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Student

Testing

Program

Report of Student Survey Questionnaire

2008 DSTP Administration for Grades 3 through 10 in Reading,
Writing, and Mathematics

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Table of Contents

Introduction.....	1
Summary of Results.....	1
Survey Results for Reading	2
Survey Results for Writing	3
Survey Results for Mathematics	4

Introduction

Starting in 2008, the results of the Student Questionnaire Survey will be directly posted with the Delaware Student Testing Program (DSTP) Online Report due to the increasing requests of the survey data. The survey results will be available on the public site for the spring DSTP administration for reading, writing, and mathematics; and for the spring and fall administrations for science and social studies, respectively.

A Report of the Student Questionnaire Survey with interpretations is linked to the survey results (<http://dstp.doe.k12.de.us/DSTPMart9/StateSurveySummary.aspx>). Consistent to the previous reports, student responses to the survey questions are analyzed by grade, gender, race, and performance level on each content area tested. The analysis for American Indian students is suppressed because of small sample size.

As part of the 2008 spring administration of the DSTP, a student questionnaire survey was given to grades 3 through 10 about Opportunity to Learn, Reading, Writing, and Mathematics. The report is structured into four sections: Opportunity to Learn, Reading, Writing and Mathematics. Brief interpretations of the results by grade and test; and comparisons across grades for the same or similar questions are provided.

The results indicated that family support, student motivation and effort, and curriculum content and instructional strategies are indeed important aspects in preparing students for success in meeting the standards. Evidence provided from the 2008 survey supports the relationship between these factors and subsequent performance on the statewide assessment. The results of the questionnaire also provide validity evidence to the connections between teaching and learning with student performance on the DSTP.

Summary of Results

Opportunity to Learn

- Data show that more students in lower grades talked about what they had learned in school with someone at home than students in higher grades. The percentage of students talking to their families almost every day about school learning dropped from 65% in grade 3 to 37% in grade 10, (65%, 62%, 60%, 52%, 49%, 43%, 38%, and 37% for grades 3, 4, 5, 6, 7, 8, 9, and 10, respectively). The percentage is comparable with the 2007 results with slight increases for some grades. Female students had a consistent higher percentage of talking about school learning at home than their counterparts; while Asian and Hispanic students had a consistent lower percentage than African American and White students across grades. More high-achieving than low-achieving students reported talking about what they had learned in school with someone at home [for example, in grade 6, from Well Below the Standard to Distinguished in reading: 42%, 45%, 48%, 53%, and 59%; and 46%, 49%, 55%, 57%, and 70% in mathematics].

- Over 90% of the students in grades 3 to 7 and more than 84% of the students in grades 8 to 10 reported that their parents or guardian had encouraged them to do their best in school with a higher percentage in lower grades than higher grades (from 94% in grades 4 and 5 to 84% in grade 10).
- On average about 10-17% of students across grades reported spending two hours or more on homework each school day; 48-79% of students reported spending about 1 hour on homework.
- About 30-31% of the students in grades 5 to 8; more than 28-29% of the students in grades 3 and 4; and only 23-26% in 9 and 10 reported that they spent three hours or more watching television each school day. Across grades, the percentage of watching television for three hours or more is about 1-6% higher for males than females; the percentage is consistently higher for African American students (37-46%) than the other racial/ethnic groups.
- The data show that 11-16% of the students across grades reported that they spent 2 hours or more of using computer at home for school-related learning during school days; 19-24% spent about one hour. About 2-4% more female students than their counterparts reported that they used computer at home for learning.
- Of the students in grades 3 to 8, 73-86% reported that it is very important to do well in school. The percentage dropped to 66-67% in grades 9 and 10. More female than male students believed that it is very important to do well in school [for example, in grade 5, 89% of the females and 82% of the males reported it is very important to do well in school; in grade 10, the percentage is 71% for females, but only 60% for males].

Reading

- Of the students in grades 3 and 4, about 77-78% reported that they had read to themselves in school almost every day and 13-15% once or twice a week. The data show a clear pattern that more high-achieving than low-achieving students read more frequently in school [for example, in grade 3, from Distinguished to Well Below the Standard in reading: 88%, 83%, 78%, 71% and 59%]. Forty-six percent of the students in grade 3 and 39% in grade 4 reported that their teachers read a chapter or a picture book almost every day, 26% in both grades once or twice a week.
- The percentage of students reading at home almost every day is 55%, 54%, and 51% for grades 3, 4, and 5; 40% for grade 6; and 23-30% for grades 7-10. Across grades, about 80% of the students in grades 3 to 5, 70% in grade 6, 57-59% in grades 7 and 8, and 48% in grades 9 and 10 read at least once or twice a week at home. The data show a consistently higher percentage of females reading at home frequently and having a higher average reading scores than male students across grades and years. The data also suggest that more high-achieving students than low-achieving students read at home almost every day [for example, in grade 10, from Distinguished to Well Below the Standard in reading: 45%, 38%, 24%, 17%, to 16%].

- In general, the percentage of students reported being well and somewhat prepared slightly increased in 2008 than that in 2007 from grade to grade even though the results suggest a similar pattern across grades. For grades 3 to 5, 87-88% of the students reported being well-prepared for the DSTP reading test, 7-10% somewhat prepared, and about 1% not being prepared. The percentage, however, dropped to 69-79% for well-prepared in grades 6-8, 16-24% for somewhat prepared, and 1-3% for not being prepared. The percentage dropped to 52-56% for well-prepared in grades 9-10; 24-33% for somewhat prepared; and 3-7% not being prepared. About 2% more female students reported being well-prepared for the DSTP reading test than their male counterparts in grades 3 to 6; while 2-3% more male students reported being well-prepared for the DSTP reading test than females in grades 8 and 10. More high-achieving students reported being well-prepared for the reading test than low-achieving students [for instance, in grade 5, from Distinguished to Well Below the Standard the percentages are 88%, 83%, 80%, 74% and 72% and in grade 10, the percentages are 77%, 67%, 56%, 45% and 38%].
- The majority of the students (69-91%) tried very hard to do well on the DSTP reading test, 5-20% somewhat hard, and only 1-3% not hard across grades. Grade 10 shows the lowest percentage of trying very hard to do well on the reading test (69%) and the highest percentage of somewhat hard (20%). Interestingly, the 2007 survey results suggest grade 9 had the lowest percentage of trying very hard to do well on the reading test (70%) and the highest percentage of somewhat hard (18%) across grades. More high-achieving students than low-achieving students tried very hard on the reading test [for example, in grade 9, from Distinguished to Well Below the Standard: 82%, 77%, 74%, 69% and 56%] while more low-achieving students than high-achieving students did not try very hard [for example, in grade 6, from Distinguished to Well Below the Standard: 5%, 4%, 3%, 2% and 2%].

Writing

- Over one-half of the students (52-69%) in grades 3 to 8 reported that their teachers taught them to be a good writer almost every day. The percentage dropped to 37-38% for grades 9 and 10.
- Over 20% of the students (21-27%) across grades wrote about something they had read almost every day; 35-39% of the students wrote once or twice a week; 18-34% once or twice a month; but 11-16% of the students reported they never or hardly ever did it. Students also reported that they wrote (letters, journals, and stories) at home. Over 20% of the students (20-27%) in grades 3-6, 17-19% in grades 7-9, but only 15% in grade 10 wrote at home almost everyday; 21-27% of the student in grades 3-8 and 18-19% of students in grades 9-10 wrote at home once or twice a week.
- About 77-85% of the students in grades 3-6, 74-76% in grades 7-8, and 66% in grades 9 and 10 reported that they always or sometimes planned, drafted, and revised their writing. About 11-20% of the students across grades reported they planned their writing only if they were asked to do it. More high-achieving than low-achieving students in writing reported that they always used this writing process [for example, in grade 8, from Distinguished to Well Below the Standard: 85%, 83%, 76%, 64% and 42%] while more low-achieving than high-achieving

students reported that they never planned their writing [from Well Below the Standard to Distinguished: 12%, 5%, 2%, 1%, and 1%].

- Over 80% of the students in grades 3-6 (81-87%), more than 73-75% in grades 7-8, and 59-61% in grades 9-10 felt well-prepared for the DSTP writing test. Grade 10 shows the lowest percentage (59%) among the eight grades. Across grades, about 2-5% more female students than their male counterparts felt well-prepared for the writing test. The survey results suggest more high-achieving than low-achieving students reported feeling well-prepared [for example in grade 8, from Distinguished to Well Below the Standard: 84%, 83%, 76%, 64% and 42%]; while more low-achieving than high-achieving students reported not feeling prepared for the writing test [from Well Below the Standard to Distinguished: 12%, 5%, 2%, 1%, and 1%].
- Over 90% of the students in grades 3-5 (90-92%), over 80% in grades 6, 7, and 8 (83-88%), and 71-73% in grades 9-10 tried very hard to do well on the DSTP writing test. The data also indicate that student motivation is positively related to their performance in writing [for example in grade 9, from Distinguished to Well Below the Standard: 83%, 82%, 78%, 63% and 36%]; while more low-achieving than high-achieving students reported not feeling prepared for the writing test [from Well Below the Standard to Distinguished: 12%, 5%, 2%, 2%, and 1%].

Mathematics

- About 57-61% of the students in grades 3 and 4 reported that they had mathematics homework almost every day. In grades 5-8, about 27-32% of the students received mathematics homework every class; 44-45% in most classes. In grades 9 and 10, 38% of the students had mathematics homework every class; 33-34% in most classes. More high-achieving than low-achieving students reported only having mathematics homework in some classes [for example, in grade 4, from Distinguished to Well Below the Standard: 68%, 66%, 61%, 56%, and 52%; in grade 8: 45%, 36%, 29%, 28%, and 24%]; while more low-achieving than high-achieving students reported having math homework every class [for example, in grade 4, from well Below the Standard to Distinguished: 9%, 3%, 1%, 0%, and 0%; in grade 9: 12%, 8%, 5%, 4%, and 1%].
- In grades 3 and 4, 7-9% of the students used a calculator almost every day in their mathematics class and the majority of the students used a calculator either once or twice a week or once or twice a month. The percentage of students using a calculator every class or in most classes increased from 11% in grade 5 to 24% in grade 6, and 40% in grade 7. The percentage of students using a graphing calculator every class or in most of their mathematics classes ranged from 51% in grade 8 to 67-68% in grades 9 and 10. More low-achieving than high-achieving students in lower grades (grades 3-6) used a calculator every day [for example, in grade 6, from Well Below the Standard to Distinguished: 11%, 6%, 3%, 2%, and 2%]; while in higher grades (8-10) more high-achieving than low-achieving students used a calculator every class [for example, in grade 10, from Distinguished to Well Below the Standard: 32%, 35%, 41%, 42%, and 43%].

- More low-achieving than high-achieving students reported that their teachers usually showed them how to solve problems when they received a mathematics assignment [for example, in grade 4, from Well Below the Standard to Distinguished: 49%, 46%, 39%, 31%, and 24%]; whereas, more high-achieving than low-achieving students reported that their teachers usually asked students to work individually to solve problems [for example, in grade 8, from Distinguished to Well Below the Standard: 39%, 33%, 29%, 26% and 26%]. Moreover, more high-achieving than low-achieving students reported working in small groups to solve problems and discuss solutions [for example, in grade 10, from Distinguished to Well Below the Standard: 30%, 28%, 27%, 24%, and 17%].
- About 67% of the students in grades 3 and 4 reported that their teachers always asked them to explain their answers when solving a mathematics problem. Over 50% of the students in grades 5-7, 40-49% in grades 8 and 9, and 38% in grade 10 reported that their teachers always encouraged them using different approaches to solve problems.
- Ninety percent of the students in grades 3 and 4 reported feeling well-prepared for the DSTP mathematics test, 89% in grade 5, 82% grade 6, 72% grade 7, and 68% in grade 8; but only 52% and 40% of the students in grades 9 and 10, respectively, reported feeling well-prepared. The results also show that more high-achieving than low-achieving students reported that their math class had prepared them to do well on the test [for example, in grade 10, from Distinguished to Well Below the Standard: 64%, 51%, 39%, 31%, and 31%]; while more low-achieving than high-achieving students reported somewhat or not feeling prepared [for example, in grade 5, from Well Below the Standard to Distinguished: 12%, 12%, 8%, 6%, and 4%].
- Over 84% of the students in grades 3-8 and 71-72% in grades 9 and 10 reported that they tried very hard on the mathematics test. The percentages increased significantly from the previous year in grade 10 (from 59% to 71%). Across grades, more female students than their male counterparts reported trying very hard on the mathematics test. The difference in percentages increased from 6-7% in grades 3-8 to 9-10% in grades 9 and 10.