

The Role of Testing Effort, Testing Anxiety, and Teacher Expectations in Fourth-Grade Reading Test Performance Under High- and Low-Stakes Conditions

DEMOGRAPHICS

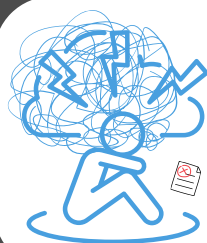
- Fourth-grade students
- 21 teachers
- 16 elementary schools

(210 students)

Testing Effort =
how students' self-
reported their
intended focus and
persistence when
taking TCAP

Testing effort was a **single** factor.

Testing anxiety was not a single construct but, rather, made up of **two** factors.



The first was *feelings of inadequacy (TA-FI)* and included items related to a students' sense of how capable they were and their previous failures on similar tests.

The second was *pressure and consequences (TA-PC)* and included items that directly asked about retention, disappointing others, and suffering from test anxiety.



KEY FINDINGS

(153 students never at risk + 51 students at risk of retention
= 204 students total)



In general, **TA-FI** was associated with lower TCAP scores, but that was only significant when putting all students together regardless of their risk of retention. When separating the risk status groups, **TA-FI** did not have a significant influence.

TA-FI = Testing anxiety from students' self-reported Feelings of Inadequacy

In general, neither **TA-PC** nor **Testing Effort** significantly influenced TCAP scores.

TA-PC = Testing Anxiety from students' self-reported perceptions of Pressure and Consequences

There was only one significant interaction between effort and anxiety. For students never at risk, effort made the influence of **TA-FI** a little bit worse.

Teacher ratings of who was likely to pass TCAP were always significantly related to student performance.



CONCLUSIONS

How well prepared students are for TCAP is something that both teachers and students themselves are detecting. There is a chance that this becomes a self-fulfilling prophecy, but it is more likely the ability judgements were accurate.



Testing effort cannot overcome a lack of ability.

The fact that the TCAP is high stakes for some students did not have a meaningful impact on their scores.

