Teacher Perspectives on Student Mastery:

Implications for Diagnostic Assessment Use and Design

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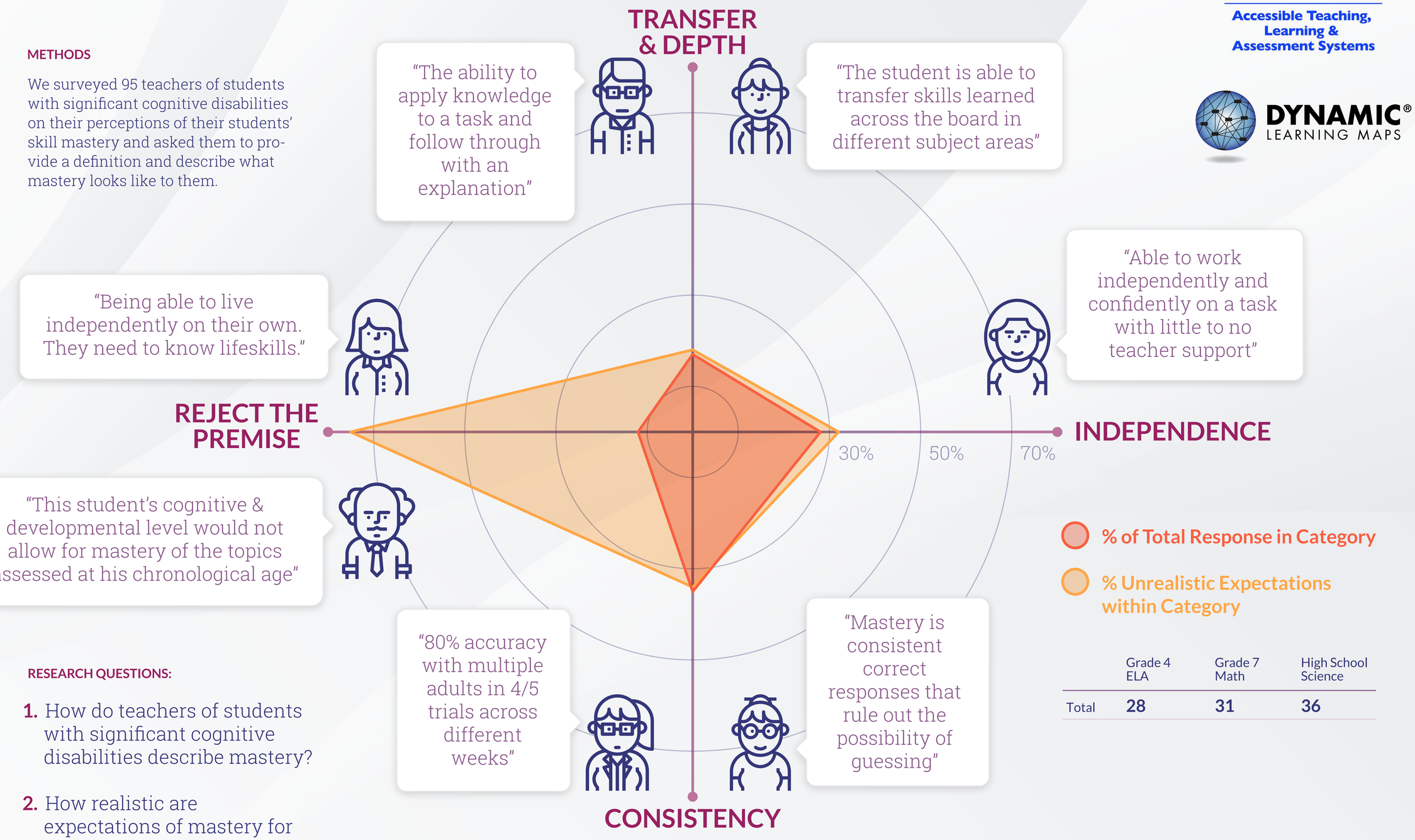
DYNAMIC® LEARNING MAPS

METHODS

We surveyed 95 teachers of students with significant cognitive disabilities on their perceptions of their students' skill mastery and asked them to provide a definition and describe what mastery looks like to them.



% of Total Response in Category

% Unrealistic Expectations within Category

	Grade 4 ELA	Grade 7 Math	High School Science
Total	**28**	**31**	**36**

RESEARCH QUESTIONS:

1. How do teachers of students with significant cognitive disabilities describe mastery?
2. How realistic are expectations of mastery for students who take alternate assessments of alternate achievement standards (AA-AAS) according to teachers?
3. How do the qualities of teachers' descriptions of mastery coincide with their beliefs about student potential to master skills on the AA-AAS?

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IMPLICATIONS

- Because teachers usually administer teslets to students and drive students' progress through the curriculum, how they think about mastery is relevant to opportunities to learn (OTL) challenging grade-level content.
- The level of independence teachers expect and what that looks like may have implications for the selection and use of accessibility supports and the teacher's behavior during test administration.
- How teachers understand and use score reports obtained through formative and summative testing may be influenced by their buy-in and the incongruities between their definitions of mastery and the diagnostic classification model's less complex concept of mastery.

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