What is this research about?

Western educational jurisdictions are increasingly using large-scale assessment data for school improvement planning. Ontario is no different. This research examined how teachers and school administrators link EQAO data to school improvement planning.

What did the researchers do?

Louis Volante and Lorenzo Cherubini (2010), Associate Professors at Brock University, conducted semi-structured interviews with 20 teachers and 18 school administrators from two large school districts in Ontario on a range of topics including: teaching and administrative experience; large-scale assessment knowledge; professional development and instructional planning in response to large scale assessment results.

What did the researchers find?

The researchers divided the participants’ responses to large-scale assessment data into three response levels. The higher the response level, the more the participants took into account the unique variables and contexts of their student body and school environment. The researchers found that most of the participants reported a low level response to large-scale assessment data, some reported level two responses, and none reported level three responses.

What you need to know:

Large-scale assessment of students in Ontario is conducted under the direction of the Education Quality and Accountability Office (EQAO). Although schools are using a variety of methods to collect, store, analyze and report EQAO data, they are doing so with very little guidance. To make better use of EQAO data school administrators need more instructional leadership training and teachers need to develop their overall assessment capacity.
How can you use this research?

School administrators and teachers have to deal with large amounts of assessment data such as those resulting from EQAO. In order to properly link this data to school improvement planning, teachers and administrators need more guidance and professional development. This research should be of particular interest to any educator who has to work with large-scale assessment data.

About the researchers

Dr. Louis Volante is an Associate Professor at the Faculty of Education at Brock University. He has conducted large-scale evaluation studies in Canada, England, and the United States.

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Dr. Lorenzo Cherubini is an Associate Professor at the Department of Teacher Education at Brock University. He holds a Social Science and Humanities Research Council (SSHRC) Grant to study Aboriginal Educational Policy.

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References


About this summary

The Ontario Education Research Exchange (OERE) is a project of the Knowledge Network for Applied Education Research, an Ontario network promoting the use of research in education. The OERE’s clear language summaries of academic research aim to support this mandate.

This summary reflects findings from this study only and is not necessarily representative of the broader body of literature on this subject. Please consult the original document for complete details about this research. In case of any disagreement, the original document should be understood as authoritative.

This summary has been adapted from the ResearchSnapshot series developed by York University and ResearchImpact and has been developed according to writing and design principles unique to OERE. For more information about this summary or the OERE network please contact oere.knaer.oise@utoronto.ca.

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Large-scale assessment; school improvement.