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The Relationship Between Formative Assessments and PSSA Performance

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THE RELATIONSHIP BETWEEN FORMATIVE ASSESSMENTS
AND PSSA PERFORMANCE

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

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Indiana University of Pennsylvania

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Indiana University of Pennsylvania
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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.