The Relationship Between Formative Assessments and PSSA Performance

Ruth Yatzkanic

Indiana University of Pennsylvania

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THE RELATIONSHIP BETWEEN FORMATIVE ASSESSMENTS

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Ruth Yatzkanic

Indiana University of Pennsylvania

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Indiana University of Pennsylvania  
School of Graduate Studies and Research  
Department of Professional Studies in Education 

We hereby approve the dissertation of

Ruth Yatzkanic

Candidate for the degree of Doctor of Education

___________________________      _______________________________________________
Jennifer V. Rotigel, Ed.D.  
Professor Professional Studies in Education, Advisor

__________________________       ________________________________________________
George R. Bieger, Ph.D.  
Professor Professional Studies in Education

__________________________       ________________________________________________
DeAnna M. Laverick, Ed.D.  
Associate Professor of Professional Studies in Education

ACCEPTED

_________________________  ____________________________
Timothy P. Mack, Ph.D.  
Dean  
School of Graduate Studies and Research
Title: The Relationship Between Formative Assessments and PSSA Performance

Author: Ruth Yatzkanic

Dissertation Chair: Dr. Jennifer V. Rotigel

Dissertation Committee Members: Dr. George R. Bieger
                                Dr. DeAnna M. Laverick

This quantitative study examined the variables of the formative reading assessments Classroom Diagnostic Tools and STAR to determine the predictive value each had on the Pennsylvania System of School Assessment with an added determinate of whether the combined use of the CDT and STAR assessments yielded an additional benefit. The Shingo System for Continuous Improvement, a business theory of fundamental improvement used with thousands of workers, managers, and top executives at hundreds of companies provided the theoretical infrastructure for this study identifying untapped potential, for avoiding superficial operational improvements in favor of process-based improvement, to increase productivity. The study sample of (N=60) was extracted from an entire sixth grade cohort of 72 students from a small rural public school district. The results of the data analysis reveal the variables of Classroom Diagnostic Tools and STAR as two formative reading assessments correlating significantly with the Pennsylvania System of School Assessment and serving as predictor variables useful for educators seeking to identify student performance strengths and needs in order to provide timely instructional interventions and curriculum alterations. In a time of budget constraints public schools are looking for efficiency for every dollar spent and quality information to aid in the decision-making process might be invaluable. Information gained from this study might in the minimum spur a conversation among educators and in the maximum direct student learning for increased performance on the Pennsylvania System of School Assessment.