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**A QUANTITATIVE SURVEY ANALYSIS OF ELEMENTARY PRESERVICE
TEACHER PERCEPTIONS OF ASSESSMENT TASKS IN SCIENCE
COURSEWORK**

by

Allison Killingsworth, BBA, M.Ed.

Presented to the Faculty of the Graduate School of

Stephen F. Austin State University

In Partial Fulfillment

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For the Degree of

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(May 2017)

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ABSTRACT

This replication survey research study sought to further understand preservice elementary teachers' perceptions of assessment tasks they encountered in secondary science coursework. Students are assessed through informal and formal assessments, including close-ended and open-ended questions, through classroom and high-stakes assessments. With great significance placed on high-stakes state assessments, classroom instruction and assessments oftentimes mirror the format of state assessments. The researcher administered a validated Likert scale inventory, the Perceptions of Assessment Tasks Inventory (PATI), to preservice elementary teachers to examine their perceptions of how assessment tasks reflected their knowledge and understanding of science assessment tasks. The researcher found the research participants' perceptions were more positive regarding assessment tasks the teacher had more control over, including the alignment of learning with assessments, and transparency of assessments. The research participants' least positive perceptions were assessment tasks where students had influence over their assessments, including student consultation and diversity in assessments.

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DEDICATION

This dissertation is dedicated to my husband, daughter, mom, as well as in memory to my dad. Thank you for always encouraging and believing in me!

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