**Appendix C**

Teacher Consequential Validity Survey

**Survey of Teacher Perceptions of IKAN/GloSS Assessments**

***Public Burden Statement***

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-xxxx. Public reporting burden for this collection of information is estimated to average 12 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have comments or concerns regarding the status of your individual submission of this survey, please contact Instructional Research Group directly at 714-826-9600.

**Global Strategy Stage (GloSS) assessment.** The GloSS interview, administered using a one-on-one interview format, identifies students’ strategy stages in three domains: addition and subtraction, multiplication and division, and ratios and proportions. Strategy stages range from Stage 0 (one-to-one counting) to Stage 8 (advanced proportional reasoning).

**Individual Knowledge Assessment of Number (IKAN).** The IKAN (given individually or as a group-administered timed test) provides information on students’ number knowledge stages across five different and increasingly abstract domains of arithmetic. The IKAN knowledge stages range from Stage 0 (representing emerging knowledge) to Stage 8 (representing advanced proportional understanding).

*Based on your experiences using the* ***IKAN*** *and* ***GloSS****, together, indicate your level of agreement.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Agree | Somewhat Agree | Somewhat Disagree | Disagree |
| 1) Data from **IKAN** and **GloSS** are more useful than screening data from assessments used in our school (e.g., STAR, Easy CBM, AIMSweb) for guiding decisions about which students require intervention. | ❒ | ❒ | ❒ | ❒ |
| 2) **IKAN/GloSS** data help me address struggling students’ instructional needs in my day-to-day teaching. | ❒ | ❒ | ❒ | ❒ |
| 3) Data from **IKAN** is more useful than the data from **GloSS.** | ❒ | ❒ | ❒ | ❒ |
| 4) I prefer using mathematics assessment tools other than **IKAN** and **GloSS** for guiding instructional decisions. | ❒ | ❒ | ❒ | ❒ |

*Based on your experiences using the* ***GloSS****, rate the following items in terms of their usefulness.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I find the data on strategy use from **GloSS** useful… | Very Useful | Useful | Somewhat Useful | Not Useful |
| 5) …for identifying skills and concepts in which students are below the strategy expected for their grade level. | ❒ | ❒ | ❒ | ❒ |
| 6) …for placement within the RtI or multi-tiered system of support (MTSS). | ❒ | ❒ | ❒ | ❒ |
| 7) …for modifying instruction for my mathematics class. | ❒ | ❒ | ❒ | ❒ |
| 8) Overall, I find the data on strategy use from **GloSS** useful. | ❒ | ❒ | ❒ | ❒ |

*Based on your experiences using the* ***GloSS****, indicate your level of agreement.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Agree | Somewhat Agree | Somewhat Disagree | Disagree |
| 9) Administering **GloSS** is a good use of my time. | ❒ | ❒ | ❒ | ❒ |
| 10) Data on strategy use from **GloSS** is useful. | ❒ | ❒ | ❒ | ❒ |
| 11) I have enough time to administer the **GloSS** to all the students in my class. | ❒ | ❒ | ❒ | ❒ |

*Based on your experiences using the* ***IKAN****, rate the following items in terms of their usefulness.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I find the data on strategy use from **IKAN** useful… | Very Useful | Useful | Somewhat Useful | Not Useful |
| 12) ...for identifying skills and concepts in which students are below grade level. | ❒ | ❒ | ❒ | ❒ |
| 13) …for placement within the RtI or multi-tiered system of support (MTSS). | ❒ | ❒ | ❒ | ❒ |
| 14) …for modifying instruction for my mathematics class. | ❒ | ❒ | ❒ | ❒ |
| 15) Overall, I find the data on student mathematical knowledge from **IKAN** useful. | ❒ | ❒ | ❒ | ❒ |

*Based on your experiences using the* ***IKAN****, indicate your level of agreement.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Agree | Somewhat Agree | Somewhat Disagree | Disagree |
| 16) Administering **IKAN** is a good use of my time. | ❒ | ❒ | ❒ | ❒ |
| 17) Data on knowledge level from **IKAN** is useful. | ❒ | ❒ | ❒ | ❒ |
| 18) I have enough time to administer the **IKAN** to all the students in my class. | ❒ | ❒ | ❒ | ❒ |