



ECE Solutionary Membership

At-a-Glance Handout

Month #21



Key findings from, "The accuracy of teachers' judgements for assessing young children's emerging literacy and math skills"

- Moderate amount of agreement between Pre-K teachers' judgments of children's early literacy skills and the demand performance measure ($r = .60$, mean percent = 71%).
- Agreement between teachers' judgments and the performance measure was lower for math skills ($r = .47$, mean percent = 66%).
- Teachers tended to underestimate children's ability to demonstrate those skills that are traditionally viewed as academic (e.g., name letters or write numerals).
- Accuracy of teachers' judgments was not affected by the gender or race of the students in the present study.
- One child variable that did influence teachers' judgments was the level of children's social-emotional functioning. Teachers tended to overestimate the abilities of students who were functioning well socially and underestimate the abilities of those who were not. This "halo effect" represents an overgeneralization of the actual relation between these two domains that was indicated by the positive correlation between students' social-emotional functioning and their scores on the performance measure. Students who functioned well socially also tended to do well academically.
- As with other types of assessment assessing students' cognitive skills accurately with teacher judgment it is more difficult when children are younger and have less well developed social-emotional skills.