            | Lower Bound                       |         |         |
| Elementary     | 404 | 7.42 | 1.66           | .08        | 7.26                             | 7.58    | 0       |
| Middle         | 97  | 7.36 | 1.72           | .17        | 7.01                             | 7.71    | 3       |
| High School    | 34  | 8.09 | 1.24           | .21        | 7.66                             | 8.52    | 5       |
| Elementary and | 77  | 7.21 | 2.01           | .23        | 6.75                             | 7.66    | 0       |
| Middle and High| 29  | 7.97 | 1.15           | .21        | 7.53                             | 8.40    | 5       |
| School K-12    | 20  | 7.45 | 1.70           | .38        | 6.65                             | 8.25    | 4       |
| 7.00           | 3   | 8.67 | .58            | .33        | 7.23                             | 10.10   | 8       |
| Total          | 664 | 7.45 | 1.68           | .07        | 7.32                             | 7.58    | 0       |

*Involvement in Student Assessment.*

**H₀:** There is no difference in teachers’ involvement in student assessment according to their teaching level.

**H₁:** There is a difference in teachers’ involvement in student assessment according to their teaching level.

A one way between subjects ANOVA was conducted to compare the effect of the teaching level on teachers’ involvement in student assessment. See Table 233 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = .846, p = .534) assuming equal variances between the two groups. The result was not significant (p = .157). The researcher failed to reject the null hypothesis.
Table 233

**Descriptives for Teachers’ Involvement in Student Assessment by Teaching Level**

|                | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|----------------|----|------|----------------|------------|---------------------------------|---------|---------|
|                |    |      |                |            | Lower Bound | Upper Bound |         |         |
| Elementary     | 403| 7.06 | 4.07           | .20        | 6.66          | 7.46     | 0       | 16      |
| Middle         | 97 | 7.88 | 4.25           | .43        | 7.02          | 8.73     | 0       | 16      |
| High School    | 34 | 8.32 | 4.18           | .72        | 6.87          | 9.78     | 0       | 16      |
| Elementary and | 77 | 6.82 | 4.35           | .50        | 5.83          | 7.80     | 0       | 16      |
| Middle and     | 27 | 8.67 | 3.87           | .75        | 7.13          | 10.20    | 1       | 15      |
| High School    | 20 | 7.10 | 4.95           | 1.11       | 4.78          | 9.42     | 0       | 16      |
| K-12           | 3  | 6.67 | 2.31           | 1.33       | .93           | 12.40    | 4       | 8       |
| 7.00 Total     | 661| 7.28 | 4.19           | .16        | 6.97          | 7.60     | 0       | 16      |

**Impact.**

H₀: There is no difference in teachers’ perceived impact of student assessment according to their teaching level.

Hₐ: There is a difference in teachers’ perceived impact of student assessment according to their teaching level.

A one way between subjects ANOVA was conducted to compare the effect of the teaching level on teachers’ perceived impact of student assessment. See Table 234 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = 1.273, p = .267) assuming equal variances between the two groups. The result was not significant (p = .76). The researcher failed to reject the null hypothesis.
### Table 234

**Descripatives for Teachers’ Impact by Teaching Level**

|                | N  | Mean | SD  | SE  | 95% Confidence Interval for Mean | Minimum | Maximum |
|----------------|----|------|-----|-----|----------------------------------|---------|---------|
|                |    |      | Deviation | Error | Lower Bound | Upper Bound |          |
| Elementary     | 389| 15.44| 2.95 | .15 | 15.15          | 15.73    | 3        | 20      |
| Middle         | 92 | 15.21| 3.32 | .35 | 14.52          | 15.89    | 2        | 20      |
| High School    | 34 | 15.50| 2.40 | .41 | 14.66          | 16.34    | 9        | 20      |
| Elementary and Middle | 73 | 15.47| 2.46 | .29 | 14.89          | 16.04    | 5        | 20      |
| Middle and High School | 25 | 14.72| 2.29 | .44 | 13.81          | 15.63    | 10       | 20      |
| K-12           | 20 | 14.80| 2.44 | .55 | 13.66          | 15.94    | 9        | 20      |
| 7.00           | 3  | 14.00| 1.00 | .58 | 11.52          | 16.48    | 13       | 15      |
| Total          | 636| 15.36| 2.88 | .11 | 15.13          | 15.58    | 2        | 20      |

**Assessment of Students with Learning Disabilities.**

**H₀:** There is no difference in teachers’ assessments of students with learning disabilities according to their teaching level.

**Hₐ:** There is a difference in teachers’ assessments of students with learning disabilities according to their teaching level.

A one way between subjects ANOVA was conducted to compare the effect of the teaching level on teachers’ assessments of students with learning disabilities. See Table 235 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = 1.022, p = .41) assuming equal variances between the two groups. The result was not significant (p = .964). The researcher failed to reject the null hypothesis.
Table 235

| Descriptives for Teachers’ Assessments of LD by Teaching Level |
|---------------------------------------------------------------|
| N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|----|------|----------------|------------|--------------------------------|---------|---------|
|    |      |                |            | Lower Bound                     |         |         |
|    |      |                |            | Upper Bound                      |         |         |
| Elementary | 401 | 16.42 | 8.95 | .45 | 15.54 | 17.30 | 0 | 39 |
| Middle | 96 | 17.11 | 8.21 | .84 | 15.45 | 18.78 | 1 | 35 |
| High School | 32 | 16.81 | 9.85 | 1.74 | 13.26 | 20.36 | 0 | 35 |
| Elementary and Middle | 79 | 15.72 | 8.03 | .90 | 13.92 | 17.52 | 0 | 38 |
| Middle and High School | 27 | 16.00 | 8.52 | 1.64 | 12.63 | 19.37 | 1 | 33 |
| K-12 | 20 | 16.30 | 8.27 | 1.85 | 12.43 | 20.17 | 0 | 35 |
| 7.00 | 3 | 18.67 | 12.10 | 6.98 | -11.38 | 48.72 | 5 | 28 |
| Total | 658 | 16.45 | 8.73 | .34 | 15.78 | 17.11 | 0 | 39 |

Administrators Comparisons

**Administrators According to their Educational Level.**

*Content, Methods, Mission, Policies and Attitudes.*

H₀: There is no difference in administrators’ assessments content, methods, mission, policies and attitudes according to their educational level.

Hₐ: There is a difference in administrators’ assessments content, methods, mission, policies and attitudes according to their educational level.

A one way between subjects ANOVA was conducted to compare the effect of the educational level on administrators’ assessments content, methods, mission, policies and attitudes. See Table 236 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = 2.25, p =.071) assuming equal variances between the two groups. The result was not significant (p =.195). The researcher failed to reject the null hypothesis.
Table 236

**Descriptives for Content, Methods, Mission, Policies and Attitudes by Educational Level**

|                | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|----------------|----|------|----------------|------------|---------------------------------|---------|---------|
| HS Diploma or Equivalent | 6  | 109.50 | 8.80           | 3.60       | 100.26                          | 94      | 116     |
| Bachelors      | 30 | 98.47 | 10.73          | 1.96       | 94.46                           | 79      | 122     |
| Teaching Diploma | 12 | 94.58 | 16.45          | 4.75       | 84.13                           | 59      | 116     |
| Masters        | 32 | 95.09 | 14.68          | 2.60       | 89.80                           | 60      | 123     |
| EdD/PhD        | 7  | 101.00| 7.17           | 2.79       | 94.37                           | 88      | 111     |
| Bachelors and Teaching Diploma | 1  | 97.00 | .               | .          | .                               | 97      | 97      |
| **Total**      | 88 | 97.65 | 13.11          | 1.40       | 94.87                           | 59      | 123     |

**Ethical Assessment Practices.**

H₀: There is no difference in administrators’ ethical assessment practices according to their educational level.

Hₐ: There is a difference in administrators’ ethical assessment practices according to their educational level.

A one way between subjects ANOVA was conducted to compare the effect of the educational level on administrators’ ethical assessment practices. See Table 237 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = .673, p = .613) assuming equal variances between the two groups. The result was not significant (p = .219). The researcher failed to reject the null hypothesis.
Table 237

**Descriptives of Administrators’ Ethical Assessment Practices by Educational Level**

|                     | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|---------------------|----|------|----------------|------------|---------------------------------|---------|---------|
| HS Diploma or Equivalent | 6  | 3.50 | .55            | .22        | 2.93                            | 3       | 4       |
| Bachelors           | 30 | 3.57 | .97            | .18        | 3.20                            | 2       | 5       |
| Teaching Diploma    | 12 | 3.00 | 1.04           | .30        | 2.34                            | 1       | 5       |
| Masters             | 33 | 3.21 | .96            | .17        | 2.87                            | 1       | 5       |
| EdD/PhD Bachelors   | 7  | 3.71 | .76            | .29        | 3.02                            | 3       | 5       |
| and Teaching Diploma| 1  | 2.00 |               |            |                                 | 2       | 2       |
| **Total**           | 89 | 3.35 | .96            | .10        | 3.15                            | 1       | 5       |

**Preparation and Training.**

H₀: There is no difference in administrators’ preparation and training according to their educational level.

Hₐ: There is a difference in administrators’ preparation and training according to their educational level.

A one way between subjects ANOVA was conducted to compare the effect of the educational level on administrators’ preparation and training. See Table 238 below for descriptive statistics. Levene’s test for homoscedasticity was significant (F = 2.918, p=.026) assuming unequal variances between the two groups. The result was not significant (p =.44). The researcher failed to reject the null hypothesis.
Involvement in Student Assessment.

H₀: There is no difference in administrators’ involvement in student assessment according to their educational level.

Hₐ: There is a difference in administrators’ involvement in student assessment according to their educational level.

A one way between subjects ANOVA was conducted to compare the effect of the educational level on administrators’ involvement in student assessment. See Table 239 below for descriptive statistics. Levene’s test for homoscedasticity was significant (F = 2.863, p =.028) assuming unequal variances between the two groups. The result was not significant (p =.642). The researcher failed to reject the null hypothesis.
Table 239

Descriptives for Administrators’ Involvement in Student Assessment by Educational Level

|                          | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|--------------------------|----|------|----------------|------------|---------------------------------|---------|---------|
|                          |    |      |                |            | Lower Bound |          | Upper Bound |
| HS Diploma or Equivalent | 6  | 11.83| 4.36           | 1.78       | 7.26 | 16.40 | 7  | 16 |
| Bachelors                | 30 | 9.43 | 5.05           | .92        | 7.55 | 11.32 | 2  | 16 |
| Teaching Diploma         | 12 | 8.67 | 3.17           | .92        | 6.65 | 10.68 | 4  | 13 |
| Masters                  | 33 | 9.36 | 4.70           | .82        | 7.70 | 11.03 | 0  | 16 |
| EdD/PhD                  | 7  | 11.29| 2.22           | .84        | 9.24 | 13.33 | 8  | 15 |
| Bachelors and Teaching   | 1  | 12.00| .              | .          | .    | .     | 12 | 12 |
| Diploma                  |    |      |                |            |      |       |     |     |
| Total                    | 89 | 9.64 | 4.46           | .47        | 8.70 | 10.58 | 0  | 16 |

Impact.

H₀: There is no difference in administrators’ perceived impact of student assessment according to their educational level.

Hₐ: There is a difference in administrators’ perceived impact of student assessment according to their educational level.

A one way between subjects ANOVA was conducted to compare the effect of the educational level on administrators’ perceived impact of student assessment. See Table 240 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = 1.117, p = .354) assuming equal variances between the two groups. The result was not significant (p = .592). The researcher failed to reject the null hypothesis.
Table 240

**Descriptives for Administrators’ Impact by Educational Level**

|                      | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|----------------------|---|------|----------------|------------|---------------------------------|---------|---------|
|                      |   |      |                |            | Lower Bound                      |         |         |
| HS Diploma or        | 6 | 14.00| 1.10           | .45        | 12.85                           | 12      | 15      |
| Equivalent          |   |      |                |            | Upper Bound                      |         |         |
| Bachelors           | 29| 12.83| 2.19           | .41        | 12.00                           | 5       | 16      |
| Teaching Diploma    | 12| 12.58| 1.83           | .53        | 11.42                           | 9       | 16      |
| Masters             | 33| 12.55| 2.27           | .39        | 11.74                           | 6       | 16      |
| EdD/PhD             | 7 | 13.57| 1.51           | .57        | 12.17                           | 12      | 16      |
| Bachelors and       | 1 | 12.00|                |            |                                 | 12      | 12      |
| Teaching Diploma    |   |      |                |            |                                 |         |         |
| Total               | 88| 12.82| 2.07           | .22        | 12.38                           | 5       | 16      |

*Assessment of Students with Learning Disabilities.*

H₀: There is no difference in administrators’ assessments of students with learning disabilities according to their educational level.

Hₐ: There is a difference in administrators’ assessments of students with learning disabilities according to their educational level.

A one way between subjects ANOVA was conducted to compare the effect of the educational level on administrators’ assessments of students with learning disabilities. See Table 241 below for descriptive statistics. Levene’s test for homoscedasticity was significant (F = 2.717, p = .035) assuming unequal variances between the two groups. The result was not significant (p = .2). The researcher failed to reject the null hypothesis.
Table 241

**Descriptives of Administrators’ Assessments of LD by Educational Level**

|                | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|----------------|----|------|----------------|------------|---------------------------------|---------|---------|
|                |    |      |                |            | Lower Bound                      |         |         |
|                |    |      |                |            | Upper Bound                      |         |         |
| HS Diploma or Equivalent | 6  | 14.17| 5.08           | 2.07       | 8.84                            | 9       | 24      |
| Bachelors      | 29 | 19.90| 7.04           | 1.31       | 17.22                           | 9       | 36      |
| Teaching Diploma | 12 | 23.33| 11.71          | 3.38       | 15.89                           | 5       | 40      |
| Masters        | 32 | 22.31| 7.58           | 1.34       | 19.58                           | 8       | 36      |
| EdD/PhD        | 6  | 23.67| 8.82           | 3.60       | 14.41                           | 14      | 37      |
| Bachelors and Teaching Diploma | 1 | 18.00| .              | .          | .                               | 18      | 18      |
| Total          | 86 | 21.12| 8.18           | .88        | 19.36                           | 5       | 40      |

**Administrators According to their Position.**

*Content, Methods, Mission, Policies and Attitudes.*

H₀: There is no difference in administrators’ assessment content, methods, mission, policies and attitudes according to their position.

Hₐ: There is a difference in administrators’ assessment content, methods, mission, policies and attitudes according to their position.

A one way between subjects ANOVA was conducted to compare the effect of the position on administrators’ assessment content, methods, mission, policies and attitudes. See Table 242 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = 1.853, p = .127) assuming equal variances between the two groups. The result was not significant (p = .705). The researcher failed to reject the null hypothesis.
Table 242

Descriptives for Content, Methods, Mission, Policies and Attitudes by Position

| Position            | N  | Mean  | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|---------------------|----|-------|----------------|------------|---------------------------------|---------|---------|
| School Principal    | 19 | 100.26| 10.67          | 2.45       | 95.12                            | 79      | 123     |
| Assistant Principal | 9  | 95.56 | 13.97          | 4.66       | 84.82                            | 82      | 122     |
| Coordinator         | 24 | 98.63 | 15.94          | 3.25       | 91.90                            | 60      | 118     |
| Department Head     | 25 | 97.28 | 13.87          | 2.78       | 91.55                            | 59      | 119     |
| Other               | 11 | 93.55 | 7.10           | 2.14       | 88.77                            | 84      | 104     |
| Total               | 88 | 97.65 | 13.11          | 1.40       | 94.87                            | 59      | 123     |

Ethical Assessment Practices.

H_0: There is no difference in administrators’ ethical assessment practices according to their position.

H_A: There is a difference in administrators’ ethical assessment practices according to their position.

A one way between subjects ANOVA was conducted to compare the effect of the position on administrators’ ethical assessment practices. See Table 243 below for descriptive statistics. Levene’s test for homoscedasticity was significant (F = 3.608, p = .009) assuming unequal variances between the two groups, but the Welch and Brown –Forsythe results were not significant (p = .777 and p = .769 respectively). The ANOVA result was not significant (p = .714). The researcher failed to reject the null hypothesis.
Table 243

Descriptives for Administrators' Ethical Assessment Practices by Position

|           | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|-----------|----|------|----------------|------------|---------------------------------|---------|---------|
|           |    |      |                |            | Lower Bound                      |         |         |
|           |    |      |                |            | Upper Bound                      |         |         |
| School Principal | 19 | 3.11 | 1.24           | .29        | 2.51                            | 1       | 5       |
| Assistant Principal | 9  | 3.22 | 1.09           | .36        | 2.38                            | 1       | 5       |
| Coordinator | 24 | 3.50 | .66            | .14        | 3.22                            | 2       | 4       |
| Department Head | 26 | 3.38 | .80            | .16        | 3.06                            | 2       | 5       |
| Other     | 11 | 3.45 | 1.21           | .37        | 2.64                            | 2       | 5       |
| Total     | 89 | 3.35 | .96            | .10        | 3.15                            | 1       | 5       |

Preparation and Training.

H₀: There is no difference in administrators’ preparation and training according to their position.

Hₐ: There is a difference in administrators’ preparation and training according to their position.

A one way between subjects ANOVA was conducted to compare the effect of the position on administrators’ preparation and training. See Table 244 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = 1.277, p =.286) assuming equal variances between the two groups. The result was not significant (p=.663). The researcher failed to reject the null hypothesis.
Table 244

**Descriptives for Administrators’ Preparation and Training by Position**

| Position          | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|-------------------|----|------|----------------|------------|---------------------------------|---------|---------|
| School Principal  | 17 | 4.53 | .51            | .13        | 4.26 - 4.79                     | 4       | 5       |
| Assistant Principal | 9  | 4.56 | .73            | .24        | 4.00 - 5.11                     | 3       | 5       |
| Coordinator       | 24 | 4.33 | .96            | .20        | 3.93 - 4.74                     | 1       | 5       |
| Department Head   | 26 | 4.38 | 1.30           | .26        | 3.86 - 4.91                     | 0       | 5       |
| Other             | 11 | 4.00 | .78            | .23        | 3.48 - 4.52                     | 3       | 5       |
| **Total**         | 87 | 4.37 | .97            | .10        | 4.16 - 4.57                     | 0       | 5       |

*Involvement in Student Assessment.*

$H_0$: There is no difference in administrators’ involvement in student assessment according to their position.

$H_A$: There is a difference in administrators’ involvement in student assessment according to their position.

A one way between subjects ANOVA was conducted to compare the effect of the position on administrators’ involvement in student assessment. See Table 245 below for descriptive statistics. Levene’s test for homoscedasticity was not significant ($F = 2.329$, $p=.063$) assuming equal variances between the two groups. The result was significant ($p=.004$). The null hypothesis was rejected. Post Hoc comparisons revealed a difference between school principals and other ($p=.004$) and department head and other ($p=.008$).
### Table 245

| Position         | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|------------------|----|------|----------------|------------|---------------------------------|---------|---------|
| School Principal | 19 | 11.37| 3.27           | .75        | 9.79 - 12.94                    | 4       | 16      |
| Assistant Principal | 9  | 9.78 | 5.91           | 1.97       | 5.23 - 14.32                    | 0       | 16      |
| Coordinator      | 24 | 8.92 | 4.61           | .94        | 6.97 - 10.86                    | 0       | 16      |
| Department Head  | 26 | 10.73| 4.04           | .79        | 9.10 - 12.36                    | 3       | 16      |
| Other            | 11 | 5.55 | 3.11           | .94        | 3.46 - 7.63                     | 2       | 10      |
| Total            | 89 | 9.64 | 4.46           | .47        | 8.70 - 10.58                    | 0       | 16      |

**Impact.**

H₀: There is no difference in administrators’ perceived impact of student assessment according to their position.

Hₐ: There is a difference in administrators’ perceived impact of student assessment according to their position.

A one way between subjects ANOVA was conducted to compare the effect of the position on administrators’ perceived impact of student assessment. See Table 246 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = .788, p = .536) assuming equal variances between the two groups. The result was not significant (p = .458). The researcher failed to reject the null hypothesis.
Table 246

**Descriptives for Administrators’ Impact by Position**

| Position            | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|---------------------|----|------|---------------|------------|---------------------------------|---------|---------|
| School Principal    | 18 | 13.28| 1.74          | .41        | 12.41 - 14.14                   | 11      | 16      |
| Assistant Principal | 9  | 11.89| 2.71          | .90        | 9.80 - 13.97                    | 6       | 16      |
| Coordinator         | 24 | 13.13| 2.05          | .42        | 12.26 - 13.99                   | 8       | 16      |
| Department Head     | 26 | 12.69| 1.59          | .31        | 12.05 - 13.34                   | 9       | 15      |
| Other               | 11 | 12.45| 2.91          | .88        | 10.50 - 14.41                   | 5       | 15      |
| Total               | 88 | 12.82| 2.07          | .22        | 12.38 - 13.26                   | 5       | 16      |

Assessment of Students with Learning Disabilities.

H₀: There is no difference in administrators’ assessments of students with learning disabilities according to their position.

H₁: There is a difference in administrators’ assessments of students with learning disabilities according to their position.

A one way between subjects ANOVA was conducted to compare the effect of the position on administrators’ assessments of students with learning disabilities. See Table 247 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = .697, p = .597) assuming equal variances between the two groups. The result was not significant (p = .836). The researcher failed to reject the null hypothesis.
Table 247

Descriptives for Administrators’ Assessments of LD by Position

| Position          | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|-------------------|----|------|----------------|------------|---------------------------------|---------|---------|
| School Principal  | 17 | 20.82| 7.14           | 1.73       | 17.15                           | 12      | 36      |
| Assistant Principal | 9  | 22.11| 7.82           | 2.61       | 16.10                           | 8       | 32      |
| Coordinator       | 23 | 20.35| 8.87           | 1.85       | 16.51                           | 8       | 40      |
| Department Head   | 26 | 22.38| 8.02           | 1.57       | 19.15                           | 5       | 36      |
| Other             | 11 | 19.36| 9.70           | 2.92       | 12.85                           | 9       | 37      |
| Total             | 86 | 21.12| 8.18           | .88        | 19.36                           | 5       | 40      |

Administrators According to the District.

Content, Methods, Mission, Policies and Attitudes.

H₀: There is no difference in administrators’ assessment content, methods, mission, policies and attitudes according to the district.

Hₐ: There is a difference in administrators’ assessment content, methods, mission, policies and attitudes according to the district.

A one way between subjects ANOVA was conducted to compare the effect of the district on administrators’ assessment content, methods, mission, policies and attitudes. See Table 248 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = .767, p = .55) assuming equal variances between the two groups. The result was not significant (p = .924). The researcher failed to reject the null hypothesis.
Table 248

**Descriptives for Content, Methods, Mission, Policies and Attitudes by District**

|                | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|----------------|----|------|----------------|------------|---------------------------------|---------|---------|
|                |    |      |                |            | Lower Bound                      |         |         |
|                |    |      |                |            | Upper Bound                      |         |         |
| Beirut         | 37 | 97.65| 12.13          | 1.99       | 93.60                           | 74      | 122     |
| Mount Lebanon  | 21 | 97.67| 14.75          | 3.22       | 90.95                           | 59      | 123     |
| Bekaa          | 4  | 99.25| 9.91           | 4.96       | 83.48                           | 86      | 109     |
| North          | 13 | 95.00| 16.37          | 4.54       | 85.11                           | 60      | 120     |
| South          | 13 | 99.77| 11.68          | 3.24       | 92.71                           | 70      | 114     |
| Total          | 88 | 97.65| 13.11          | 1.40       | 94.87                           | 59      | 123     |

_Ethical Assessment Practices._

Ho: There is no difference in administrators’ ethical assessment practices according to the district.

Hₐ: There is a difference in administrators’ ethical assessment practices according to the district.

A one way between subjects ANOVA was conducted to compare the effect of the district on administrators’ ethical assessment practices. See Table 249 below for descriptive statistics. Levene's test for homoscedasticity was significant (F = 2.876, p=.028) assuming unequal variances between the two groups, but the Welch and Brown-Forsythe tests of equality of means were not significant (p=.107 and p=.422 respectively). The result was not significant (p =.348). The researcher failed to reject the null hypothesis.
Table 249

**Descriptives for Administrator’s Ethical Assessment Practices by District**

| District          | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|-------------------|----|------|----------------|------------|----------------------------------|---------|---------|
| Beirut            | 38 | 3.24 | 1.10           | .18        | 2.87                             | 1       | 5       |
| Mount Lebanon     | 21 | 3.48 | .87            | .19        | 3.08                             | 2       | 5       |
| Bekaa             | 4  | 3.00 | 1.41           | .71        | .75                              | 2       | 5       |
| North             | 13 | 3.15 | .80            | .22        | 2.67                             | 2       | 4       |
| South             | 13 | 3.77 | .44            | .12        | 3.50                             | 3       | 4       |
| Total             | 89 | 3.35 | .96            | .10        | 3.15                             | 1       | 5       |

**Preparation and Training.**

H₀: There is no difference in administrators’ preparation and training according to the district.

H₁: There is a difference in administrators’ preparation and training according to the district.

A one way between subjects ANOVA was conducted to compare the effect of the district on administrators’ preparation and training. See Table 250 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = .269, p = .897) assuming equal variances between the two groups. The result was not significant (p = .869). The researcher failed to reject the null hypothesis.
Table 250

| Descriptives for Administrators’ Preparation and Training by District |
|-------------------------|---------|--------|------------------|--------|--------|
|                        | N      | Mean   | Std. Deviation   | Std. Error | 95% Confidence Lower Bound | 95% Confidence Upper Bound | Minimum | Maximum |
| Beirut                 | 38     | 4.45   | .72              | .12       | 4.21                           | 4.69                          | 3       | 5       |
| Mount Lebanon          | 19     | 4.42   | 1.02             | .23       | 3.93                           | 4.91                          | 1       | 5       |
| Bekaa                  | 4      | 4.50   | 1.00             | .50       | 2.91                           | 6.09                          | 3       | 5       |
| North                  | 13     | 4.15   | 1.14             | .32       | 3.46                           | 4.84                          | 1       | 5       |
| South                  | 13     | 4.23   | 1.36             | .38       | 3.41                           | 5.05                          | 0       | 5       |
| Total                  | 87     | 4.37   | .97              | .10       | 4.16                           | 4.57                          | 0       | 5       |

Involvement in Student Assessment.

H₀: There is no difference in administrators’ involvement in student assessment according to the district.

Hₐ: There is a difference in administrators’ involvement in student assessment according to the district.

A one way between subjects ANOVA was conducted to compare the effect of the district on administrators’ involvement in student assessment. See Table 251 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = .785, p = .538) assuming equal variances between the two groups. The result was not significant (p = .951). The researcher failed to reject the null hypothesis.
Table 251

**Descriptives for Administrators' Involvement in Student Assessment by District**

| District     | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|--------------|----|------|----------------|------------|----------------------------------|---------|---------|
| Beirut       | 38 | 9.21 | 4.46           | .72        | 7.75 10.67                       | 0       | 16      |
| Mount Lebanon| 21 | 10.00| 3.95           | .86        | 8.20 11.80                       | 3       | 16      |
| Bekaa        | 4  | 9.75 | 6.40           | 3.20       | - .43 19.93                      | 2       | 15      |
| North        | 13 | 10.23| 5.26           | 1.46       | 7.05 13.41                       | 0       | 16      |
| South        | 13 | 9.69 | 4.40           | 1.22       | 7.03 12.35                       | 3       | 16      |
| Total        | 89 | 9.64 | 4.46           | .47        | 8.70 10.58                       | 0       | 16      |

**Impact.**

$H_0$: There is no difference in administrators’ perceived impact of student assessment according to the district.

$H_A$: There is a difference in administrators’ perceived impact of student assessment according to the district.

A one way between subjects ANOVA was conducted to compare the effect of the district on administrators’ perceived impact of student assessment. See Table 252 below for descriptive statistics. Levene’s test for homoscedasticity was significant ($F = 3.097, p=.02$) assuming unequal variances between the two groups, but the Welch and Brown-Forsythe tests of equality of means were not significant ($p=.319$ and $p=0.691$ respectively). The result was not significant ($p = 0.37$). The researcher failed to reject the null hypothesis.
Table 252

**Descriptives for Administrators’ Impact by District**

|      | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|------|----|------|----------------|------------|---------------------------------|---------|---------|
|      |    |      |                |            | Lower Bound                      |         |         |
|      |    |      |                |            | Upper Bound                      |         |         |
| Beirut | 38 | 12.45 | 2.00           | .32        | 11.79                           | 6       | 16      |
| Mount Lebanon | 20 | 13.25 | 1.94           | .44        | 12.34                           | 9       | 16      |
| Bekaa  | 4  | 12.00 | 4.83           | 2.42       | 4.31                            | 5       | 16      |
| North  | 13 | 12.77 | 1.88           | .52        | 11.63                           | 10      | 16      |
| South  | 13 | 13.54 | 1.33           | .37        | 12.73                           | 12      | 15      |
| Total  | 88 | 12.82 | 2.07           | .22        | 12.38                           | 5       | 16      |

**Assessment of Student with Learning Disabilities.**

H₀: There is no difference in administrators’ assessments of students with learning disabilities according to the district.

H₁: There is a difference in administrators’ assessments of students with learning disabilities according to the district.

A one way between subjects ANOVA was conducted to compare the effect of the district on administrators’ assessments of students with learning disabilities. See Table 253 below for descriptive statistics. Levene’s test for homoscedasticity was not significant (F = 1.302, p = .276) assuming equal variances between the two groups. The result was not significant (p = .098). The researcher failed to reject the null hypothesis.
### Table 253

**Descriptives for Administrators’ Assessments of LD by District**

|        | N  | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | Minimum | Maximum |
|--------|----|------|----------------|------------|---------------------------------|---------|---------|
|        |    |      |                |            | Lower Bound                      |         |         |
|        |    |      |                |            | Upper Bound                      |         |         |
| Beirut | 38 | 19.18| 7.03           | 1.14       | 16.87                           | 21.49   | 8       | 36      |
| Mount Lebanon | 19 | 22.63| 8.62           | 1.98       | 18.48                           | 26.78   | 5       | 40      |
| Bekaa  | 4  | 18.50| 10.41          | 5.20       | 1.94                            | 35.06   | 9       | 28      |
| North  | 12 | 20.50| 7.36           | 2.12       | 15.83                           | 25.17   | 8       | 35      |
| South  | 13 | 25.92| 9.49           | 2.63       | 20.19                           | 31.66   | 10      | 37      |
| Total  | 86 | 21.12| 8.18           | .88        | 19.36                           | 22.87   | 5       | 40      |

#### Teachers and Administrators Comparisons

**Teachers and Administrators According to the District.**

*Ethical Assessment Practices.*

**H₀₁:** Group will have no effect on ethical assessment practices.

**Hᴬ₁:** Group will have an effect on ethical assessment practices.

**H₀₂:** District will have no effect on ethical assessment practices.

**Hᴬ₂:** District will have an effect on ethical assessment practices.

**H₀₃:** Group and district interaction will have no effect on ethical assessment practices.

**Hᴬ₃:** Group and district interaction will have an effect on ethical assessment practices.

A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 254 below. There was no significant main effect for the group (F= 3.51, p=.06), no significant main effect for the district (F=1.03, p=.31), and no significant main effect for the interaction between group and district (F=1.21, p=.31). The researcher failed to reject the three null hypotheses.
Table 254

**Descriptive Statistics for Ethical Assessment Practices by Group and District**

| Group     | District     | Mean | Std. Deviation | N   |
|-----------|--------------|------|----------------|-----|
| Teacher   | Beirut       | 3.58 | .89            | 215 |
|           | Mount Lebanon| 3.48 | 1.00           | 139 |
|           | Bekaa        | 3.93 | 1.06           | 46  |
|           | North        | 3.41 | 1.18           | 147 |
|           | South        | 3.60 | 1.02           | 123 |
|           | Total        | 3.55 | 1.02           | 670 |
|           | Beirut       | 3.24 | 1.10           | 38  |
|           | Mount Lebanon| 3.48 | .87            | 21  |
|           | Bekaa        | 3.00 | 1.41           | 4   |
|           | North        | 3.15 | .80            | 13  |
|           | South        | 3.77 | .44            | 13  |
|           | Total        | 3.35 | .95            | 89  |
|           | Beirut       | 3.53 | .93            | 253 |
|           | Mount Lebanon| 3.48 | .98            | 160 |
| Administrator | Bekaa    | 3.86 | 1.11           | 50  |
|           | North        | 3.39 | 1.15           | 160 |
|           | South        | 3.62 | .98            | 136 |
|           | Total        | 3.53 | 1.02           | 759 |

*Preparation and Training.*

H₀₁: Group will have no effect on preparation and training.

Hₐ₁: Group will have an effect on preparation and training.

H₀₂: District will have no effect on preparation and training.

Hₐ₂: District will have an effect on preparation and training.

H₀₃: Group and district interaction will have no effect on preparation and training.

Hₐ₃: Group and district interaction will have an effect on preparation and training.

A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 255 below. There was no significant main effect for the group (F=.311, p=.577), no significant main effect for the district (F=.755, p=.555), and no significant main
effect for the interaction between group and district (F=.174, p=.952). The researcher failed to reject the three null hypotheses.

Table 255

| Group     | District      | Mean | Std. Deviation | N  |
|-----------|---------------|------|----------------|----|
| Teacher   | Beirut        | 4.33 | .82            | 215|
|           | Mount Lebanon | 4.23 | .90            | 138|
|           | Bekaa         | 4.40 | .83            | 47 |
|           | North         | 4.17 | .83            | 145|
|           | South         | 4.27 | .89            | 121|
|           | Total         | 4.27 | .85            | 666|
|           | Beirut        | 4.45 | .72            | 38 |
|           | Mount Lebanon | 4.42 | 1.02           | 19 |
|           | Bekaa         | 4.50 | 1.00           | 4  |
|           | North         | 4.15 | 1.14           | 13 |
|           | South         | 4.23 | 1.36           | 13 |
|           | Total         | 4.37 | .97            | 87 |
|           | Beirut        | 4.34 | .81            | 253|
|           | Mount Lebanon | 4.25 | .91            | 157|
|           | Bekaa         | 4.41 | .83            | 51 |
| Administrator Total | North     | 4.16 | .85            | 158|
|                   | South       | 4.27 | .94            | 134|
|                   | Total       | 4.28 | .87            | 753|

Involvement in Student Assessment.

$H_{01}$: Group will have no effect on involvement in student assessment.

$H_{A1}$: Group will have an effect on involvement in student assessment.

$H_{02}$: District will have no effect on involvement in student assessment.

$H_{A2}$: District will have an effect on involvement in student assessment.

$H_{03}$: Group and district interaction will have no effect on involvement in student assessment.

$H_{A3}$: Group and district interaction will have an effect on involvement in student assessment.
A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 256 below. There was a significant main effect for the group (F= 14.796, p=.00), the first null hypothesis was rejected. There was no significant main effect for the district (F=.198, p=.939), and no significant main effect for the interaction between group and district (F=.775, p=.541). The researcher failed to reject the second and third null hypotheses.

Table 256

| Group       | District        | Mean | Std. Deviation | N  |
|-------------|-----------------|------|----------------|----|
| Teacher     | Beirut          | 7.53 | 3.96           | 218|
|             | Mount Lebanon   | 6.59 | 4.00           | 138|
|             | Bekaa           | 8.83 | 3.58           | 47 |
|             | North           | 6.89 | 4.19           | 142|
|             | South           | 7.37 | 4.71           | 119|
|             | Total           | 7.26 | 4.16           | 664|
|             | Beirut          | 9.21 | 4.45           | 38 |
|             | Mount Lebanon   | 10.00| 3.95           | 21 |
|             | Bekaa           | 9.75 | 6.40           | 4  |
|             | North           | 10.23| 5.26           | 13 |
|             | South           | 9.69 | 4.40           | 13 |
|             | Total           | 9.64 | 4.46           | 89 |
|             | Beirut          | 7.78 | 4.07           | 256|
|             | Mount Lebanon   | 7.04 | 4.15           | 159|
|             | Bekaa           | 8.90 | 3.78           | 51 |
|             | North           | 7.17 | 4.37           | 155|
|             | South           | 7.60 | 4.72           | 132|
|             | Total           | 7.54 | 4.27           | 753|

Impact.

H₀₁: Group will have no effect on the perceived impact of student assessment.

Hₐ₁: Group will have an effect on the perceived impact of student assessment.

H₀₂: District will have no effect on the perceived impact of student assessment.

Hₐ₂: District will have an effect on the perceived impact of student assessment.
H₀₃: Group and district interaction will have no effect on the perceived impact of student assessment.

Hₐ₃: Group and district interaction will have an effect on the perceived impact of student assessment.

A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 257 below. There was no significant main effect for the group (F = 2.181, p = .14), no significant main effect for the district (F = .987, p = .414), and no significant main effect for the interaction between group and district (F = .746, p = .561). The researcher failed to reject the three null hypotheses.

Table 257

**Descriptive Statistics for Impact by Group and District**

| Group  | District       | Mean  | Std. Deviation | N  |
|--------|----------------|-------|----------------|----|
| Teacher| Beirut         | 12.09 | 2.26           | 207|
|        | Mount Lebanon  | 12.18 | 2.25           | 132|
|        | Bekaa          | 12.79 | 2.72           | 47 |
|        | North          | 12.03 | 1.95           | 136|
|        | South          | 12.42 | 2.87           | 113|
|        | Total          | 12.21 | 2.36           | 635|
|        | Beirut         | 12.45 | 2.00           | 38 |
|        | Mount Lebanon  | 13.25 | 1.94           | 20 |
|        | Bekaa          | 12.00 | 4.83           | 4  |
|        | North          | 12.77 | 1.88           | 13 |
|        | South          | 13.54 | 1.33           | 13 |
|        | Total          | 12.82 | 2.07           | 88 |
|        | Beirut         | 12.15 | 2.22           | 245|
|        | Mount Lebanon  | 12.32 | 2.24           | 152|
|        | Bekaa          | 12.73 | 2.87           | 51 |
|        | North          | 12.09 | 1.95           | 149|
|        | South          | 12.53 | 2.77           | 126|
|        | Total          | 12.28 | 2.33           | 723|
Assessment of Students with Learning Disabilities.

H₀₁: Group will have no effect on the assessments of students with learning disabilities.

H₁₁: Group will have an effect on the assessments of students with learning disabilities.

H₀₂: District will have no effect on the assessments of students with learning disabilities.

H₁₂: District will have an effect on the assessments of students with learning disabilities.

H₀₃: Group and district interaction will have no effect on the assessments of students with learning disabilities.

H₁₃: Group and district interaction will have an effect on the assessments of students with learning disabilities.

A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 258 below. There was a significant main effect for the group (F= 15.831, p=.00), the first null hypothesis was rejected. There was a significant main effect for the district (F=2.451, p=.045), the second null hypothesis was rejected. There was no significant main effect for the interaction between group and district (F=1.126, p=.343). The researcher failed to reject the third null hypotheses.

Table 258

Descriptive Statistics for Assessments of LD by Group and District

| Group  | District        | Mean  | Std. Deviation | N  |
|--------|-----------------|-------|----------------|----|
| Teacher| Beirut          | 16.71 | 7.93           | 216|
|        | Mount Lebanon   | 15.92 | 9.79           | 138|
|        | Bekaa           | 15.34 | 7.92           | 47 |
|        | North           | 15.29 | 8.70           | 141|
|        | South           | 18.39 | 8.82           | 119|
|        | Total           | 16.45 | 8.71           | 661|
|        | Beirut          | 19.18 | 7.03           | 38 |
|        | Mount Lebanon   | 22.63 | 8.62           | 19 |
|        | Bekaa           | 18.50 | 10.41          | 4  |
|        | North           | 20.50 | 7.35           | 12 |
|        | South           | 25.92 | 9.49           | 13 |
|        | Total           | 21.12 | 8.18           | 86 |
| Region      | Average | Standard Deviation | Count |
|-------------|---------|--------------------|-------|
| Beirut      | 17.08   | 7.84               | 254   |
| Mount Lebanon | 16.73  | 9.88              | 157   |
| Bekaa       | 15.59   | 8.06               | 51    |
| North       | 15.70   | 8.70               | 153   |
| South       | 19.13   | 9.13               | 132   |
| Total       | 16.98   | 8.77               | 747   |

**Teachers and Administrators According to their Educational Level.**

_Ethical Assessment Practices._

\( H_0: \text{Group will have no effect on the ethical assessment practices.} \)

\( H_{A1}: \text{Group will have an effect on the ethical assessment practices.} \)

\( H_0: \text{Educational level will have no effect on the ethical assessment practices} \)

\( H_{A2}: \text{Educational level will have an effect on the ethical assessment practices.} \)

\( H_0: \text{Group and educational level interaction will have no effect on the ethical assessment practices.} \)

\( H_{A3}: \text{Group and educational level interaction will have an effect on the ethical assessment practices.} \)

A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 259 below. There was no significant main effect for the group \( (F=2.947, \quad p=.086) \), no significant main effect for the educational level \( (F=1.403, \quad p=.211) \), and no significant main effect for the interaction between group and educational level \( (F=.826, \quad p=.531) \). The researcher failed to reject the three null hypotheses.
Table 259

Descriptive Statistics for Ethical Assessment Practices by Group and Educational Level

| Group          | Education               | Mean | Std. Deviation | N  |
|----------------|-------------------------|------|----------------|----|
| Teacher        | HS Diploma or Equivalent| 3.53 | .96            | 85 |
|                | Bachelors               | 3.56 | .98            | 305|
|                | Teaching Diploma        | 3.46 | 1.08           | 128|
|                | Masters                 | 3.65 | 1.07           | 126|
|                | EdD/PhD                 | 4.00 | 1.22           | 5  |
|                | Other                   | 3.25 | 1.16           | 8  |
|                | Bachelors and Teaching Diploma | 3.17 | 1.47 | 6 |
|                | Total                   | 3.55 | 1.02           | 663|
|                | HS Diploma or Equivalent| 3.50 | .55            | 6  |
|                | Bachelors               | 3.57 | .97            | 30 |
|                | Teaching Diploma        | 3.00 | 1.04           | 12 |
| Administrator  | Masters                 | 3.21 | .96            | 33 |
|                | EdD/PhD                 | 3.71 | .76            | 7  |
|                | Bachelors and Teaching Diploma | 2.00 | . | 1 |
|                | Total                   | 3.35 | .95            | 89 |
|                | HS Diploma or Equivalent| 3.53 | .94            | 91 |
|                | Bachelors               | 3.56 | .98            | 335|
|                | Teaching Diploma        | 3.42 | 1.08           | 140|
|                | Masters                 | 3.56 | 1.06           | 159|
|                | EdD/PhD                 | 3.83 | .94            | 12 |
|                | Other                   | 3.25 | 1.16           | 8  |
|                | Bachelors and Teaching Diploma | 3.00 | 1.41 | 7 |
|                | Total                   | 3.53 | 1.02           | 752|

Preparation and Training.

$H_01$: Group will have no effect on the preparation and training.

$H_{A1}$: Group will have an effect on the preparation and training.

$H_02$: Educational level will have no effect on the preparation and training.

$H_{A2}$: Educational level will have an effect on the preparation and training.

$H_03$: Group and educational level interaction will have no effect on the preparation and training.

$H_{A3}$: Group and educational level interaction will have an effect on the preparation and training.
A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 260 below. There was no significant main effect for the group (F=.154, p=.695), no significant main effect for the educational level (F=.912, p=.485), and no significant main effect for the interaction between group and educational level (F=1.165, p=.325). The researcher failed to reject the three null hypotheses.

Table 260

**Descriptive Statistics for Preparation and Training by Group and Educational Level**

| Group          | Education                  | Mean | Std. Deviation | N  |
|----------------|----------------------------|------|----------------|----|
| Teacher        | HS Diploma or Equivalent   | 4.20 | 1.00           | 84 |
|                | Bachelors                  | 4.26 | .85            | 306|
|                | Teaching Diploma           | 4.25 | .87            | 128|
|                | Masters                    | 4.31 | .80            | 121|
|                | EdD/PhD                    | 4.40 | .55            | 5  |
|                | Other                      | 4.38 | .52            | 8  |
|                | Bachelors and Teaching Diploma| 4.50 | .55          | 6  |
|                | Total                      | 4.27 | .86            | 658|
| Administrator  | HS Diploma or Equivalent   | 4.17 | 2.04           | 6  |
|                | Bachelors                  | 4.66 | .61            | 29 |
|                | Teaching Diploma           | 4.00 | 1.13           | 12 |
|                | Masters                    | 4.30 | .95            | 33 |
|                | EdD/PhD                    | 4.33 | .52            | 6  |
|                | Bachelors and Teaching Diploma| 4.00 | .         | 1  |
|                | Total                      | 4.37 | .97            | 87 |
|                | HS Diploma or Equivalent   | 4.20 | 1.08           | 90 |
|                | Bachelors                  | 4.30 | .84            | 335|
|                | Teaching Diploma           | 4.23 | .89            | 140|
|                | Masters                    | 4.31 | .83            | 154|
|                | EdD/PhD                    | 4.36 | .50            | 11 |
|                | Other                      | 4.38 | .52            | 8  |
|                | Bachelors and Teaching Diploma| 4.43 | .53          | 7  |
|                | Total                      | 4.28 | .87            | 745|

_Involvement in Student Assessment._

H_{01}: Group will have no effect on the involvement in student assessment.

H_{A1}: Group will have an effect on the involvement in student assessment.
H$_02$: Educational level will have no effect on the involvement in student assessment.

H$_{A2}$: Educational level will have an effect on the involvement in student assessment.

H$_{03}$: Group and educational level interaction will have no effect on the involvement in student assessment.

H$_{A3}$: Group and district interaction will have an effect on the involvement in student assessment.

A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 261 below. There was a significant main effect for the group (F= 12.849, p= .00), the first null hypothesis was rejected. There was a significant main effect for the educational level (F=2.229, p= .039), the second null hypothesis was rejected. There was no significant main effect for the interaction between group and educational level (F=.443, p= .819).

The researcher failed to reject the third null hypothesis.

Table 261

Descriptive Statistics for Involvement in Student Assessment by Group and Educational Level

| Group          | Education                        | Mean  | Std. Deviation | N  |
|----------------|----------------------------------|-------|----------------|----|
| Teacher        | HS Diploma or Equivalent         | 8.13  | 4.32           | 84 |
|                | Bachelors                        | 7.15  | 4.20           | 305|
|                | Teaching Diploma                 | 6.89  | 3.85           | 127|
|                | Masters                          | 7.07  | 4.05           | 123|
|                | EdD/PhD                          | 6.60  | 6.50           | 5  |
|                | Other                            | 12.00 | 3.35           | 6  |
|                | Bachelors and Teaching Diploma   | 6.33  | 4.27           | 6  |
|                | Total                            | 7.25  | 4.16           | 656|
| Administrator  | HS Diploma or Equivalent         | 11.83 | 4.36           | 6  |
|                | Bachelors                        | 9.43  | 5.05           | 30 |
|                | Teaching Diploma                 | 8.67  | 3.17           | 12 |
|                | Masters                          | 9.36  | 4.70           | 33 |
|                | EdD/PhD                          | 11.29 | 2.21           | 7  |
|                | Bachelors and Teaching Diploma   | 12.00 | 4.46           | 89 |
|                | Total                            | 9.64  | 4.46           | 90 |
| Group                        | Education                              | Mean | Std. Deviation | N  |
|------------------------------|----------------------------------------|------|----------------|----|
| Teacher                      | HS Diploma or Equivalent               | 12.63| 2.23           | 83 |
| Bachelors                    |                                        | 12.12| 2.50           | 287|
| Teaching Diploma             |                                        | 12.04| 2.22           | 122|
| Masters                      |                                        | 12.39| 2.05           | 119|
| EdD/PhD                      |                                        | 12.40| 2.19           | 5  |
| Bachelors and Teaching Diploma|                                        | 7.14 | 4.45           | 7  |

**Table 262**

**Descriptive Statistics for Impact by Group and Educational Level**

Impact.

H₀₁: Group will have no effect on the perceived impact of student assessments.

Hₐ₁: Group will have an effect on the perceived impact of student assessments.

H₀₂: Educational level will have no effect on the perceived impact of student assessments.

Hₐ₂: Educational level will have an effect on the perceived impact of student assessments.

H₀₃: Group and educational level interaction will have no effect on the perceived impact of student assessments.

Hₐ₃: Group and district interaction will have an effect on the perceived impact of student assessments.

A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 262 below. There was a significant main effect for the group (F= 2.645, p=.04), no significant main effect for the educational level (F=.799, p=.571), and no significant main effect for the interaction between group and educational level (F=.377, p=.865). The researcher failed to reject the second and third null hypotheses.
| Administrator                     | Total   |        |        |
|----------------------------------|---------|--------|--------|
| Other                            | 12.67   | 3.72   | 6      |
| Bachelors and Teaching Diploma   | 10.83   | 1.60   | 6      |
| Total                            | 12.22   | 2.34   | 628    |
| HS Diploma or Equivalent         | 14.00   | 1.10   | 6      |
| Bachelors                        | 12.83   | 2.19   | 29     |
| Teaching Diploma                 | 12.58   | 1.83   | 12     |
| Masters                          | 12.55   | 2.27   | 33     |
| EdD/PhD                          | 13.57   | 1.51   | 7      |
| Bachelors and Teaching Diploma   | 12.00   | .      | 1      |
| Total                            | 12.82   | 2.07   | 88     |
| HS Diploma or Equivalent         | 12.72   | 2.20   | 89     |
| Bachelors                        | 12.18   | 2.48   | 316    |
| Teaching Diploma                 | 12.09   | 2.18   | 134    |
| Masters                          | 12.43   | 2.09   | 152    |
| EdD/PhD                          | 13.08   | 1.83   | 12     |
| Other                            | 12.67   | 3.72   | 6      |
| Bachelors and Teaching Diploma   | 11.00   | 1.53   | 7      |
| Total                            | 12.29   | 2.31   | 716    |

**Assessment of Students with learning Disabilities.**

H\(_0\)_1: Group will have no effect on the assessments of students with learning disabilities.

H\(_A\)_1: Group will have an effect on the assessments of students with learning disabilities.

H\(_0\)_2: Educational level will have no effect on the assessments of students with learning disabilities.

H\(_A\)_2: Educational level will have an effect on the assessments of students with learning disabilities.

H\(_0\)_3: Group and educational level interaction will have no effect on the assessments of students with learning disabilities.

H\(_A\)_3: Group and educational level interaction will have an effect on the assessments of students with learning disabilities.

A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 26 below. There was a significant main effect for the group (F = 6.331, p = .012), the first null hypothesis was rejected. There wasn’t a significant main effect for the
educational level (F=1.083, p=.371), and no significant main effect for the interaction between group and educational level (F=1.283, p=.269). The researcher failed to reject the second and third null hypotheses.

Table 263

**Descriptive Statistics for Assessments of LD by Group and Educational Level**

| Group          | Education                          | Mean | Std. Deviation | N   |
|----------------|------------------------------------|------|----------------|-----|
| Teacher        | HS Diploma or Equivalent           | 16.40| 8.43           | 84  |
|                | Bachelors                          | 16.49| 8.71           | 303 |
|                | Teaching Diploma                   | 16.95| 9.51           | 126 |
|                | Masters                            | 16.18| 8.56           | 122 |
|                | EdD/PhD                            | 13.00| 10.74          | 4   |
|                | Other                              | 13.25| 4.56           | 8   |
|                | Bachelors and Teaching Diploma     | 12.00| 3.52           | 6   |
|                | Total                              | 16.41| 8.74           | 653 |
| Administrator  | HS Diploma or Equivalent           | 14.17| 5.08           | 6   |
|                | Bachelors                          | 19.90| 7.04           | 29  |
|                | Teaching Diploma                   | 23.33| 11.71          | 12  |
|                | Masters                            | 22.31| 7.58           | 32  |
|                | EdD/PhD                            | 23.67| 8.82           | 6   |
|                | Bachelors and Teaching Diploma     | 18.00|               | 1   |
|                | Total                              | 21.12| 8.18           | 86  |
|                | HS Diploma or Equivalent           | 16.26| 8.25           | 90  |
|                | Bachelors                          | 16.79| 8.62           | 332 |
|                | Teaching Diploma                   | 17.51| 9.84           | 138 |
|                | Masters                            | 17.45| 8.71           | 154 |
|                | EdD/PhD                            | 19.40| 10.59          | 10  |
|                | Other                              | 13.25| 4.56           | 8   |
|                | Bachelors and Teaching Diploma     | 12.86| 3.93           | 7   |
|                | Total                              | 16.96| 8.80           | 739 |

**Teachers and Administrators According to their Gender.**

*Ethical Assessment practices.*

**H₀₁:** Group will have no effect on the ethical assessment practices.

**Hᴬ₁:** Group will have an effect on the ethical assessment practices.

**H₀₂:** Gender will have no effect on the ethical assessment practices.

**Hᴬ₂:** Gender will have an effect on the ethical assessment practices.
H₀³: Group and gender interaction will have no effect on the ethical assessment practices.

Hₐ₃: Group and gender interaction will have an effect on the ethical assessment practices.

A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 264 below. There was no significant main effect for the group (F= 1.121, p=.29), no significant main effect for the gender (F=1.318, p=.251), and no significant main effect for the interaction between group and gender (F=0.016, p=.9). The researcher failed to reject the three null hypotheses.

Table 264

| Group       | Gender | Mean | Std. Deviation | N  |
|-------------|--------|------|----------------|----|
| Teacher     | Female | 3.56 | 1.03           | 639|
|             | Male   | 3.37 | .84            | 27 |
|             | Total  | 3.55 | 1.03           | 666|
|             | Female | 3.39 | .88            | 75 |
| Administrator| Male   | 3.15 | 1.34           | 13 |
|             | Total  | 3.35 | .96            | 88 |
|             | Female | 3.54 | 1.02           | 714|
| Total       | Male   | 3.30 | 1.02           | 40 |
|             | Total  | 3.53 | 1.02           | 754|

Preparation and Training.

H₀₁: Group will have no effect on preparation and training.

Hₐ₁: Group will have an effect on preparation and training.

H₀₂: Gender will have no effect on preparation and training.

Hₐ₂: Gender will have an effect on preparation and training.

H₀₃: Group and gender interaction will have no effect on preparation and training.

Hₐ₃: Group and gender interaction will have an effect on preparation and training.

A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 265 below. There was no significant main effect for the group (F=.747,
p=.388), no significant main effect for the gender (F=1.328, p=.25), and no significant main effect for the interaction between group and gender (F=.219, p=.64). The researcher failed to reject the three null hypotheses.

Table 26

| Group       | Gender | Mean | Std. Deviation | N  |
|-------------|--------|------|----------------|----|
| Teacher     | Female | 4.26 | .86            | 636|
|             | Male   | 4.37 | .84            | 27 |
|             | Total  | 4.27 | .85            | 663|
| Administrator| Female | 4.32 | 1.02           | 74 |
|             | Male   | 4.58 | .51            | 12 |
|             | Total  | 4.36 | .97            | 86 |
|             | Female | 4.27 | .87            | 710|
| Total       | Male   | 4.44 | .75            | 39 |
|             | Total  | 4.28 | .87            | 749|

Involvement in Student Assessment.

H₀₁: Group will have no effect on the involvement in student assessment.

Hₐ₁: Group will have an effect on the involvement in student assessment.

H₀₂: Gender will have no effect on the involvement in student assessment.

Hₐ₂: Gender will have an effect on the involvement in student assessment.

H₀₃: Group and gender interaction will have no effect on the involvement in student assessment.

Hₐ₃: Group and gender interaction will have an effect on the involvement in student assessment.

A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 266 below. There was a significant main effect for the group (F= 6.988, p=.008), the first null hypothesis was rejected. There was no significant main effect for the
gender (F=1.637, p=.201), and no significant main effect for the interaction between group and
gender (F=.224, p=.636). The researcher failed to reject the second and third null hypotheses.

Table 266

| Group       | Gender | Mean | Std. Deviation | N  |
|-------------|--------|------|----------------|----|
| Teacher     | Female | 7.20 | 4.14           | 633|
|             | Male   | 8.52 | 4.48           | 27 |
|             | Total  | 7.25 | 4.16           | 660|
|             | Female | 9.55 | 4.52           | 75 |
| Administrator| Male  | 10.15| 4.41           | 13 |
|             | Total  | 9.64 | 4.48           | 88 |
|             | Female | 7.45 | 4.24           | 708|
| Total       | Male   | 9.05 | 4.47           | 40 |
|             | Total  | 7.53 | 4.27           | 748|

Impact.

$H_01$: Group will have no effect on the perceived impact of student assessment.

$H_{A1}$: Group will have an effect on the perceived impact of student assessment.

$H_{02}$: Gender will have no effect on the perceived impact of student assessment.

$H_{A2}$: Gender will have an effect on the perceived impact of student assessment.

$H_{03}$: Group and gender interaction will have no effect on the perceived impact of student assessment.

$H_{A3}$: Group and gender interaction will have an effect on the perceived impact of student assessment.

A two factor analysis of variance was conducted. The means and standard deviations are
presented in Table 267 below. There was a significant main effect for the group (F= 5.619, p=.018), the first null hypothesis was rejected. There was no significant main effect for the
gender (F=.627, p=.429), and no significant main effect for the interaction between group and gender (F=1.428, p=.232). The researcher failed to reject the second and third null hypotheses.

Table 26

**Descriptive Statistics for Impact by Group and Gender**

| Group     | Gender | Mean  | Std. Deviation | N   |
|-----------|--------|-------|----------------|-----|
| Teacher   | Female | 12.21 | 2.37           | 605 |
|           | Male   | 12.04 | 2.09           | 26  |
|           | Total  | 12.20 | 2.36           | 631 |
| Administrator | Male  | 13.54 | 1.76           | 74  |
|           | Female | 12.70 | 2.11           | 74  |
|           | Total  | 12.83 | 2.08           | 87  |
| Total     | Male   | 12.54 | 2.09           | 39  |
|           | Female | 12.26 | 2.35           | 679 |
|           | Total  | 12.28 | 2.34           | 718 |

Assessment of Students with Learning Disabilities.

H₀₁: Group will have no effect on the assessments of students with learning disabilities.

Hₐ₁: Group will have an effect on the assessments of students with learning disabilities.

H₀₂: Gender will have no effect on the assessments of students with learning disabilities.

Hₐ₂: Gender will have an effect on the assessments of students with learning disabilities.

H₀₃: Group and gender interaction will have no effect on the assessments of students with learning disabilities.

Hₐ₃: Group and gender interaction will have an effect on the assessments of students with learning disabilities.

A two factor analysis of variance was conducted. The means and standard deviations are presented in Table 268 below. There was a significant main effect for the group (F= 10.618, p=.001), the first null hypothesis was rejected. There was no significant main effect for the gender (F=.037, p=.848), and no significant main effect for the interaction between group and gender (F=.328, p=.567). The researcher failed to reject the second and third null hypotheses.
Table 268

**Descriptive Statistics for Assessments of LD by Group and Gender**

| Group     | Gender | Mean | Std. Deviation | N  |
|-----------|--------|------|----------------|----|
| Teacher   | Female | 16.50| 8.66           | 631|
|           | Male   | 15.89| 10.15          | 27 |
|           | Total  | 16.47| 8.72           | 658|
|           | Female | 20.78| 7.87           | 73 |
| Administrator | Male | 22.00| 9.62           | 12 |
|            | Total  | 20.95| 8.08           | 85 |
|            | Female | 16.94| 8.68           | 704|
| Total     | Male   | 17.77| 10.27          | 39 |
|           | Total  | 16.99| 8.76           | 743|
CHAPTER V
CONCLUSIONS

Discussion

The primary aims of this study were to discover and describe current assessment practices of students with learning disabilities in Lebanese private schools, in addition to administrators’ and teachers’ perceptions of those practices in special education in Lebanon via the CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971). Only private schools were chosen for the study because of the absence of special education services within the public schools that represent 47% of the total schools in Lebanon, according to the Center of Educational Research and Development (CERD, 2010). A statistical comparison between administrators and teachers’ responses regarding the ethical component of evaluation practices, as well as teacher and administrators’ training and preparation for student assessment, their involvement in it, the impact they perceive student assessment practices are producing, and their assessments of students with learning disabilities.

Instrument Reliability

Teacher’s Survey.

Using Cronbach Alpha’s coefficient and Spearman-Brown to project subscale reliabilities to full scale reliabilities, it appeared that all the items on the five subscales of the teacher’s survey showed high internal consistency[(1) Traditional and Alternative Assessments, AFL, (2) Ethical Assessment Practices, (3) Preparation and Training, (4) Involvement in Student Assessment, and (5) Impact].

Administrator’s Survey.
Using Cronbach Alpha’s coefficient, it appeared that two items needed to be deleted to increase the internal consistency for two of the subscales of the administrator’s survey (Preparation and Training and Impact). The deleted items were question 43 (How would you describe your level of preparation in terms of assessing student performance that resulted from your teacher education program?) and question 46 (What impact has student assessment information had on changes in instructional or teaching methods used?). After the deletion of the above mentioned items which provided an increase in the Cronbach Alpha’s value of the respective subscale, Spearman-Brown coefficient was obtained to project subscale reliabilities to full scale reliabilities. Overall, it appeared that four of the five subscales showed high internal consistency [(1) Content, Methods, Mission, Policies and Attitudes, (2) Preparation and Training, (3) Involvement in Student Assessment, and (4) Impact]. The subscale Ethical Assessment Practices had a lower Cronbach Alpha coefficient of .47.

**Answering the CIPP Evaluation Questions**

**Context Evaluation – In what kind of educational setting do assessment practices take place?**

*Participants’ Gender.*

A considerable gender imbalance was noted. Female teachers constituted 96% of the participants vs. only 4% male teachers. Female administrators constituted 85% vs. 15% male administrators, slightly higher than the teachers’ participants but still considerably imbalanced. Implications of this unequal representation of male and female educators might have some serious consequences on the quality of students’ outcomes especially that teacher’s gender has a large effect on student test and assessment performance (Dee, 2006).
Participants’ Age.

The teachers’ age mean was 32 years old and the administrators’ age mean was 40. The Participants’ age means are classified as late young adults (32 years old) and middle adults (40 years old) according to the lifespan development theory (Santrock, 2012). They benefit from maturity compared to younger teachers who usually present higher levels of emotional exhaustion and depersonalizations (Antoniou et al., 2006).

Participants by Districts.

A total of 57 schools participated in this study. 33% were located in Beirut, the capital, with 32% of the total participating teachers and 43% of the total participating administrators. 23% were located in Mount Lebanon, with 21% of the total participating teachers and 23% of the total participating administrators. 9% were located in the Bekaa valley, with 7% of the total participating teachers and 4% of the total participating administrators. 17.5 % were located in North Lebanon, with 22% of the total participating teachers and 15% of the total participating administrators. Finally, 17.5 % were located in South Lebanon, with 18% of the total participating teachers and 15% of the total participating administrators.

Beirut held the largest percentage of schools (33%). Being the capital with over 2 million inhabitants and the center of most commerce in the country, it is only logical to represent the highest percentage of participating schools.

Even though the Bekaa valley is populated by more than half a million, the small number of schools servicing students with learning disabilities is concurrent with the long history of deprivation that the region has been suffering from. According to the newest directory of inclusive schools in Lebanon that came out in May 2014, there are 8 private schools in the Bekaa
valley with special education services for students with learning disabilities. 5 participated in the study constituting 9% of the total participating schools. It is important to consider ways and funding to increase the number of schools in the Bekaa valley in order to reach and educate as many students with learning disabilities as possible and provide them with better chances of literacy and employment.

*Participants’ Educational Level.*

There were 13% participating teachers and 7% participating administrators who held a high school diploma or an equivalent degree. Examining research studies such as ones conducted by Clotfelter et al. (2007, 2010) affirming that teacher credentials matter for student achievement raises a flag regarding employment of teachers and administrators not holding more than a high school diploma. When researchers find compelling evidence that teacher credentials affect student achievement (Clotfeller, 2010), which is measured through various assessment practices, in systematic and large ways enough to be policy relevant, the employment of teachers and administrators holding no more than a high school diploma should be seriously addressed.

There were 47% of participating teachers and 35% participating administrators who held a bachelors’ degree, while 19% of participating teachers and 13% of participating administrators held a teaching diploma (which is usually additional to the bachelor degree). It is important to note that the bachelors’ degrees are not necessarily in education. Many hired teachers and administrators hold bachelor degrees in psychology, English literature, Arabic studies, French language, counseling, political science, history… Some even hold engineering degrees. Considering the fact that only four private accredited universities in Lebanon offer special education majors and teaching diplomas (American University of Beirut, Lebanese American
University, Notre Dame University and Saint Joseph University), recruiting difficulties have forced many schools to hire uncertified teachers to fulfill their teaching and administrative vacancies.

At the graduate level, 19% of the participating teachers and 37% of the participating administrators held a Master’s degree, while only 1% of the participating teachers and 8% of the participating administrators held an EdD or PhD. Even though graduate studies are usually a sign of professional growth, Master’s degrees have not been found to predict higher student achievement or alter assessment practices, except for content specific masters’ degrees in high school mathematics (Ladd, 2008).

*Teachers’ Teaching Level.*

The vast majority of participating teachers were at the elementary level (61%). This is consistent with the educational trajectory that students with learning disabilities travel in Lebanese private schools. Most schools provide special education services at the elementary level, but these services start to decline as students move to middle and high school due to increased academic demands that LD students cannot put up with, and the lack of resources that are considered burdening expenses for the school. Achievement gaps gradually increase and many students drop out or turn to more vocational programs when available.

*Years of Teaching Experience and Years of Administrative Experience.*

Teachers/administrators often state that experience is the best teacher (Goodlad, 1984) but “everything depends upon the quality of the experience which is had” (Dewey, 1963, p.27). Increased teacher/administrator effectiveness in assessment practices over the years of teaching occurs while they create meaning from experience and base this meaning on prior shaped
experiences (Dewey, 1963). Therefore, it is difficult to determine whether the participants’ years of teaching or administrative experience are a positive indicator of successful assessment practices using a single numerical value (Teachers’ years of teaching experience mean=9; administrators’ years of teaching experience mean=14; administrators’ years of administrative experience=8).

*Content, Methods, Mission, Policies and Attitudes.*

Regarding the content of student assessment, administrators reported a strong to very strong emphasis placed by their school on basic skills (90%), cognitive development (89%), affective development (83%), social development (60%) and student satisfaction and involvement with the school (82%). They reported moderate emphasis on vocational or professional skills or competences (40%). This moderate score might me an indicator that many students with learning disabilities have a single path option. Either get a high school degree or drop out due to lack of vocational opportunities.

Concerning Methods of assessment, administrators reported a strong to very strong emphasis on school developed instruments and tests (81%) and student performance methods (77%). They reported moderate emphasis on the use of commercial instruments or tests (37%) probably due to their expensive cost or to their lack of connectivity to the Lebanese curriculum due to the fact that they are imported from foreign countries.

The five items of the school’s mission component subscale were mostly rated as being highly to very highly emphasized by administrators, responses ranging from 56% to 96% agreement. Similarly, the eight items of the assessment and policies subscale were mostly rated as important to very important by administrators, responses ranging from 70% to 92% agreement.
Nine out of the ten items of the Attitudes toward Assessment subscale were mostly agreed to highly agreed upon, responses ranging from 73% to 95% agreement. Interestingly, almost half of the administrators either felt neutral or did not agree about teachers being free to implement their own assessment approaches to student assessments at their school. This might be considered an important indicator when discussing power delegation regarding student assessments and teachers’ contribution in the decision making process related to assessment approaches. Delandshere (1996, p.115) affirmed that “if the purpose of assessment is to improve teaching and learning, assessment needs to promote the active participation of teachers in their evolving interpretation of the standards and of their own practice”.

Administrators’ comparisons according to their educational level, position and district did not reveal any significant differences.

*Ethical Assessment Practices.*

Overall, 94% of teachers and 99% of administrators found it ethical to inform students about grading procedures and details, 93% of teachers and 94% of administrators found it unethical to give students a failing grade for the course because he/she had missed the final exam, and 84% of teachers and 71% of administrators found it ethical to count class participation as 30% of the final grade. However, a clear violation of the accuracy standards was recorded. 66% of teachers and 61% of administrators found it ethical to bump a student’s participation grade up a few points to compensate a bad quiz score due to the student having a bad week because of problems at home. 91% of teachers and 85% of administrators found it ethical to consider student effort when determining grades and 24% of teachers (almost one fourth of the participating teachers) found it ethical to lower report card grades for disruptive behavior. These
“score polluting” practices overstate or understate the learner’s true level of knowledge and understanding. When used in decision making, serious ethical concerns arise.

Teachers’ comparisons according to their teaching assignment, educational level, and teaching level did not reveal any significant differences. However, there was a significant difference when teachers were compared according to the district. Teachers in Beirut were more likely to correctly rate counting participation as 30% of the final grade as an ethical practice compared to teachers in Northern schools and were more likely to correctly rate bumping a student participation grade for problems at home as an unethical practice compared to teachers in Southern schools. Teachers in Northern schools were more likely to correctly rate considering student effort when determining grades as an unethical practice than teachers in southern schools. And finally, teachers in Beirut and Southern schools were more likely to correctly rate lowering report card grades for disruptive behavior as an unethical practice than teachers in the Bekaa Valley.

Administrators’ comparisons according to their educational level, position, and district did not reveal any significant differences in their ethical assessment practices.

Teachers and administrators’ comparisons according to the district, educational level, and gender did not reveal any significant differences as well.

**Input Evaluation— How prepared and involved are teachers and administrators in student assessment?**

*Preparation and Training.*
Forty five percent of the participating teachers and 46 % of participating administrators did not feel well prepared in terms of assessing student performance in their teacher education program. This high percentage (almost half) could be attributed to two main reasons. The first is the fact that a considerable number of teachers and administrators did not attend teacher education programs, which explains their lack of exposure and studies of student assessment tools and approaches. The second is the weaknesses in student assessment subjects that Lebanese universities are suffering from.

Seventy percent of teachers and 71% of administrators reported attending in-service training sessions/workshops where the assessment of student performance was the main topic within the last three years, and 63% of teachers and 74% of administrators reported their current level of preparation in terms of assessing student performance as “well prepared”. The increase in the percentage of teachers who felt “well prepared” in assessing student performance is most likely due to the trainings they attended and their field experiences acquired through classroom practices.

Teachers’ comparisons according to their teaching assignment, educational level, and teaching level did not reveal significant differences in their preparation and training. However, a significant difference was recorded when they were compared according to the district. It appeared that teachers in the Bekaa attended significantly more trainings about student assessment than their colleagues in Mount Lebanon and the North, and teachers in Southern schools felt significantly less prepared in student assessment as a result of their teacher education program than teachers in the other 4 districts.
Administrators’ comparisons according to their educational level, position, and district did not reveal any significant differences in their preparation and training. Teachers and administrators’ comparisons according to the district, educational level, and gender did not reveal any significant differences either.

_Involvement in Student Assessment._

Seventy-four percent of teachers and 81% of administrators reported being involved to very highly involved in creating new assessment techniques, 74% of teachers and 81% of administrators reported being involved to very highly involved in participating in program reviews, curricular evaluations, or planning activities using assessment results. 43% of teachers and 32% of administrators reported lack to moderate involvement in serving on school-wide committees on student assessment and 54% of teachers and 28% of administrators reported lack to moderate involvement in setting assessment policies for the school. Implications of these results suggest that teachers are more likely involved in assessment tasks directly related to the tangible assessment “subject related” product delivered to the student and are less likely to be involved at the institutional level in setting assessment policies. Administrators appeared to be involved to highly involved in the various assessment aspects of the school.

Teachers’ comparisons did not reveal significant differences according to their teaching assignments and teaching level. However, significant differences were reported when compared according to their educational level and district. It appeared that teachers holding an EdD/PhD were significantly more involved in student assessment than those holding a teaching diploma, and teachers in the Bekaa were significantly more likely to serve on school-wide committee on student assessment and set assessment policies than teachers in Mount Lebanon.
Administrators’ comparisons did not reveal significant differences in their involvement in student assessment according to their educational level or district. However, a significant difference was recorded when compared according to their position. Apparently, school principals and department head are much more involved in student assessment than those holding other administrative positions.

Teachers and Administrators comparisons according to the district and gender revealed significant differences at the group level. It seems that administrators are more involved in student assessment than teachers, similarly to teachers and administrators holding an EdD/PhD compared to other degrees.

**Process Evaluation – How are assessments applied in the classroom?**

*Traditional and Alternative Assessment Practices.*

When teachers were compared according to their teaching assignment, there was a significant difference between special education and regular education teachers in their traditional and alternative assessment practices.

In terms of traditional assessments it appeared that special education teachers resorted to the following items and practices significantly more frequently than regular education teachers: (1) Using paper-and-pencil tests provided with the curriculum material rather than creating their own, (2) True/False items, (3) Multiple Choice items, and (4) Fill in the blank items. Special Education teachers thought that multiple choice items were more important as assessment items than their regular education colleagues.
Nevertheless, they showed significantly less usage of essays as an assessment tool, reported a significant higher frequency in using portfolio assessments and thought that alternative assessments, creating own performance and portfolio assessments, and using portfolios in their classroom were more important than their regular education colleagues did. The results can be described as contradictory. Special education teachers expressed their view about the importance of alternative assessments which was significantly higher than the regular education teachers, yet they still maintained higher frequencies of some traditional assessment practices. Some might attribute maintaining traditional assessment practices in the classroom to the shortage of time (Tierney, 2006). Even those who appreciate the potential of alternative assessments complain that it demands more time in practice (Morgan & Watson, 2002; Dori, 2003), and that new assessments are too time-consuming (Torrance & Pryor, 2001; Cheung, 2002; Hargreaves et al., 2002; Mabry et al., 2003).

When teachers were compared according to their educational level in their traditional and alternative assessment practices, there was no significant difference reported, nor was there a significant difference when they were compared according to their teaching level. However, a significant difference was recorded when compared according to the district. It appeared that southern teachers were the least to use traditional assessments and alternative assessments compared to teachers in other districts. Northern teachers reported the most use of traditional assessments while Bekaa teachers reported the most use of alternative assessments. Considering the fact that the Bekaa is one of the most deprived areas in Lebanon, being the district that employed alternative assessment practices the most is an interesting outcome. This could be a direct effect of various national and international educational NGOs working in the area, and organizing various trainings for teachers and schools.
Assessment for Learning.

Teachers reported high agreement with monitoring and scaffolding assessment for learning practices ranging from 78% to 99% agreement on the 12 items of the Assessment for Learning subscale. When compared according to their teaching assignment, there was a significant difference between special education and regular education teachers in a monitoring practice where special education teachers reported to more frequently discuss the answers given after a test with each student, and a scaffolding practice where special education teachers reported to more frequently give their students the opportunities to ask questions. Giving feedback to students and providing them with opportunities to express their understanding and question their learning are practices that are described by Black and Williams (198b) to improve the quality of formative assessment. It could be considered a notable positive aspect for Lebanese special education teachers. Additional comparisons revealed no significant differences between teachers according to their educational level, to the district or to their teaching level.

Assessments of Students with Learning Disabilities.

Teachers’ answers reflected the type of accommodations they reported using in the classroom when assessing students with learning disabilities. On the other hand, unless assigned teaching hours, administrators’ answers reflected the type of accommodations they perceived being used by various teachers assessing students with learning disabilities or have instructed staff to implement.

Fifty-eight percent of teachers and 57% of administrators reported that students with disabilities did not complete the subject assessments with their peers in the general education classroom. 45% of teachers and 41% of administrators reported that students were pulled out for
language arts assessments all the time, 46% of teachers and 45% of administrators reported that students were pulled out for Arabic assessments all the time, 45% of teachers and 51% of administrators reported that students were pulled out for math assessment all the time, 33% of teachers and 28% of administrators reported that students were pulled out for science assessments all the time and 39% of teachers and 29% of administrators reported that students were never pulled out for social studies assessments.

Regarding the accommodations used, presentation accommodations were reported as follow: 73% of teachers and 87% of administrators reported presenting instructions orally, 64% of teachers and 81% of administrators reported providing special test preparation, 70% of teachers and 92% of administrators reported providing material in large print, 71% of teachers and 80% of administrators reported reducing the number of items per page or line, 54% of teachers and 73% of administrators reported providing on-task/focusing prompts, 50% of teachers and 65% of administrators reported providing a designated reader, and 49% of teachers and 64% of administrators reported allowing subtests to be taken in a different order. Responses accommodations were reported as follow: 18% of teachers and 37% of administrators reported permitting responses to be given via computer, 52% of teachers and 78% of administrators reported allowing verbal responses, 21% of teachers and 34% of administrators reported allowing the use of spelling and grammar assistive devices, 24% of teachers and 42% of administrators reported allowing answers to be dictated to a scribe, 38% of teachers and 63% of administrators reported allowing the use of calculators, 10% of teachers and 17% of administrators reported allowing the use of a tape recorder to capture responses.

Setting accommodations were reported as follow: 52% of teachers and 66% of administrators reported administering tests in small group settings, 53% of teachers and 73% of
administrators reported administering tests in a private room or alternate test site, 39% of teachers and 55% of administrators reported providing preferential seating, 21% of teachers and 28% of administrators reported providing special lighting, and 62% of teachers and 83% of administrators reported providing a space with minimal distractions. Timing accommodations were reported as follow: 42% of teachers and 67% of administrators reported allowing frequent brakes, 39% of teachers and 65% of administrators reported administering tests in several timed sessions or over several days, and 79% of teachers and 94% of administrators reported allowing extended time.

Teachers’ comparisons according to their educational level, teaching level and teaching assignment did not reveal any significant differences. Interestingly, the lack of significant difference between special education and regular education teachers in their assessments of students with learning disabilities might be attributed to the wave of inclusive education that has been submerging the country’s special education initiatives in the last fifteen years (e.g. the National Inclusion Project). Special education and regular education teachers are then considered as one professional entity with similar skills in assessments for both learning disabled and non-disabled students. Even though the high percentages of assessment pull outs in core subjects might contradict these inclusive efforts, it appeared that a high percentage of special education and regular education teachers were mostly employing accommodations related to the presentation of the assessment material. Accommodations related to timing, setting and responses ought to be used more frequently.

Teachers’ comparisons according to the district revealed a significant difference. It appeared that teachers in Northern schools use significantly less accommodations than their
colleagues in Southern schools. Administrators’ comparisons according to their educational level, position, and district did not reveal any significant differences.

Teachers and administrators’ comparisons did not reveal significant effects for the educational level and gender, but revealed significant main effects for the group and district. It appeared that administrators reported much more use of accommodations than teachers did. This result could be an alarming sign for an important gap between the assessment practices that administrators think are taking place at their school and what teachers report they are actually doing. Additionally, it appeared that teachers and administrators in Northern schools use significantly less accommodations than their colleagues in Beirut, Mount Lebanon, and Southern schools. Furthermore, teachers and administrators in the Bekaa use significantly less accommodations than their counterparts in Southern schools.

**Product Evaluation – What impact do assessment practices have?**

*Impact.*

Sixty-one percent of teachers reported that student assessment had a positive impact on changes in the instructional methods used, 68% of teachers and 63% of administrators reported that student assessment had a positive impact on students’ achievements, 84% of teachers and 97% of administrators reported that student assessment had a positive to very positive impact on students’ assessment plans, policies or processes, and 77% of teachers and 88% of administrators reported that student assessment had a positive impact on resources allocations. Lastly, 80% of teachers and 80% of administrators reported positive to very positive impact of student assessment in hiring specialists.
Teachers’ comparisons revealed a significant difference in teachers’ perceived impact that student assessment has when compared according to their teaching assignment. There was a significant difference between special education and regular education teachers regarding hiring specialists. Special educators saw a more positive impact for hiring specialists on student assessment. This is possibly due to the nature of collaboration that special education teachers perform being part of a larger multidisciplinary team than their regular education colleagues. Collaborations might include physical therapists, speech therapists, occupational therapists, outside testing agencies… In many instances, special educators are made part of the interviewing process when hiring new specialists which makes them more involved and aware of hiring activities at the school.

Additional teachers’ comparisons according to their educational level, district, and teaching level did not reveal any significant differences. Administrators’ comparisons did not reveal any significant differences in their perceived impact of student assessment according to their educational level, position or district.

Teachers and administrators comparisons did not reveal any significant differences according to the district or educational level. A significant difference was recorded when they were compared according to their gender where a significant main effect for the group was recorded. Administrators’ responses reflected a significantly more positive perceived impact of student assessment than teachers.
Summary

The general Lebanese context in which students with learning disabilities are assessed is marked by a critical gender imbalance with a very high female dominance. An important disparity in schools’ distribution exists within the five districts, with the highest concentration of schools in Beirut, the capital and the lowest in the Bekaa Valley. The majority of teachers and administrators hold bachelor degrees, in addition to a number with only high school degrees most likely hired due to recruiting difficulties. The vast majority of special education services exist at the elementary level, with a steady decline of their availability once students reach middle and high school. Administrators in Lebanese private schools report that the content of their schools’ assessments bares a strong emphasis on basic skills, cognitive, affective, and social development and student satisfaction and involvement at the school, versus a moderate emphasis on vocational skills. They report that their schools’ missions and policies are aligned with assessments’ best practices and record positive attitudes toward students’ assessment. However, there is noticeable lack of freedom for teachers to implement their own assessment approaches, raising questions about the extent of teachers’ involvement in the schools’ decision making process. In terms of ethical assessment practices, teachers and administrators seem to be in a significant violation of the accuracy standard, overstating or understating the learner’s true level of knowledge and understanding, with significant variations of practices among the districts.

Input evaluation revealed that almost half of the teachers and administrators in Lebanese private schools feel ill prepared in assessing student performance as a result of their teacher education program. But since a considerable number reports attending in service trainings related to student assessment, especially teachers located in the Bekaa Valley, their feelings improve to report being “well prepared” in assessing student performance. Regarding their involvement in
student assessment, administrators are significantly more involved in student assessment than teachers. Teachers report being more involved in tangible assessment tasks directly related to the student, with significant differences when compared according to their educational level and according to the district. Administrators report being more involved in the various assessment aspects of the institution, with significant more involvement of principals and department heads. Higher educational level seems to also play a role. Teachers and administrators holding an EdD/PhD seem to register a higher involvement in student assessment.

Process evaluation revealed that even though special education teachers in Lebanese private schools thought that alternative assessments were important, some of their assessment practices are still imprinted with traditional methods. Significant differences among districts reveal the most use of alternative assessment practices by teachers in the Bekaa valley, and the least use of those practices by teachers in the South of Lebanon. Northern teachers report the most use of traditional assessment practices. Furthermore, Lebanese teachers seem to be on board with Assessment for Learning practices with a significant difference between special education and general education teachers in a monitoring and a scaffolding practice. Regarding the assessment of students with learning disabilities, almost half of the teachers and administrators report pull out practices during assessments in English or French Language Arts, Arabic and Math. Accommodations used are mostly related to the presentation of the assessment material, with less frequent uses of timing, setting and responses accommodations. Teachers and administrators in Northern schools appear to use significantly less accommodations than their colleagues in the other districts. Moreover, administrators report much more use of accommodations than teachers do, implicating an important gap between what administrators think is taking place and what teachers report they are actually doing.
Product evaluation revealed that teachers and administrators’ perceived impact of student assessment is positive on the various aspects of the school. Special educators perceive a more positive impact on hiring specialists than regular educators do. Comparisons between teachers and administrators reveal a significant difference according to the group. Administrators report a more positive perception of the impact that student assessment has at their school than teachers.

**Recommendations**

This study represents the first stepping stone in building a comprehensive picture for assessment practices of students with learning disabilities in Lebanese private schools, in a country lacking a clear vision for the whole educational sector in general (Karam, 2006), and for the special education section in particular. Overwhelmed with the absence of organizations collecting reliable assessment information useful for national or international research, this study comes to give a general national overview of current assessment practices of students with learning disabilities. Believing in the concept that good assessments promote learning and motivate both teachers and students, whereas poor assessments narrow the curriculum, de-skill, and demotivate teachers and frustrate students, there is an immanent need to further investigate classroom assessment practices and relate their pedagogical implications to policy makers and interested parties. The development of sound pedagogical assessment practices is a never-ending process that involves ongoing review and refinement (Elwood & Klenowski, 2002). Further classroom observations are needed to compare and contrast with survey responses and obtain a wider range of evidence related to classroom assessment practices of student with learning disabilities in Lebanese private schools.
The purpose of this survey is to collect information about your current assessment practices for students with learning disabilities.

Section 1: Demographics

Please answer the following questions:

1. What is your gender?
   A. Female  B. Male

2. How old are you? __________________________

3. What is your highest degree? (Please circle only one)
   A. High school diploma or equivalent
   B. Bachelors
   C. Teaching diploma
   D. Masters
   E. EdD/PhD
   F. Other (Please specify) __________________________

4. Which is your current teaching level?
   A. Elementary  B. Middle  C. High school

5. Which is your current teaching assignment? (Please check only one)
   A. Special education  B. Other (please specify)

6. Including the current school year, how many years of teaching experience do you have?
Section 2: Traditional and Alternative Assessments

Please answer questions 1 through 5 by checking the appropriate box:

| Question                                                                 | Never | Not very Often | Half the Time | Most of the Time | Always |
|--------------------------------------------------------------------------|-------|----------------|---------------|------------------|--------|
| 1. Compared to alternative assessments, how often do you use paper-and-pencil tests? |       |                |               |                  |        |
| 2. With respect to paper-and-pencil tests, how often do you create your own rather than use tests that are provided with curriculum materials? |       |                |               |                  |        |
| 3. With respect to paper-and-pencil tests, how often do you use tests provided with curriculum materials rather than create your own? |       |                |               |                  |        |
| 4. With respect to paper-and-pencil tests, how often do you use the following types of written test items to assess student learning? |       |                |               |                  |        |
| a. True/false (or other alternate-choice)?                                |       |                |               |                  |        |
| b. Multiple choice?                                                       |       |                |               |                  |        |
| c. Fill in the blank?                                                    |       |                |               |                  |        |
| d. Short answer?                                                         |       |                |               |                  |        |
| e. Essay?                                                                |       |                |               |                  |        |
| 5. When using paper-and-pencil tests, how often do you:                  |       |                |               |                  |        |
| a. Calculate means and standard deviations for your tests?               |       |                |               |                  |        |
| b. Estimate reliability for your tests?                                  |       |                |               |                  |        |
| c. Conduct item analyses (e.g. item difficulty, item discrimination, etc.) to determine how well individual items worked? |       |                |               |                  |        |
Please answer questions 6 through 10 by checking the appropriate box:

| Question                                                                 | Not at all important | Not important | Moderately important | Important | Very important |
|--------------------------------------------------------------------------|----------------------|---------------|----------------------|-----------|---------------|
| 6. Compared to alternative assessments, how important do you think paper-and-pencil tests are? |                      |               |                      |           |               |
| 7. With respect to paper-and-pencil tests, how important it is to create your own rather than use tests that are provided with curriculum materials? |                      |               |                      |           |               |
| 8. With respect to paper-and-pencil tests, how important it is to use tests provided with curriculum materials rather than create your own? |                      |               |                      |           |               |
| 9. With respect to paper-and-pencil tests, how important it is to use the following types of written test items to assess student learning? |                      |               |                      |           |               |
|   a. True/false (or other alternate-choice)?                             |                      |               |                      |           |               |
|   b. Multiple choice?                                                   |                      |               |                      |           |               |
|   c. Completion?                                                        |                      |               |                      |           |               |
|   d. Short answer?                                                      |                      |               |                      |           |               |
|   e. Essay?                                                             |                      |               |                      |           |               |
| 10. When using paper-and-pencil tests, how important it is to:           |                      |               |                      |           |               |
|    a. Calculate means and standard deviations for your tests?           |                      |               |                      |           |               |
|    b. Estimate reliability for your tests?                              |                      |               |                      |           |               |
|    c. Conduct item analyses (e.g., item difficulty, item discrimination, etc.) to determine how well individual items worked? |                      |               |                      |           |               |
Please answer questions 11 through 15 by checking the appropriate box:

|   | Never | Not very Often | Half the Time | Most of the Time | Always |
|---|-------|----------------|---------------|------------------|--------|
| 11. Compared to traditional assessments, how often do you use alternative assessments? |
| 12. With respect to performance assessments and portfolios, how often do you create your own rather than use assessments that are provided with curriculum materials? |
| 13. With respect to performance assessments and portfolios, how often do you use assessments provided with curriculum material rather than create your own? |
| 14. With respect to alternative assessments, how often do you use the following types of assessments to assess student learning? |
| a. Informal observations and questions? |
| b. Portfolios? |
| c. Exhibitions/presentations/recitals? |
| d. Performance assessments (e.g., projects)? |
| 15. When using alternative assessments, how often do you estimate reliability for your assessments? |
Please answer questions 16 through 20 by checking the appropriate box:

| Question                                                                 | Not at all important | Not important | Moderately important | Important | Very important |
|--------------------------------------------------------------------------|----------------------|---------------|----------------------|-----------|---------------|
| 16. Compared to traditional assessments, how important do you think alternative assessments are? |                      |               |                      |           |               |
| 17. With respect to performance assessments and portfolios, how important is it to create your own rather than use assessments that are provided with curriculum materials? |                      |               |                      |           |               |
| 18. With respect to performance assessments and portfolios, how important it is to use assessments provided with curriculum material rather than create your own? |                      |               |                      |           |               |
| 19. With respect to alternative assessments, how important it is to use the following types of assessments to assess student learning? |                      |               |                      |           |               |
| a. Informal observations and questions?                                  |                      |               |                      |           |               |
| b. Portfolios?                                                          |                      |               |                      |           |               |
| c. Exhibitions/presentations/recitals?                                  |                      |               |                      |           |               |
| d. Performance assessments (e.g., projects)?                             |                      |               |                      |           |               |
| 20. When using alternative assessments, how important it is to estimate reliability for your assessments? |                      |               |                      |           |               |
Section 3: Assessment for Learning

Please answer questions 20 through 31 by checking the appropriate box:

|   | Strongly Disagree | Disagree | Neutral | Agree | Strongly Disagree |
|---|-------------------|----------|---------|-------|-------------------|
| 21. | I encourage my students to reflect upon how they can improve their assignments. | | | | |
| 22. | After a test, I discuss the answers given with each student. | | | | |
| 23. | While working on their assignments, I ask my students how they think they are doing. | | | | |
| 24. | I ask my students to indicate what went well and what went badly concerning their assignments. | | | | |
| 25. | I encourage students to reflect upon their learning processes and how to improve their learning. | | | | |
| 26. | After an assessment, I inform my students on how to improve their weak points. | | | | |
| 27. | During my class, students are given the opportunity to show what they have learned. | | | | |
| 28. | I ask questions in a way my students understand. | | | | |
| 29. | By asking questions during class, I help my students gain understanding of the content taught. | | | | |
| 30. | I allow my students to ask each other questions during class. | | | | |
| 31. | I give my students opportunities to ask questions. | | | | |
| 32. | My students know what the evaluation criteria for their work are. | | | | |
**Section 4: Ethical Assessment Practices**

Please rate the following practices:

|   | Ethical | Unethical |
|---|---------|-----------|
| 33. A teacher states how she will grade a task when she assigns it |   |   |
| 34. A Math teacher gives a student an F for the course because the student missed the final exam. |   |   |
| 35. To encourage lively discussion in English III, a teacher counts class participation as 30% of the final grade. |   |   |
| 36. A teacher who knows a student had a bad week because of problems at home bumps the student’s participation grade up a few points to compensate for his bad score on a quiz. |   |   |
| 37. A teacher considers student effort when determining grades. |   |   |
| 38. A teacher lowers report card grades for disruptive behavior. |   |   |
Section 5: Preparation and Training

Please answer questions 39 through 41 by circling your answer:

39. How would you describe your level of preparation in terms of assessing student performance that resulted from your teacher education program?

   A. Not at all prepared
   B. Not very prepared
   C. Slightly prepared
   D. Somewhat prepared
   E. Well prepared

40. Within the last 3 years, have you attended in-service training sessions/workshops where the assessment of student performance was the main topic?

   A. Yes
   B. No

41. How would you describe your current level of preparation in terms of assessing student performance?

   A. Not at all prepared
   B. Not very prepared
   C. Slightly prepared
   D. Somewhat prepared
   E. Well prepared
Section 6: Involvement in Student Assessment

Please rate your personal involvement in the following activities related to student assessment at your school. (Check one for each)

| Activity                                                                 | Not Involved | Moderately Involved | Involved | Highly Involved | Very Highly Involved |
|---------------------------------------------------------------------------|--------------|---------------------|----------|-----------------|----------------------|
| 42. Creating new assessment techniques                                    |              |                     |          |                 |                      |
| 43. Participation in program review, curricular evaluation, or planning activities using student assessment results |              |                     |          |                 |                      |
| 44. Serving on school-wide committee on student assessment                 |              |                     |          |                 |                      |
| 45. Setting assessment policy for the school                              |              |                     |          |                 |                      |

Section 7: Impact

What impact has student assessment information had on the following (Check one for each):

| Impact                                                                 | Very Negative | Negative | None | Positive | Very Positive |
|------------------------------------------------------------------------|---------------|----------|------|----------|---------------|
| 46. Changes in instructional or teaching methods used                   |               |          |      |          |               |
| 47. Students’ Achievement                                               |               |          |      |          |               |
| 48. Student assessment plans, policies, or processes                    |               |          |      |          |               |
| 49. Resource allocation                                                 |               |          |      |          |               |
| 50. Hiring specialists                                                  |               |          |      |          |               |
Section 8: Assessment Practices of Students with Learning Disabilities

51. At your school, students with learning disabilities complete the subject assessments with their peers, in the general education classroom.

A. Yes  B. No  If the answer is yes, proceed to question 53.  If the answer is no, proceed to question 52.

52. At your school, students with learning disabilities are pulled out from the general education classroom to complete assessments in the following subjects:

| Subject                          | Never | Occasionally | Half the time | Most of the time | All the time |
|----------------------------------|-------|--------------|---------------|------------------|--------------|
| English/French Language          |       |              |               |                  |              |
| Arabic Language                  |       |              |               |                  |              |
| Math                             |       |              |               |                  |              |
| Science                          |       |              |               |                  |              |
| Social Studies                   |       |              |               |                  |              |
| Other (please specify)           |       |              |               |                  |              |
| Other (please specify)           |       |              |               |                  |              |

53. Check all applicable accommodations used at your school when assessing students with learning disabilities.

- Present instructions orally
- Permit responses to be given via computer
- Administer a test in small group setting
- Administer a test in private room or alternate test site
- Provide special test preparation
- Provide in large print
- Allow for verbal responses
- Allow the use of spelling and grammar assistive devices
- Provide preferential seating
- Allow frequent breaks
- Reduce number of items per page or line
- Allow for answers to be dictated to a scribe
- Allow the use of calculator
- Provide special lighting
- Administer a test in several timed sessions or over several days
- Provide on-task/focusing prompts
- Provide a designated reader
- Allow the use of a tape recorder to capture responses
- Allow extended time
- Provide a space with minimal distractions
- Allow subtests to be taken in a different order

Thank you
The purpose of this survey is to collect information about your school’s assessment practices.

Section 1: Demographics

Please answer the following questions:

1. What is your gender?
   A. Female  B. Male

2. How old are you? __________________________

3. What is your highest degree? (Please circle only one)
   G. High school diploma or equivalent
   H. Bachelors
   I. Teaching diploma
   J. Masters
   K. EdD/PhD
   L. Other (Please specify) __________________________

4. Which is your current position? (Please check only one)
   A. School Principal  B. Assistant principal
   C. Coordinator  D. Department head
   E. Other (Please specify) __________________________

5. How many years of teaching experience do you have? ________________________________

6. How long have you been an administrator? ________________________________
Section 2: Content of Student Assessment

Please rate the emphasis placed by your school on the following areas of student assessment (Check one for each)

| Area                                                                 | None | Little | Moderate | Strong | Very Strong |
|----------------------------------------------------------------------|------|--------|----------|--------|-------------|
| 1. Basic skills                                                     |      |        |          |        |             |
| 2. Cognitive development (high-order skills, general education competencies, competence in core subjects) |      |        |          |        |             |
| 3. Affective development (values, attitudes, personal growth, etc.) |      |        |          |        |             |
| 4. Social development (political, social or community involvement)  |      |        |          |        |             |
| 5. Vocational or professional skills or competences                 |      |        |          |        |             |
| 6. Student satisfaction and involvement with the school             |      |        |          |        |             |
Section 3: Methods of Assessment

In its student assessment efforts, to what extent does your school emphasize the following methods of collecting student assessment data? (Check one for each)

| Method                                                                 | None | Little | Moderate | Strong | Very Strong |
|------------------------------------------------------------------------|------|--------|----------|--------|-------------|
| 7. School developed instruments or tests                               |      |        |          |        |             |
| 8. Commercial instruments or tests                                     |      |        |          |        |             |
| 9. Student performance methods (observation of student performance or demonstrations, portfolios) |      |        |          |        |             |

Section 4: School’s Mission Components

To what extent are the following components priorities in your school’s mission? (Check one for each)

| Component                                                                 | Very Low | Low | Moderate | High | Very High |
|--------------------------------------------------------------------------|----------|-----|----------|------|-----------|
| 10. Assessment of student learning                                       |          |     |          |      |           |
| 11. Identifying clear educational outcomes expected of students           |          |     |          |      |           |
| 12. Interdisciplinary teaching                                            |          |     |          |      |           |
| 13. Alternative delivery systems (experiential learning, learning communities...) |          |     |          |      |           |
| 14. Innovative instructional methods (peer teaching, cooperative learning, collaborative learning...) |          |     |          |      |           |
Schools have adopted a variety of intentional policies and practices to support student assessment. From your perspective, how important does your school consider the following policies and practices in encouraging student assessment activities? (Check one for each)

|   | Not important or unknown | Not very important | Somewhat important | Important | Very Important |
|---|-------------------------|--------------------|--------------------|----------|---------------|
| 15. | Dissemination of student assessment reports and studies |
| 16. | Individual feedback provided to students regarding their own student performance results |
| 17. | Teachers workshops on student assessment |
| 18. | Support for teachers to attend professional conferences on student assessment |
| 19. | Experience or skill in student assessment considered in teacher hiring process |
| 20. | Academic departments or program planning review using student assessment data |
| 21. | Review and planning for student academic support services based on student assessment data |
| 22. | Evaluation of the student assessment process |
Section 6: Attitudes toward Assessment

Please describe how you feel about the following statements regarding student assessment at your school. (Check one for each)

|   |   |   |   |   |
|---|---|---|---|---|
| 23. Teachers are free to implement their own approaches to student assessment. |   |   |   |   |
| 24. Teachers have a common understanding of the meaning of the term *student assessment* |   |   |   |   |
| 25. Administrators have a common understanding of the meaning of the term *student assessment* |   |   |   |   |
| 26. Student assessment has improved the quality of education at the school |   |   |   |   |
| 27. Students today are learning more due to a school focus on assessment of student learning |   |   |   |   |
| 28. Student assessment techniques accurately measure students learning |   |   |   |   |
| 29. The effectiveness of teaching is enhanced when teachers regularly engage in student assessment |   |   |   |   |
| 30. Teachers are expected to use student assessment information to modify how and what they teach |   |   |   |   |
| 31. Teachers and administrators agree on the value of assessing student learning |   |   |   |   |
| 32. Assessing students has resulted in the development of learning experiences that better meet diverse learning styles. |   |   |   |   |
Section 7: Involvement in Student Assessment

Please rate your personal involvement in the following activities related to student assessment at your school. (Check one for each)

| Activity                                                                 | Not Involved | Moderately Involved | Involved | Highly Involved | Very Highly Involved |
|--------------------------------------------------------------------------|--------------|---------------------|----------|-----------------|---------------------|
| 33. Creating new assessment techniques                                   |              |                     |          |                 |                     |
| 34. Participation in program review, curricular evaluation, or planning activities using student assessment results |              |                     |          |                 |                     |
| 35. Serving on school-wide committee on student assessment               |              |                     |          |                 |                     |
| 36. Setting assessment policy for the school                             |              |                     |          |                 |                     |

Section 8: Ethical Assessment Practices

Please rate the following practices:

| Practice                                                                 | Ethical | Unethical |
|--------------------------------------------------------------------------|---------|-----------|
| 37. A teacher states how she will grade a task when she assigns it       |         |           |
| 38. A Math teacher gives a student an F for the course because the student missed the final exam. |         |           |
| 39. To encourage lively discussion in English III, a teacher counts class participation as 30% of the final grade. |         |           |
| 40. A teacher who knows a student had a bad week because of problems at home bumps the student’s participation grade up a few points to compensate for his bad score on a quiz. |         |           |
| 41. A teacher considers student effort when determining grades.          |         |           |
| 42. A teacher lowers report card grades for disruptive behavior.         |         |           |
Please answer questions 43 through 45 by circling your answer:

43. How would you describe your level of preparation in terms of assessing student performance that resulted from your teacher education program?

   F. Not at all prepared   D. Somewhat prepared
   G. Not very prepared   E. Well prepared
   H. Slightly prepared

44. Within the last 3 years, have you attended in-service training sessions/workshops where the assessment of student performance was the main topic?

   C. Yes       D. No

45. How would you describe your current level of preparation in terms of assessing student performance?

   D. Not at all prepared   I. Somewhat prepared
   E. Not very prepared   J. Well prepared
   F. Slightly prepared

Section 10: Impact

What impact has student assessment information had on the following (Check one for each):

|                                             | Very Negative | Negative | None | Positive | Very Positive |
|---------------------------------------------|---------------|----------|------|----------|---------------|
| 46. Changes in instructional or teaching methods used |                |          |      |          |               |
| 47. Students' Achievement                   |                |          |      |          |               |
| 48. Student assessment plans, policies, or processes |            |          |      |          |               |
| 49. Resource allocation                     |                |          |      |          |               |
| 50. Hiring specialists                      |                |          |      |          |               |
Section 11: Assessment Practices of Students with Learning Disabilities

51. At your school, students with learning disabilities complete the subject assessments with their peers, in the general education classroom.

B. Yes B. No If the answer is yes, proceed to question 53. If the answer is no, proceed to question 52.

52. At your school, students with learning disabilities are pulled out from the general education classroom to complete assessments in the following subjects:

| Subject               | Never | Occasionally | Half the time | Most of the time | All the time |
|-----------------------|-------|--------------|--------------|-----------------|--------------|
| English/French Language |       |              |              |                 |              |
| Arabic Language       |       |              |              |                 |              |
| Math                  |       |              |              |                 |              |
| Science               |       |              |              |                 |              |
| Social Studies        |       |              |              |                 |              |
| Other (please specify) |       |              |              |                 |              |
| Other (please specify) |       |              |              |                 |              |

53. Check all applicable accommodations used at your school when assessing students with learning disabilities.

- Present instructions orally
- Permit responses to be given via computer
- Administer a test in small group setting
- Administer a test in private room or alternate test site
- Provide special test preparation
- Reduce number of items per page or line
- Provide in large print
- Allow for verbal responses
- Allow the use of spelling and grammar assistive devices
- Provide preferential seating
- Allow for answers to be dictated to a scribe
- Allow the use of calculator
- Provide special lighting
- Administer a test in several timed sessions or over several days
- Allow extended time
- Provide a designated reader
- Allow the use of a tape recorder to capture responses
- Provide a space with minimal distractions
- Allow subtests to be taken in a different order
- Provide on-task/focusing prompts

Thank you
APPENDIX C

Permission to use the TAFL-Q

Sent email:

From: Rasha Elhage
Sent: Monday 15 July 2013 9:26
To: Tillema, Harm; Pat El, R.J.; Vedder, Paul
Cc: Shlomo Sawilowsky
Subject: Permission to use TAFL-Q

Dear Drs.

My name is Rasha ElSaheli Elhage. I am currently completing a PhD in Educational Evaluation and Research at Wayne State University, Michigan USA. My dissertation topic discusses assessment practices of students with learning disabilities in Lebanese private schools. I would like to use the "Teachers' Assessment for Learning" questionnaire to survey teachers and collect data about their assessment practices.

I am kindly asking for your permission to use your questionnaire for my study. I will be making minor changes to the survey to be able to administer it to school administrators as well.

Looking forward to hearing from you.

Sincerely,

Rasha ElSaheli Elhage
Response

RE: Permission to use TAFL-Q

From: Pat El, R.J. (RPatEl@FSW.leidenuniv.nl)

Date: 7/15/13

To: 'Rasha Elhage', Tillema, Harm, Vedder, Paul

Cc: Shlomo Sawilowsky

Dear Rasha ElSaheli Elhage,

Thank you for your interest in our questionnaire. Feel free to use it for your research. If you have any questions I will be happy to answer them for you.

Best wishes,

Dr. Ron Pat-El
APPENDIX D

Permission to use the Ohio Teacher Assessment Practices Survey

Sent email:

From: Rasha Elhage
Sent: Monday 15 July 2013 9:26
To: Mertler, Craig. craig.mertler@gmail.com
Cc: Shlomo Sawilowsky (professorshlomo@gmail.com)
Subject: Permission to use the Ohio Teacher Assessment Practices Survey

Dear Dr. Mertler,

My name is Rasha ElSaheli Elhage. I am currently completing a PhD in Educational Evaluation and Research at Wayne State University, Michigan USA. My dissertation topic discusses assessment practices of students with learning disabilities in Lebanese private schools. I would like to use the "Ohio Teacher Assessment Practices Survey" to collect data about teachers' assessment practices.

I am kindly asking for your permission to use your survey for my study. I will be making minor changes to the survey to be able to administer it to school administrators as well.

Looking forward to hearing from you.

Sincerely,

Rasha ElSaheli Elhage
Response:

From: craig.mertler@gmail.com

Subject: Re: Permission to use the "Ohio Teacher Assessment Practices Survey"

Date: Tue, 16 Jul 2013 07:04:11 -0400

To: rashaelhage77@hotmail.com

Hello,

You have my permission to use the instrument in your dissertation research. All I ask is that you please cite me accordingly and appropriately.

Thank you and good luck!

DR. CRAIG A. MERTLER

www.about.me/craigmertler
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ABSTRACT

ASSESSMENT PRACTICES OF STUDENTS WITH LEARNING DISABILITIES IN LEBANESE PRIVATE SCHOOLS: A NATIONAL SURVEY

by

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Education is intended to provide diverse students with the skills and competencies needed to enhance their lives (Salvia, Ysseldyke & Bolt, 2011). This includes assessment practices that enable teachers to identify students’ current level of skills, their strength and weaknesses, target instruction at student’s personal level, monitor student learning and progress and plan and conduct adjustments in instruction, and evaluate the extent to which students have met instructional goals. This study intended to discover, describe, and evaluate the assessment practices of teachers and administrators working with students with learning disabilities in Lebanese private schools via the Context, Input, Process and Product (CIPP) evaluation model developed by Stufflebeam (1971). Responses were compared and contrasted between administrators and teachers regarding the ethical component of assessment practices, as well as teacher and administrators’ training and preparation for student assessment, their involvement in it, the impact they perceive student assessment practices were producing and their assessment practices of students with learning disabilities. The results revealed a Lebanese Context marked by a critical gender imbalance with a very high female dominance and a significant inaccuracy in ethical standards. Input evaluation revealed that almost half of the teachers and administrators
expressed being ill prepared in assessing student performance as a result of their teacher education program, and that administrators are significantly more involved in student assessment than teachers. Process evaluation revealed that even though special education teachers thought that alternative assessments were important, some of their assessment practices were still imprinted with traditional methods. Product evaluation revealed that teachers and administrators’ perceived impact of student assessment was positive on the various aspects of the school. Recommendations emanating from the CIPP evaluation were given.
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