

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) IKAN/GloSS data help me address struggling students’ instructional needs in my day-to-day teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Data from IKAN is more useful than the data from GloSS .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) I prefer using mathematics assessment tools other than IKAN and GloSS for guiding instructional decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very Useful	Useful	Somewhat Useful	Not Useful
I find the data on strategy use from GloSS useful...				
5) ...for identifying skills and concepts in which students are below the strategy expected for their grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) ...for placement within the RtI or multi-tiered system of support (MTSS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) ...for modifying instruction for my mathematics class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8) Overall, I find the data on strategy use from GloSS useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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*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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Data on strategy use from GloSS is useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11) I have enough time to administer the GloSS to all the students in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13) ...for placement within the RtI or multi-tiered system of support (MTSS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14) ...for modifying instruction for my mathematics class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15) Overall, I find the data on student mathematical knowledge from IKAN useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17) Data on knowledge level from IKAN is useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18) I have enough time to administer the IKAN to all the students in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>