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INDIAN EDUCATION PROJECT

VOLUME 3: METHODS OF EVALUATING QUALITY  
OF INSTRUCTION IN INDIAN SCHOOLS

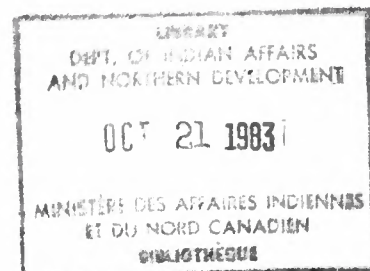
APRIL 1983

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APRIL 1983

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METHODS OF EVALUATING  
QUALITY OF INSTRUCTION  
IN INDIAN SCHOOLS

April 12, 1983

Evaluation and Strategic Management Associates Ltd.  
Ottawa, Ontario

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## 1. INTRODUCTION: QUALITY OF INSTRUCTION

At the moment there are no agreed set of indicators or measures of quality of instruction for Indian students. Without some consistently collected indicators of student academic achievement it is meaningless to talk of measuring the effectiveness of education programs. However, there is little or no consensus as to what these measures should be nor how they should be made.

This report has three objectives which, if achieved, should contribute to the evaluation of quality of instruction in Indian Schools:

- 1) to set out some possibilities of "indicators (measurements) of "quality of instruction" and some common methods of making these measurements;
- 2) to investigate and describe what is presently being done in Indian schools to measure, report and keep records of student achievement;
- 3) to make recommendations on the priorities for DIAND support in the area of evaluating quality of instruction.

One thing that this report will not attempt is to answer the question "What is a quality education?" Indian educators and Indian communities themselves show a wide range of opinion on the topic. Other Canadian schools find it difficult to define their goals and objectives precisely; and this is made more difficult in Indian schools because of ambivalence (sometimes outright disagreement) among Indian parents about how much the schools should be teaching the skills of the "white men's" world and how much they should be teaching traditional, Indian culture. The choice of educational goals must be made by each community. This report considers how to find out whether those goals have been achieved.

The question of establishing standards for program and student attainment has generated considerable controversy among educators. Those in favour of standards argue that in the absence of measurable standards student achievement and educational outcomes cannot be accurately ascertained. Further, educational programs cannot be planned and implemented unless they are focussed on some measurable outcome. Without the driving force of an expected standard of achievement, there can be no accountability in education, and no way of discriminating between effective and ineffective programs. Finally, those in favour of educational standards point out that the process of education is one of building a hierarchy of skills. It is sequential and incremental. Until a student has attained a minimal acceptable standard in the lower-level skill, he cannot be expected to cope at the next level. Measuring student achievement against established standards demonstrates his readiness to progress.

Opponents of uniform program standards take the position that a common standard for all pupils denies individual differences in rates of maturation and learning. If education is concerned with facilitating the highest level of individual achievement, then there can be no defensible standard beyond that defined by the individual student's capacities.

There is also a widespread belief that the standards which have been used in the past have been inappropriate to Indian students. This is partly because of differences in situation (urban vs. isolated rural communities, for example) and partly because of differences in language and culture.

At the extremes, both positions are illogical. The concept of individual differences is not, of itself, incompatible with the setting of standards that describe minimal levels of acceptable student performance as a criterion of program success. In practice, teachers do teach to standards, although these may not always be explicitly stated.

The standards for educational programs and student achievement established in an Indian school are generally developed by bringing together "norms" of many kinds. There are community standards and expectations, school standards, the personal and collective experiences of teachers, developmental norms, test norms, research and theory. In developing program standards, educators integrate all of this information and further tie it to the resources and facilities available in the school. The resulting standards are then a realistic expectation of what the program and the students can actually achieve.

Explicitly stated standards are essential for measuring the quality of instructional programs. This is not only because the standard becomes the criterion for program success, but also because the standard dictates the type and content of program activity and the resources required by the program.

The tying-in of program goals, objectives and standards to program activity constitutes program planning. Planning for educational programs includes selection of program content, instructional strategies, instructional activities, texts and materials and provision for periodic student evaluations. In well planned and executed programs, there is internal consistency among program goals, objectives, activities and resources. All elements of the program are mutually supporting and all are focussed toward the broad goals of the program.

In measuring the quality of instructional programs, it is useful to look at the way in which the program is organized. Effective programs are characterized by clear linkages between activities and objectives. As well, program activities are linked to desired outcomes. Finally, the resources allocated to the program (human, financial and time) should fit both program goals and desired achievement outcomes.



### 1.1 Indicators of Quality of Instruction

The quality of instruction can be defined in many ways, but all definitions seem to have at least three main areas:

- A) Social and Cultural Values and Behaviour;
- B) Academic and Job-related skills;
- C) Physical health and Well-being.

There are a large number of "indicators" (things that can be measured) of quality of instruction in Indian schools, in each of the three areas above. Some of the indicators are direct measures of achievement in one of the areas - a maths test, for example, is a direct measure of an academic and job-related skill. Other indicators may be important measures for the quality of instruction, but are less direct: for example, parent involvement, absenteeism, retention and retrieval, teacher turn-over, and the efficiency of various school operations.

The "bottom line" of all this is community satisfaction. Are the parents and the students themselves satisfied that the school is providing the highest quality instruction that can reasonably be expected? Some methods of measuring "community satisfaction" are set out in a companion volume to this report which is titled "A Resource Book for Local Self-help Evaluations of Indian Schools."

The area of "social and cultural values" and behaviour is the most difficult measure, but the other two areas are also difficult.



## 1.2 Some common methods for evaluating student achievement

Evaluation of student achievement occurs in every school and every educational program. The evaluations may be more or less formal, depending upon the policies of the school; and they may be frequent, or less frequent. In most cases, student achievement is evaluated through a variety of methods.

Measuring student achievement provides important information about the quality of the instructional program. Specifically,

- whether the learning that occurred was what was originally intended;
- whether success in the program requires certain skills that have not been taken into account in the program design;
- whether instructional materials and strategies are appropriate to the program's objectives and the students' levels of development;
- whether the criteria and standards for assessing students are realistic;
- whether the time allocated to the instruction program, the pace of the lessons and the opportunities for repetition and reinforcement are adequate;
- whether the program content and curriculum will need to be adjusted to accommodate the needs of the pupils.

It is generally accepted that any system of student evaluation should be comprehensive. Sole reliance on any one method only results in information that is incomplete, in that only certain skills are tested. It also tends to distort the actual achievement of the student. Educational programs are not only concerned with cognitive development, they are also directed toward physical and social development. Different measures are required to assess skills in these three areas. In the following sections of this report we describe some of the commonly used methods for

evaluating student achievement in all three areas:

### 1.2.1 Observation

Teacher observation and review of individual and group work in class may provide a range of qualitative and quantitative information on student learning. Observation has the added advantage of providing quick feedback on the results of instruction, and allows the teacher to monitor important outcomes in a way that does not intrude upon instructional time. Continued observation enables the teacher to discern the strengths and weaknesses of individual pupils. As well, teacher observations of students can be used to supplement data obtained from more formal measures. This is especially the case in assessing attitudes, work habits, behaviour, creativity, and social development.

The type of information that lends itself best to the observation method includes;

- . attention to tasks;
- . active exploration and participation in the work;
- . curiosity in analyzing and synthesizing information;
- . cooperation and receptivity in group endeavours;
- . creativity in problem-solving;
- . receptiveness to new and unfamiliar tasks;
- . approach to risk-taking;
- . demonstration of responsibility;
- . ability to work independently;
- . consistency of work quality;
- . organization;
- . initiative.

### 1.2.2 Student-Teacher interviews

Teachers of students at the intermediate and senior levels

occasionally use individual interviews as a method of student evaluation. Typically, the interview is used to supplement other methods of measuring student performance. It is especially useful for obtaining feedback from students on their interests, attitudes, areas of difficulty in the program, reasons for poor performance, and their assessment of course content and instructional approach. As well, student interviews may take the form of an oral exam.

Using student-teacher interviews as a method of student evaluation poses some special challenges in Indian schools. Chief among these are the dynamics of the pupil-teacher relationship, which may preclude a candid interview, and the susceptibility of this method to distortion and misinterpretation of information.

### 1.2.3 Student Self-evaluations

At the intermediate and high school levels, student self-evaluations may be incorporated into teachers' assessments of student achievement. Self-appraisal is a process that encourages pupils to examine their own achievements and efforts, to make a judgment about their work, and to determine how they might improve upon it. The ultimate aim of self-evaluation is for the student to develop a personal standard for all his endeavours.

An honest student self-evaluation requires a certain amount of preparatory work from the teacher. Pupils need to be aware of the program's objectives, the skills required for success and the criteria to be used for the self-evaluation. Generally, teachers who use student-self-evaluations prepare a list of skills and attributes against which students are asked to judge their performance.

The self-evaluation is also usually followed by an individual interview with the teacher. At this interview, the student's self-appraisal and the teacher's assessment of his performance are discussed and

compared. The interview also provides the teacher with an opportunity to explore the student's interests and future plans and to obtain feedback from the student on the course content, its perceived relevance, organization and quality.

A variation of the student self-evaluation is for the teacher to meet with students individually and discuss with them his/her proposed assessment. This approach lends itself to use with younger pupils as well.

#### 1.2.4 Rating Scales

Rating scales are especially suited for assessing student performance in areas that do not readily lend themselves to an absolute measure of success/failure, or correct/incorrect response. They are used to capture many of the same areas as Observations, and are frequently used for evaluating skills and attitudes that require a qualitative assessment. These include speaking, oral reading, health habits, class participation, cooperation, and the like. The scales may be descriptive or numerical

To be useful for evaluating purposes, the scales must be clearly defined and must address observable behaviours. All points along the scale must convey a general level of adequacy or inadequacy of performance. Since rating scales are, by design, a general measure of performance, they should be short (a scale from 0 - 5, for example), with the mid-point indicating adequate performance.

The chief problems with rating scales are that they are very difficult to use objectively, and that there is a tendency for many students to become pegged to the same point in the scale. Alternatively, when rating scales are used to measure performance in the academic subjects, there is a strong tendency to rate all pupils low in the first term, and then show improvement in subsequent terms, regardless of whether or not this

is warranted.

#### 1.2.5 Checklists or Inventories

Checklists and inventories are lists of skills or concepts that a student is expected to have acquired at the end of a unit of study. They require a student to demonstrate mastery of a specific skill, but do not discriminate between varying degrees of excellence in the acquisition of the skill.

A major disadvantage of checklists and inventories is that the skills described in them mean very little until the student can integrate and apply these skills to solve a problem, write an essay, interpret an event. As well, checklists do not distinguish between different levels of performance. Rather, they are a statement of minimum standard attainment.

#### 1.2.6 Questionnaires

Questionnaires are similar to interviews, except that they require written responses. In our opinion, questionnaires should be used very sparingly in measuring Indian student achievement. This is because questionnaire construction is a task that requires special skills. Unless questionnaires are carefully constructed, they will likely have built-in biases, and will not yield the type of information they were intended to elicit. As well, questionnaires may yield more superficial responses from students than would be obtained from a face-to-face interview asking the same question, and language or communications problems may limit their usefulness.

#### 1.2.7 Participation charts

Participation charts are devices for recording student participation

in discussions, activities and other forms of group work. The charts indicate who participates, how often and how usefully.

Participation charts also need to be used with some care because they tend to favour the outgoing, articulate student, and are especially susceptible to domination of class discussions by a few students. As well, unless the teacher is careful to note the quality of class participation, the charts will tend to be biased toward the verbal, but not necessarily "thinking" child. Cultural differences between teacher and student may be important here.

Participation charts are useful in situations where the objective is to promote oral discussion. This would be the case in language classes, for example.

#### 1.2.8 Classroom tests and Examinations

Classroom tests and examinations remain one of the main ways in which teachers evaluate student achievement. The reasons for this are easily seen. There is much to be said for presenting all students with the same tasks to be performed within a set time, with predetermined criteria for success. Tests given in this manner will not only reveal individual differences in how well the pupils have learned the materials taught, but will also reveal skills and content not adequately covered in the course of instruction. The program can then be altered to fill in these gaps.

Most teachers use some form of test at the end of each unit of material to find the amount of learning and pupils' readiness to progress to the next unit. Using tests at the end of the unit also helps to identify pupils who are having difficulty with the materials and allows for corrective action before the problem becomes severe.

In using teacher-made tests to assess the quality of instructional programs, the evaluator needs to ensure that the tests meet certain

criteria. These include the following:

- . the material covered by the test has in fact been taught;
- . the teacher has not "taught to test";
- . the test addresses the objectives of the unit of instruction;
- . the test covers a range of skills and not merely recall of items;
- . the test items are constructed so as to discriminate between the levels of ability in the pupil group;
- . the test taps all the critical areas of performance;
- . the criteria for acceptable responses are clear and unambiguous;
- . the criteria for success have been determined in advance.

Teacher-made tests may be essay type, short answer, multiple choice, true-false, matching, mathematical problem-solving, or experiments. Each has its strengths and weaknesses, and each yields different types of information. The evaluator needs to ascertain that the type of test chosen is suited to both the subject area being tested and the type of response information being sought.

#### 1.2.9 Cumulative Student Records

The cumulative student record is an excellent tool not only for assessing pupil achievement, but also as an indicator of the quality of instruction in the school. The student record gives the evaluator an historical perspective on a pupil's academic achievement. The record also contains related information that explains why a student is performing as he is. For example, the record should contain information on absences from school, areas of weakness and special help received by the student, and efforts made by the school to help the pupil overcome any learning, personal or social problems he may have. The information in the student record that describes efforts made by the school to help the pupil, or



special services he has received, is a significant indicator of the quality of instruction in the school.

If the cumulative student record is to be used for measuring student achievement, then it will need to contain at least the following data:

- . Representative samples of student work;
- . Results of tests, examinations and other measures of achievement;
- . Significant classroom observations;
- . Reports of special services received and the outcome of these services;
- . Reports of learning or medical problems that affect school achievement;
- . Attendance at school, and reasons for absences;
- . Extra-curricular activities the student is involved in;
- . Copies of previous report cards;
- . Behavioural or other social problems of the student.

In addition, if the cumulative student record is to be used as an indicator of the quality of instruction in the school, then it will also need to contain information on:

- . Parent-teacher meetings and their outcomes;
- . Efforts made by the school to help the pupil in any of his areas of difficulty, and the outcomes of these efforts.

#### 1.2.10 Achievement tests

Achievement tests available for evaluating quality of instruction come in at least two varieties: Norm Referenced Tests and Criterion Referenced Tests.

A Norm Referenced Test or Standardized Test is an instrument in

which the test content is drawn from a general body of subject matter. Its items are intended to decide how well a student's general academic performance in that subject compared with that of other students. Scores are interpreted relative to the performance of the "norm group." The test is referenced primarily to the norm group, and only secondarily to the subject area.

The CTBS is the most widely used standardized student achievement test in Canada. It was adapted from the Iowa Tests of Basic Skills and has been normed for Canada. The CTBS tests student achievement from Kindergarten through to Grade 12. The CTBS is also the most widely used test in Indian schools (see Section 2.1.1).

The skills measured by the CTBS are classified into five major areas: Vocabulary, Reading, Language, Work Study and Mathematics. There are several sub-tests for each of these areas. The CTBS is organized into three overlapping batteries: a Primary Battery for grades K - 3, a Multi-level Edition for grades 3 - 8, and a High School Edition for grades 9 - 12.

There are many other standardized tests such as the Stanford Achievement Test and the Stanford Test of Academic Skills which provide measures of achievement from Grades 1 through 13. The tests measure achievement in Vocabulary, Reading comprehension, Mathematics (Concepts, Computation and Applications), Spelling, Language, Science and Social Science. At the present time, Canadian norms have not been developed for the Stanford Achievement Tests.

Despite the trend toward use of criterion-referenced tests over the last fifteen years, norm-referenced tests do have a place as a measure of quality of instruction. If one wishes to compare the performance of a group of Indian students with that of a nation-wide norm, or even a local norm group, then it is necessary to use norm-referenced tests. As well, these tests are useful in assigning pupils to programs, as in high school, on

the basis of measures of general ability or comparative achievement.

The major criticism of norm-referenced tests is that they are culturally biased. In many cases, the comparison or norm group is not comparable at all. Further, norm-referenced tests do not take into account the actual educational program presented to the pupils. To the extent that the program is deficient, pupils will be unduly penalized.

In the United States, many of the norm-referenced tests have norms for different sub-groups such as minorities, or a rural population. This is especially the case for the more recent tests. To our knowledge, Canadian Standardized Achievement Tests have not been normed for these groups. Nevertheless, many schools do use these tests as one indicator of quality of instruction (see section 2.1.1).

The use of standardized achievement tests to measure the attainment levels of Indian students presents some special challenges. Comparing the performance of Indian pupils against national norms, either Canadian or U.S., raises the problem of non-comparability with the norm group. Indian students living on reserves cannot be compared to urban, white students, because of the differences of life experience, culture and language. A more fruitful comparison would be to measure student attainment against norms developed for the Indian student population. The CTBS or the Stanford Achievement tests could be normed for the Indian population. In fact, many school districts in Canada have developed their own norms against which the achievement of individual students in the system is measured.

A second difficulty in using standardized achievement tests is one of a mis-match between the skills tested by the achievement test and the skills taught in the school. While the mis-match between test and curriculum content is not restricted to Indian schools, there is the danger that schools in isolated areas may be more limited in their access to curricular materials, and therefore the curriculum may not cover all of

the skills that are tested. In this case, students will be penalized unduly, and test scores will not accurately reflect attainment levels. This is especially the case in Mathematics where the "fit" between test and curriculum has a significant effect on pupils' scores.

Finally, there is the question of using standardized achievement tests with pupils whose first language is not English. All of the standard achievement tests are normed for English-speaking students. They assume that English is the student's first language. Where this is not the case, the test will be invalid and the resulting scores will be meaningless. Many school boards in Canada have adopted the policy of not using standardized achievement tests for students whose first language is not English. Similarly, students in special education classes are not tested.

Despite these drawbacks, there is something to be said on the side of using achievement tests. If norms were developed for Indian students on the CTBS, for example, then the relative performance of an individual student, class or school could be measured accurately. A test normed for Indian students would also overcome issues of cultural and linguistic bias since the norms would have taken these differences into account. Once these norms have been established, the standardized achievement test could be used with good effects as an aid to instruction with individual students, an entire grade level, or the school as a whole. The two remaining concerns would be 1) to ensure a match between the test and the curricular content, 2) the population of Indian students does not appear to be homogeneous in regard to language ability or socio-economic background.

A Criterion-Referenced Test is a mastery of subject matter test. It is an objectives-based measure, with each group of test-items based upon a single objective. There is a cut-off/criterion score which yields a pass/fail judgment for the group of items. While standard norms have been established also for many commercially produced criterion-

referenced tests, the primary use of the test is to measure mastery of objectives in a specific unit of work (say, a chapter of maths).

Until the 1960s, norm-referenced tests were the standard instrument in assessing student achievement. With the move toward individualized instruction in the '60s, educators discovered that they needed to know precisely what the student knew, and whether he knew enough to progress in the subject area. Criterion-referenced tests were developed to answer this need. They determined whether or not the student had mastered the instructional objectives of a unit of study. Attaining or surpassing a pre-set score was the criterion of sufficient knowledge to proceed to the next unit.

Criterion-referenced tests are now widely used in the classroom and in large-scale evaluations of quality of instruction. A criterion-referenced test that is keyed to the program's objectives is most sensitive to the changes in student achievement brought about by the instruction program. It yields clear information on what students can or cannot do in a particular unit of instruction. Because of the test's tie-in to the program's objectives, a criterion-referenced test also evaluates the strengths and weaknesses of programs, teachers, or educational materials and products.

#### 1.2.11 Mental Ability, Personality, Aptitude and Interest Tests

In addition to achievement tests, there are tests that measure ability, interest, personality and aptitudes of students. Some of these may legitimately be used in evaluating Indian school programs, levels of achievement of students, student aptitudes and interests. These tests have value in student placement, counselling and other support services where these are available. Within broad limits, group tests may be used to assess levels of ability, aptitude and achievement. All other tests are individual tests that are administered on a one-to-one basis.

There are some caveats in using mental ability and personality tests, especially for culturally different groups and economically disadvantaged students. Tests need to be checked carefully for bias; they must be administered by trained personnel; they should meet stringent standards for reliability and validity; and results should be interpreted with caution, in light of all other available evidence. Unless the tests and the test administrators meet these standards, the results will likely be inaccurate and discriminatory. These limitations mean that they are seldom useful for day-to-day use in Indian schools, although they may have a place in special periodic evaluations.

#### 1.2.12 Periodic school evaluations

Periodic, formal evaluations of entire school programs are perhaps the most reliable method of assessing quality of instruction. A comprehensive school evaluation encompasses all aspects of the school's operations, and the resulting observations on quality of instruction are placed in the perspective of the total school program. As well, recommendations for improving instructional quality are made from this perspective (see the companion volume to this report entitled "Resource Book for Local Self-help Evaluations of Indian Schools").

The advantage of conducting school evaluation to measure the quality of instruction is that instructional quality depends upon factors other than student achievement and program organization. The quality of training of teachers, the availability of adequate resources, school facilities and administration, community and student support for educational programs, all shape the overall quality of instruction in the school. The impacts and effects of all these factors can only be captured through a comprehensive school evaluation.

There is a second advantage to measuring the quality of instruction through a school evaluation. The outcome of a properly conducted school



evaluation will be a ranking of program needs. This allows decision-makers to focus their efforts and resources on those factors that will have the most impact on instruction program quality. Once the changes have been implemented, their actual effect on instructional quality can be readily ascertained.

School evaluations can be conducted in a variety of ways. They may be performed entirely in-house, conducted by outside experts, or by a combination of internal and external evaluators. In a companion report, we described a framework for conducting self-help evaluations of Indian school programs. In the self-help mode, the task of evaluating the school is performed first by internal self-study committees, and later validated by an external visiting committee. This method has the benefit of involving school staff in all aspects of the evaluative process, beginning with program definition, goals and objectives, assessment of current program achievements, needs assessment and concluding with recommendations for program change. The evaluation is followed by a period of program implementation during which the recommended changes are put into effect. Finally, the new program is re-evaluated and the entire process of instruction program refinement and redefinition is repeated.

Periodic school evaluations, conducted every five to seven years, ensure that the programs offered by the school are in line with the changing needs of pupils and new developments in education. In the absence of this type of assessment it is virtually impossible to make an accurate judgment of the quality of instruction in a school.



## 2. EXISTING PRACTICES IN EVALUATING QUALITY OF INSTRUCTION

The existing practices in evaluating quality of education in Indian schools were investigated by sending a questionnaire to all the Principals of Indian schools in Canada. The full results of the survey are set out in a companion report (Volume 5, Results of the Survey of Indian School Principals, Fall 1982). There was a high response rate to the survey, so we can be confident that the following discussion accurately depicts the present situation in Indian schools.

The survey gathered information on two main areas of the evaluation of quality of instruction:

- 1) Measuring Student Achievement
  - . Student Promotion Policy
  - . Use of Standardized Achievement Tests
  - . Use of other Evaluation Methods
- 2) Reporting Student Achievement
  - . Use of Report Cards
  - . Use of Parent-teacher Meetings
  - . Use of Cumulative Records
  - . Use of General School Records
  - . School Reporting Practices.

## 2.1 Measuring Student Achievement

Most Indian schools use two methods as a basis for student promotion: general records of student work, and teacher-made tests (see Table 1). Approximately 80 percent of schools rely upon these methods. This does not vary significantly by size of school, except that smaller schools tend to rely somewhat more heavily on teacher observations and somewhat less on teacher-made tests. There are no significant differences between federal and band schools in this regard.

A smaller number, but still a majority of schools use teacher observations as criteria for student promotion. All other criteria for promotion are rather seldom used. Large schools are much more likely to use term examinations than small schools, and band schools appear to be somewhat more likely to use final examinations, although final examinations are rare in both band and federal schools.

Between 70 and 75 percent of Indian schools use standardized achievement tests. Band schools are slightly less likely than federal schools to use standardized achievement tests, and small schools are slightly less likely than large schools to do so. However, the differences are not great (see Table 2). Band schools are somewhat more likely to administer standardized achievement tests to all students each year, while federal schools are somewhat more likely to administer these tests only to certain grades. Some band schools are inclined to administer standardized achievement tests only to individual students, and this also appears to be the pattern in large rather than small schools.

As we can see from Table 4, those Indian schools which do use standardized achievement tests tend to administer them both at the beginning and the end of each year. Those schools which administer the tests only once a year tend to administer them at the end of the year. There are no significant differences in this between federal and band

schools, or by size of school.

In 1982, one hundred and eleven Indian schools (53 percent of the 209 schools responding to the question) used the Canadian Test of Basic Skills. Eighty-four federal schools used the test (60 percent) and twenty-seven band schools (40 percent). Approximately thirty other standardized achievement tests were mentioned by respondents. The most popular tests in Indian schools, in order of frequency of use, were:

(1) The Canadian Test of Basic Skills	(111 schools)
(2) The Gates McGinitie Reading Test	( 43 schools)
(3) The Metropolitan Readiness Tests	( 17 schools)
(4) The Stanford Diagnostic Tests	( 16 schools)
(5) The Wide Range Achievement Tests	( 10 schools)
(6) The Piat-Peabody Tests	( 10 schools)
(7) The Morrison McGall Spelling Scale	( 9 schools)
(8) The Ginn Initial Placement Test	( 8 schools)
(9) The Otis-Lennon Test of Mental Ability	( 6 schools)

There is a substantial difference between band and federal schools, and a very large difference between small and large schools, in regard to a stated promotion policy. Federal schools are considerably more likely than band schools to have a stated student promotion policy, and large schools are more likely than small schools. In all cases, a majority, but not a large majority, of Indian schools have a stated student promotion policy. Looked at another way, a very large minority of Indian schools ranging from 27 percent of large schools to 53 percent of small schools (34 percent of federal schools and 48 percent of band schools) have no stated student promotion policy.

Table 6 shows the importance of various criteria as the basis for student promotion. About one-third of Indian schools use "continuous progress" as the basis for student promotion. That is, students are promoted with their age group regardless of achievement. This proportion does not vary significantly by size of school, or by type of administration.

About 20 percent of Indian schools report using "minimum competency criteria" as a basis for student promotion. Again, this does not vary significantly by size of school, or type of administration. Relatively few schools (about 10 percent) use a final exam as a basis for student promotion. The only criteria given less attention is "student attendance" which is used as a basis for student promotion in less than 10 percent of Indian schools. The most important basis of student promotion in Indian schools is "teacher recommendations" and a rather generally worded "analysis of student performance." Approximately half of the Indian schools use teacher recommendations as a basis for student promotion. This does not vary significantly by size of school, or by type of administration.

Table 1: Frequency of Use of Various Methods of Evaluating Student Achievement, by Administrative Status and School Size

Basis of student promotion.	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
1. Teacher Observations	(87)	60%	(37)	54%	(62)	67%	(62)	52%
2. Record of Student Work	(121)	84%	(52)	76%	(74)	80%	(99)	83%
3. Teacher made Tests	(116)	81%	(51)	75%	(65)	71%	(102)	85%
4. Criterion Referenced Tests	(17)	12%	(15)	22%	(18)	20%	(14)	12%
5. Skills Inventories	(20)	14%	(20)	29%	(14)	15%	(26)	22%
6. Checklists	(18)	13%	(12)	18%	(13)	14%	(17)	14%
7. Term Exams	(41)	28%	(16)	24%	(14)	15%	(43)	36%
8. Final Exams	(10)	7%	(10)	15%	(6)	7%	(14)	12%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 2: Schools Using Standardised Achievement Tests by Administrative Status and School Size.

Standardised Achievement Tests Used?	Administrative Status		Size of School			
	Federal		Band		Less than 100 pupils	More than 100 pupils
Yes	(106)	75.2%	(45)	66.2%	(63) 70.0%	(88) 73.9%
No	(35)	24.8%	(23)	33.8%	(27) 30.0%	(31) 26.1%
Total	(141)	100.0%	(68)	100.0%	(90) 100.0%	(119) 100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 3: Students to whom standardised tests are administered by  
Administrative Status of School and School Size.

Standardised Tests Administered to?	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
All Students	(40)	38.5%	(24)	53.3%	(29)	47.5%	(35)	39.8%
Certain Grades	(60)	57.7%	(16)	35.6%	(31)	50.8%	(45)	51.1%
Individual Students	(4)	3.8%	(5)	11.1%	(1)	1.6%	(8)	9.1%
Total	(104)	100.0%	(45)	100.0%	(61)	100.0%	(88)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.



Table 4: Frequency of use of Standardised Tests by Administrative Status and School Size.

When are Standardised Tests Administered?	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
Beginning of Year	(8)	7.7%	(5)	11.1%	(5)	8.2%	(8)	9.1%
End of Year	(24)	23.1%	(10)	22.2%	(18)	29.5%	(16)	18.2%
Both	(66)	63.5%	(26)	57.8%	(35)	57.4%	(57)	64.8%
Other	(6)	5.8%	(4)	8.9%	(3)	4.9%	(7)	8.0%
Total	(104)	100.0%	(45)	100.0%	(61)	100.0%	(88)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 5: Proportion of schools that have a stated promotion policy.

Stated Promotion Policy?	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
Yes	(89)	65.9%	(33)	51.6%	(41)	47.1%	(81)	72.3%
No	(46)	34.1%	(31)	48.4%	(46)	52.9%	(31)	27.7%
Total	(135)	100.0%	(64)	100.0%	(87)	100.0%	(112)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 6: Number of schools reporting use of particular criteria for Student Promotion by Administrative Status and School Size.

Basis of Promotion	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
1. Continuous Progress	(51)	35%	(22)	32%	(26)	28%	(47)	39%
2. Minimum Competency Criteria	(26)	18%	(13)	19%	(19)	21%	(20)	17%
3. Final Exam	(14)	10%	(6)	9%	(7)	8%	(13)	11%
4. Analysis of Student Performance	(108)	75%	(45)	66%	(60)	65%	(93)	78%
5. Teacher Recommendation	(67)	47%	(35)	51%	(45)	50%	(57)	48%
6. Student Attendance	(10)	7%	(3)	4%	(4)	4%	(9)	8%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

## 2.2 Reporting Student Achievement

Almost all Indian schools issue report cards to their students. Most commonly, they issue report cards either 3 times or 4 times a year (see Table 7). Band schools are more likely to issue report cards 4 times a year than federal schools, and large schools are more likely to issue report cards 4 times than are small schools.

Principals of Indian schools report holding 2 or 3 parent-teacher meetings per year to report student progress. About 5 percent of schools report no parent-teacher meetings, and a further 5 percent report 1 parent-teacher meeting per year. Differences between federal and band schools or large and small schools are not great. However, band schools and large schools tend to hold 3 meetings a year somewhat more often than federal schools and small schools (see Table 8).

With almost no exception, the principals of Indian schools report that they keep cumulative student records for each of their pupils (see Table 9). Almost all Indian schools report keeping copies of student report cards in a cumulative record. There are no significant differences by size of school or by type of administration. Other information is kept in a cumulative record less frequently. In declining order of frequency, the cumulative record may contain student attendance records, test results, reports and special services received, and special behaviour problems. Some schools also indicated in their comments on this question that they kept health and medical records for the student in a cumulative record. For all of these types of information, large schools were more likely than small schools to keep records. There were no significant differences between federal schools and band schools in this regard (see Table 10).

There were a number of other large variations in record-keeping by type of school. As Table 11 indicates, almost all schools kept records of pupil attendance. However, only roughly half those schools kept records

of pupil retention rates. Small schools are less likely to do this than large schools. Teacher attendance seems to be relatively well-recorded, but teacher turnover is only recorded by about one-third of the schools. Larger schools are twice as likely to keep records of teacher turnover as smaller schools. Finally, only a minority of Indian schools keep records of the proportion of students requiring special services. As one can see from Table 12, approximately 80 percent of Indian schools present these types of school information to an education authority at the end of the year. In the federal schools, there is a principal's monthly report. Approximately 20 percent of Indian schools do not present data to an education authority. This does not vary significantly by size of school or by type of administration.

Table 7: The Number of times Report Cards are Issued by Administrative Status and Size of School.

Number of Report Cards per Year	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
Once A Year	(1)	0.7%	(0)	0.0%	(1)	1.1%	(0)	0.0%
Twice A Year	(5)	3.6%	(3)	4.5%	(6)	6.8%	(2)	1.7%
Three Times A Year	(102)	74.5%	(40)	59.7%	(64)	72.7%	(78)	67.2%
Four Times A Year	(23)	16.8%	(21)	31.3%	(13)	14.8%	(31)	26.7%
More Than Four Times	(6)	4.4%	(2)	3.0%	(3)	3.4%	(5)	4.3%
Zero Times A Year	(0)	0.0%	(1)	1.5%	(1)	1.1%	(0)	0.0%
Total	(137)	100.0%	(67)	100.0%	(88)	100.0%	(116)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 8: Number of Parent-Teacher meetings Scheduled per Year by Administrative Status and School Size.

Number of Parent-Teacher Meetings	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
0 Meetings	(5)	3.6%	(3)	4.5%	(6)	6.7%	(2)	1.7%
1 Meeting	(7)	5.0%	(5)	7.5%	(6)	6.7%	(6)	5.1%
2 Meetings	(50)	35.7%	(21)	31.3%	(33)	37.1%	(38)	32.2%
3 Meetings	(49)	35.0%	(29)	43.3%	(29)	32.6%	(49)	41.5%
4 Meetings	(21)	15.0%	(9)	13.4%	(12)	13.5%	(18)	15.3%
5 or More Meetings	(8)	5.7%	(0)	0.0%	(3)	3.4%	(5)	4.2%
Total	(140)	100.0%	(67)	100.0%	(89)	100.0%	(118)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.



Table 9: Does the school keep cumulative student records, by Administrative Status and School Size.

Cumulative Student Records Kept?	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
Yes	(139)	97.9%	(65)	95.6%	(86)	95.6%	(118)	98.3%
No	(3)	2.1%	(3)	4.4%	(4)	4.4%	(2)	1.7%
Total	(142)	100.0%	(68)	100.0%	(90)	100.0%	(120)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 10: Number of schools keeping particular types of cumulative student records by Administrative Status and School Size.

Type of Student Record	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
1. Copies of Report Cards	(130)	90%	(64)	94%	(82)	89%	(112)	93%
2. Student Attendance	(121)	84%	(60)	88%	(74)	80%	(107)	89%
3. Test Results	(118)	82%	(59)	87%	(72)	78%	(105)	88%
4. Reports of Special Services Rendered	(110)	76%	(48)	71%	(61)	66%	(97)	81%
5. Special Behaviour Problems	(94)	65%	(39)	57%	(52)	57%	(81)	66%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 11: Number of schools keeping particular types of school records  
by Administrative Status and School Size.

Type of School Record	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
1. Pupil Attendance	(140)	97%	(63)	93%	(87)	95%	(116)	97%
2. Pupil Retention Rates	(68)	47%	(36)	53%	(34)	40%	(70)	58%
3. Teacher Attendance	(126)	88%	(53)	78%	(70)	76%	(109)	91%
4. Teacher Turnover	(43)	30%	(24)	35%	(18)	20%	(49)	41%
5. % Of Pupils Requiring Special Services	(60)	42%	(30)	44%	(29)	32%	(61)	51%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

Table 12: Presentation of School data to Education Authority by  
Administrative Status and School Size.

Data presented to Education Authority?	Administrative Status				Size of School			
	Federal		Band		Less than 100 pupils		More than 100 pupils	
Yes	(113)	81.9%	(51)	81.0%	(70)	81.4%	(94)	81.7%
No	(25)	18.1%	(12)	19.0%	(16)	18.6%	(21)	18.3%
Total	(138)	100.0%	(63)	100.0%	(86)	100.0%	(115)	100.0%

Source: E.S.M. Survey of Indian School Principals, Fall 1982.

### 2.3 Analysis of Principals' Comments on the Major Problems and Needs in Measuring Student Achievement

In the Survey of Indian School Principals, one question asked for "open ended" comments on major problems and needs in measuring student achievement. The comments are listed in Appendix I of this report.

By far the most frequently mentioned problem in this area was the lack of standardized tests appropriate to Indian students. This was mentioned as an important problem by forty-four principals (see Table 13).

Next, there were three problems that were considered important by a considerable number of principals (more than 20), but were clearly less urgent than the standardized tests problem. These were:

- 1) Basic Communications Problems - Inadequate English/French;
- 2) Lack of Criterion-related tests for the Provincial Curriculum;
- 3) Irregular Attendance/Absenteeism.

Finally, there was a group of problems which were mentioned by fewer principals. These included:

- 1) Lack of interest, motivation or effort by students and parents;
- 2) Inadequate teacher competence/expertise;
- 3) Too many achievement levels in one group of students;
- 4) Instability: too much teacher turnover and course changes;
- 5) Lack of diagnostic screening tests for students with disabilities.

Table 13: Principals' Comments on What they regard as the major problems and needs in measuring Student Achievement.

o Lack of diagnostic screening tests for students with disabilities. (4)	
o Instability. Too much teacher turnover and course changes. (6)	
o Too many achievement levels in one group. (6)	
o Inadequate teacher competence/expertise. (8)	
o Lack of interest, motivation or effort by students and parents. (11)	
o Irregular attendance/absenteeism. (22)	
o Lack of criterion-referenced tests for the Provincial Curriculum. (23)	
o Basic communication problems. Inadequate English/French. (26)	
o Lack of Standardized Tests Appropriate to Indian students. (44)*	

\*Indicates the number of times a factor was mentioned .

## 2.4 The Approach of the U.S. Bureau of Indian Affairs

The U.S. Bureau of Indian Affairs does not at present have a systematic approach to assessment of the quality of education in Indian schools. However, the Bureau has made progress in two areas:

### A) The Program Achievement Reporting System

The Bureau is developing a Program Achievement Reporting System (PARS) to monitor the operation of all of its programs, including the education programs. However, the implementation of PARS is beginning with the simpler administrative functions of the Bureau and is some way from being able to monitor the quality of instruction.

### B) Indian School Standards

In 1978, Congress legislated that the Bureau of Indian Affairs must develop and publish written standards for Indian schools. These standards took three years to develop and were published in spring 1982. The standards are comprehensive and include a number of items related to instructional quality. The promulgation of these standards is too recent to allow one to judge their usefulness or their influence on the quality of instruction in Indian schools; but these should be examined in the next year or so for lessons that may apply in the Canadian situation.





### 3. FINDINGS

Indian schools have a number of important unmet needs in the area of evaluating quality of instruction. Among these, there are four which stand out as being both widespread and urgent.

#### Finding 1

Three-quarters of Indian schools use standardized achievement tests. However, there is a high level of frustration and concern among teachers that the standards are not appropriate for Indian pupils. There is also a great variety of tests being used.

#### Finding 2

Efforts to evaluate the quality of instruction in Indian schools are often frustrated by basic communications problems. If a student cannot read the instructions in a maths test, for example, then the test is not likely to measure his ability in mathematics.

#### Finding 3

Virtually all Indian schools follow the Provincial Curriculum, with only minor modifications overall. In this situation, teachers are concerned with the lack of criterion-referenced tests for the Provincial Curriculum. This concern varies by province, but our survey data is not accurate enough in this regard to make distinctions between provinces.

#### Finding 4

In many Indian schools, irregular attendance/absenteeism makes a farce of an achievement testing program. Yet, very few schools take attendance into account in promoting students to the next grade, and the curricula are generally not modified to respond to sporadic attendance.

#### Finding 5

Some of the problems which this study has identified arise from the extreme decentralization of the Indian school "system." Specialist services such as diagnostic screening for students with learning disabilities cannot be provided by one isolated school.

APPENDIX 1

PRINCIPALS' COMMENTS ON THE  
MAJOR PROBLEMS AND NEEDS  
IN MEASURING STUDENT ACHIEVEMENT



- Lack of provincially generated tests to determine if individual students meet objectives stated in curriculum guidelines.
- Each teacher must begin to work using specific objectives, then from there be able to set criterion - referenced tests.
- Poor attendance. Lack of appropriate culture-oriented standardized tests.
- 'Indian' 'TESL' - designed tests. Test format - print/structure. Time used 'testing' not 'teaching'.
- It is important that student achievement be measured in an objective fashion. It is important that the curriculum is followed and the decision for promotion be made according to how well a student knows the work on that curriculum.
- Many tests are culturally biased. Making comparisons with Wasps in urban centers as CTBS does is difficult. I would like to see standardized achievement tests for native students that are province- and even country-wide! Some departmental tests for achievement, as our province used to have, would help.
- Avoiding age grade retardation through continuous progress. Social promotion, etc. versus promotion according to test-scoring. Students must be at Grade 10 level when they leave this school for high school.
- There are no standardized guidelines as to methodologies as they pertain to Native children. Hence, each teacher approaches the unique evaluation problems associated with Native children on a personal level.
- More standardized tests geared to the Native students.
- The language barrier makes written test results invalid.
- Know-how - teacher confidence, teacher care.
- Lack of students' realization that continuous study is important.
- Culture bias in standardized tests. Student absences.
- Poor attendance which prevents many from keeping up with their own age group. Special classes are needed to provide for these students.
- Skill goals and checklists for each level. We're working on it.
- Biased tests.

- One problem may be in comparing native student achievement vs. the provincial student achievements - a need would be a basic core program outlined as a minimum in major subject areas.
- The community goal is that the standard for student achievement must reach provincial standards.
- The major problem is adapting tests to suit the student's daily experience.
- Problems arise mainly in dealing with special students. Require services of special education personnel to administer and evaluate formal tests to determine specific learning problems, and advise on programming for pupils with special needs.
- Testing is difficult because many of the illustrations and examples are foreign to Indian children living in a sheltered environment.
- Changing staff. Truancy of enrolled pupils. Pupils who are out of school for a year or more and return.
- Culturally relevant testing. Pupil attendance (frequently interrupted due to trapping). Teacher training.
- As the students speak a non-standard form of English, there is often a rift in understanding between student and teacher. Often, a test designed for a certain skill yields a low score due to the child's inability to comprehend what is required of him.
- The main problems are the differences in cultural background and the isolation of the school. Students' knowledge of the English language is very limited even though it is their first language.
- It is critical that a standardized method of achievement measurement be used, so that regardless of which school a native student attends, he/she will be properly accommodated.
- Students require improved attendance. Lack of English knowledge. Lack of culturally appropriate testing materials.
- We have no way of knowing what is happening in provincial schools. Therefore, criteria for promotion is haphazard.
- Problems: Lack of availability of special services, e.g., speech therapist, qualified counsellors for assessing special education needs. (I know what the problem is, but where do I go from here?)

- Need native-directed tests.
- Need culturally fair tests.
- The design and use of measuring instruments that will:
  - a) provide dependable information concerning the strengths and weaknesses of each pupil in both a developmental and diagnostic sense;
  - b) provide information which can be used in improving the instructional program;
  - c) provide information that may be useful in making administrative decisions re grouping or programming to meet individual student needs.
- We should not give culturally biased tests to native students. At times, students do not know why they are tested.
- Standardized tests presently used have separate answer sheets. Would be more practical to provide test booklets in which answers could be directly recorded in booklet.
- Need to establish a norm.
- Problems and needs are one and the same. We need to give each student an individual curriculum at a level at which he/she can succeed.
- Student self-appreciation is weak.
- Lack of adequate diagnostic tests for special education students.
- The Department should provide and administer standardized tests of basic skills, I.Q., etc.
- Low-achieving students from other schools are not always readily identifiable by the school records they bring (inflated marks).
- Need for consistency of norms.
- Measurements must be readily interpreted by off-reserve school system to which these children transfer, either through moving or promotion. Motivation for careful completion of tests - especially more lengthy ones - is sometimes a problem.
- Lack of effort. Poor attendance. Need for skill build-up.

- Need better prepared unit tests. Need special classes.
- There is a problem in getting true scores - discrepancy between classroom performance and results on tests.
- We need a standardized test which can be used with students in a rural, low social-economical setting.
- Selecting skills criteria for evaluation.
- Unsuitability of standardized tests.
- Selecting culture-fair tests.
- Irregular attendance of some families makes it difficult to measure both achievement and ability.
- There is a problem in relating goals and objectives to the tests used.
- Attendance is a major problem - students who attend regularly are able to do the work. Measurement of student progress is difficult when parents have not the commitment to see that their children attend regularly. Some progress is evident in this area this year through the work of an excellent native counsellor. Lack of adequately trained staff was a problem in the past.
- The problems are lack of student motivation and tests without a cultural bias.
- There is a need for testing materials, designed for non-standard English.
- The language barrier, student absenteeism, are major problems in measuring student ability.
- Standardized tests are not culturally oriented.
- Problem: We must define what we are measuring (i.e., what is achievement): Traditional academics or general awareness skills?
- Needs: Community and teacher commitment to becoming more involved in Education of Indians.
- Poor communication skills in English.
- Problem: Student comprehension.



Need: A more specific curriculum so that new 'standardized' tests, normed for Indian students, can be developed.

- Student progress and attendance are major problems.
- We need specific goals for year-end tests. A lot of time is spent on testing and marking, but no one uses the results as diagnostic teaching tools.
- The major problem in measuring student achievement, as I see it, is the development of appropriate tests (by teachers); tests which give an accurate assessment of the pupils' abilities.
- The students' actual ability far exceed their language skills. Teachers must teach so much vocabulary because in this community not a word of English is spoken outside the school and in school English is used only with the teachers.
- In our area curriculum guidelines are not set. Therefore, there is a tendency for teachers to use their own criteria in selecting texts, etc. There is no consistency from year to year.
- All tests are based on reading; therefore to achieve, one must read. If one can't, even math suffers.
- Need: tests that relate to the lifestyle and experiences of Indian people.
- Need non-biased tests. Lack of norms for native students is a problem. Poor attendance is a problem.
- The problems are in developing local norms and interpreting results to parents and students.
- Finding an appropriate measuring device is a problem.
- We have an overall student attendance problem. We are unsure of community expectations re standards.
- It is difficult to decide what will be of most benefit to the individual student - whether his needs are better met by staying with his peers or by having the chance to learn material he may have previously missed by having him repeat a grade.
- Culture-fair tests are needed. Developing a relevant curriculum is a higher priority and evaluation should go together.
- The reliability and validity of the tests we use is questionable. Provincial and national Indian achievements norms may have benefit.

- Student achievement tests - should be 'Indianized' to a certain point. For example, some of the pictures on pre-reading tests are far-fetched for our native children.
- The problem is culturally biased tests.
- Need relevant testing materials.
- We aim to be accurate in reporting. Problems arise where students transfer from a school which aims to please parents by 'sugar-coating' student achievement.
- The problem is developing or purchasing tests that are reliable and have relevant norms.
- We need valid tests. Students' lack of language development when they come to school is a problem.
- Most examinations are administered in the English language because English is the only written language. Therefore, the tests only reflect students' understanding of the English language and not the concepts taught.
- Lack of native-student-oriented tests and some biased teachers who believe that there is only the one method of student evaluation are major problems.
- Our problem exists with the Intermediate student. Distinguishing between Phase 3, 4 and 5 or Level 3, 4 or 5. Where exactly does each child belong?
- Tests sometimes do not tell the real story as to the success or failure of students.
- The major problem in measuring students' achievement is (1) most students don't attend this school from one year to the other; (2) they are admitted throughout the year and not only in the fall.
- Standardized tests discriminate against reserve populations.
- 'Instruments' used in measurement are inappropriate.
- Absenteeism affects general progress of the pupils. Lack of parental interest adds to the problem.
- We have total parent support, and we have an extremely competent special needs teacher.

- Continued problem is cultural bias in tests.
- Testing variety, teacher self-text, curriculum control, native content, standard administration procedures.
- Standardized tests are not designed for native students. What is a reasonable standard for native students? In order to succeed outside the reserve, students need to be better than average in skills so that they can more easily cope with the social problems, i.e., prejudice, loneliness - How do we measure our success by using tests like CTBS?
- Measurement varies from school to school and students move around a lot.
- We measure too formally and too much. Individual 'measurement' is needed.
- I don't see any major problems, progress is measured by completion of modules and grades received from Provincial Ed. Correspondence.
- There is inconsistent effort by students to fully apply themselves during the testing periods from one year to the next. As well, some of the items do require student familiarity with elements not typical of the reserve.
- Test must be developed that are not culturally biased.
- The need is for a good series of standardized tests at various grade levels that are unbiased culturally, geographically and linguistically.
- Attendance - lack of consistent attendance is a problem.
- Curriculum cannot be covered in one year. Students frequently change courses and homework is not usually done.
- Different teachers have different standards and tests are not administered in a standardized way.
- There is regular attendance of the students. If the students do not attend regularly, they cannot really be tested on their achievement.
- We need to develop a system which students and parents understand completely. We also need to be consistent within the whole school (DIV I to DIV IV).
- Needs: familiarity with student's ability. A rapport which allows some insight and meaningful interaction between student and teacher.

- Lack of universality of criterion-reference testing is a problem.
- We have no problems here. The problems are in the provincial schools.
- We need to make sure that tests are administered yearly to check performance of the students and to gear instructions to their needs.
- The diversity of achievement levels in any one group renders it extremely difficult to measure student achievement.
- Getting the tests is a problem. We have to borrow from some provincial system. Finding time to administer them in a multigrade situation is also a problem. (Until this week we had only one teacher.)
- We need tests that take into account the cultural difference of the students.
- There is a lack of adequate facilities and equipment.
- Wide ability range within any one classroom makes it very difficult to teach to individual needs
- Parents need to be aware of the importance of consistency in the home environment. Proper foods, required rest, discipline, responsibilities, etc. Until these are realized, no amount of teaching or testing will make good students.
- Lack of appropriate tests for native students.
- Standardized tests have a cultural bias. Students should be allowed to progress at an individual rate - this will lessen their frustration, which leads to behavioural problems and drop-outs.
- We need standardized tests with a vocabulary geared to native students of reserves.
- We need an accurate standard to go by in terms of grade school levels, although we follow provincial standards.
- Problems: Many of the standardized tests are culturally biased.  
Needs: There is a real need for a text to be formulated which takes into account the rural environment and the use of English as a second language with the students.
- Problems and Needs: to be able to measure with accuracy; to better use the information revealed through testing (measuring achievement) to promote further learning. Tests for the sake of tests generally have little practical value.

- Standardized testing does not reflect cultural difference on isolated reserves. We need a non-biased method of testing.
- We need to use a standardized test which is relevant to our students' environment.
- Language is a major problem.
- On this reserve, infrequent attendance by many students makes accurate evaluation difficult. It is difficult to assess whether poor performance is a result of learning difficulties or infrequent attendance.
- Absenteeism and bias in achievement tests are problems.
- For whom is the measurement aimed, the child-parent-teacher-government? Often, the wrong things are measured or things measured are weighted wrongly.
- Lack of standardized tests made for native talent (cultural bias).
- Children who lack expertise in reading cannot accurately achieve in other areas.
- Students have been socially passed and as a result each grade has students at a variety of levels. School needs a level testing program and a more individualized curriculum through to the junior high level.
- Written measures predominate, with little attention to listening and speaking. Remedial and special education needs are not funded, nor provided for by the department. Uniformity of purpose, goals and objectives are given less importance than local control of education, etc.
- Don't have access to tests suitable for native students with English as a second language.
- Difficult to measure achievement when a student has transferred to several schools during school year.
- Standardized tests need to be adapted to Indian students. Need to develop a continuous grading scale that is applicable throughout all grades.
- Second language problems and environmental differences are major problems in testing. Standardized tests are made for more or less middle-class or city-born students.

- Need standardized tests geared for native students (CTBS too biased).
- Need a recognized evaluation service to determine real competency to grade levels.
- CTBS is culturally biased. Need better form of standardized testing. There is a lack of materials supplied to the school. With low budgets, standardized testing batteries do not get priority when purchasing.
- Need for a test (short and simple) to assess students' academic needs. Language problem is a large retardant in native student achievement. Much spoken English/French is required before anything else can be achieved.
- Language is a problem in measuring student achievement. CTBS will be purchased if budget allows.
- There is a problem in finding a test that is non-biased. Most available tests are based on the white man's understanding of the world.
- Tests should be more oriented to concrete observable behaviour. Tests should be more oriented to measuring practical skills that native students need to survive on reserves or in the city. Tests should be more location-specific.
- A third of our school population have attendance problems. Lack of alternatives to deal with student achievement problems. There is no departmental policy on special education.
- Lack of suitable standardized tests for diagnostic and progress evaluation due to cultural bias. Most tests are answer-oriented instead of skill-step-oriented.
- Teachers in schools such as ours should be highly skilled in teaching Language Arts. Need for remedial teachers - trained to teach and evaluate. Teachers should be familiar with the standards in provincial schools.
- Our major problem is attendance. It is very difficult to solve problems and meet needs when some students are rarely in attendance. Here are some examples of attendance figures: 50/186; 45/186; 82/186; 93/186.
- We need standards geared to specific geographical areas, i.e., Indian reserves. There are no recommended student measuring standards, i.e., Standards of the Province.
- We need testing program developed for the district requiring the students be tested at least twice a year by trained professionals.

- There is a need of tests being native-oriented, not programmed for the average middle-class English child.
- There are no relevant tests. Indian students do not perform well on available tests because of language difficulties. English is a second language in many cases. Community attitude is also a problem in that test results, etc. are not regarded as being important.