

The Impact of Teachers' Opinions of MAP Test on Their Attitude: A Study in a Private School in Dubai

Ahmed ElSayed Abouelanein; Mohamed Hossni

Corresponding Author's Email: 21000466@student.buid.ac.ae

Abstract

The Measures of Academic Progress (MAP) test is a unique benchmark exam with the differentiation features and the various individualized reports generated from test data. The aim of this study was to determine how teachers' opinions of the MAP exam influence their attitude towards the MAP policy. To achieve this aim, a mixed-methods approach was utilized. Content analysis of relevant literature was applied as the quantitative instrument to form a profound and critical understanding of the benchmark test MAP. In addition, Teachers' questionnaire was utilized as a quantitative instrument to collect data about teachers' perceptions' influence on their attitude. The study concluded that teachers' perceptions heavily affected their attitudes in terms of MAP test data analysis and communicating the automatically generated reports with different stakeholders.

Key Words: Teachers' Perceptions, Benchmark, Measures of Academic Progress MAP, Attitude

1. Introduction

Quality Education is the direct and the granted path all nations seeking development in various fields go through and experience (Nakhaee & Arab Nasrabadi 2019). However, quality education is full of challenges especially with 21st century skills that are the main requirement of any modern educational system and one of its most fundamental goals (Jamhari & Sipahutar 2018). These skills revolve around three main domains: life and career-related skills, learning and creativity, and information technology. In addition, other scholars define 21st century skills as those related to thinking and collaboration (Bialik et al. 2015). As a result, it is essential to assess learners' acquisition of these skills using different types of assessments.

Benchmark tests are utilized as standardized instruments to measure students' performance and to evaluate their learning against set consistent objectives. There are different types of benchmark tests, and the Measures of Academic Progress (MAP) is one of the most widely used worldwide (Medford 2014). She adds that the MAP test has the ability to clearly measure students' progress. Moreover, Torres (2019) considers the MAP test as an essential and effective tool to enhance teaching instructions if a proper analysis of students' results is made.

Teachers are the key players, and their teaching instructions are the cornerstone for any required improvement especially when related to enhancing students' performance in the MAP test (Gil-Flores, Rodríguez-Santero & TorresGordillo 2017). They add that teachers'

approach to the test in terms of students' preparation by thoroughly analyzing their results and modifying their teaching instructions accordingly is the core of any desired progress in the test. As a result, teachers' perceptions of the MAP test need to be critically examined.

1.1 Structure of the Paper

This paper examines teachers' perceptions of the MAP test in a private school in Dubai. The paper starts with an introduction that includes a background of the MAP test and how it is utilized in the context of the United Arab Emirates in general and in Dubai in specific. The introduction also presents the aim, objectives, and the research questions of the paper, and finally introduces the research motivation and rationale behind the choice of the topic.

The second section is the literature review. This section clarifies some concepts examined in this study, and links between theories and practices in the theoretical framework. The literature review section elaborates on the MAP test and its results analysis. Finally, national, regional, and global related-studies are examined to situate the findings of this research in the context-related literature.

The third section of this study is the methodology section in which research approach, paradigm, design, instrument, setting, population, and data collection plan are all presented.

Then in the fourth section, the study analyzes collected data and discusses the results. Finally, the last section is where the study concludes with the findings, limitations, and implications of the current study.

1.2 MAP Test in the United Arab Emirates

The United Arab Emirates places a great deal of emphasis on innovation, which is regularly implemented in a variety of subjects, especially technology and vocational education programs (OECD 2020). Moreover, the UAE has radically reformed the education system and viewed international exams as a solid and focused way to assess student development (Morgan 2018) and to be internationally competitive (UAE Vision 2021). As a result, various benchmark assessments are conducted in the UAE to make sure that teaching and learning occurs based on international standards. Consequently, all private schools that follow the American curriculum must conduct the benchmark test Measures of Academic Progress (MAP) three times a year.

1.3 Aim and Objectives

The aim of this study is to determine how teachers' opinions of the MAP exam influence their attitude. This aim is divided into specific objectives. The first objective is to develop critical understanding of the benchmark MAP test. The second objective is to identify teachers' perceptions' influence on their attitudes.

The two objectives of this study can be structured as its research questions as follows:

- 1- What is the MAP test?
- 2- How do teachers' opinions' influence their attitudes?

1.4 Motivation and Rationale for the Study

As the representative of the UAE National Agenda parameter benchmark exam for US curriculum schools, the MAP test is conducted three times a year (Fall, Winter, Spring). The school the researcher works at has been conducting the MAP exam for more than ten years, however, students' scores do not show any significant progress. The researcher is a newly appointed head of department in the school and has a major challenge with the MAP test as students' scores are very low and students' progress can be hardly seen when comparing the results of the different MAP sessions. As a result, developing a critical understanding of the MAP test and understanding teachers' opinions' influence on their attitudes is the first step to overcome this challenge.

2. Literature Review

2.1 Overview

This section of the paper thoroughly explores literature for succinct analysis and effective critique of the topic under study. In this section, conceptual analysis and theoretical framework are both introduced. Then, extensive literature examination is conducted to elaborate on the MAP test overview, MAP test scores analysis, and teacher attitude towards benchmark exams in general. The section concludes with related studies to situate the current study and its finding in relevant literature.

2.2 Conceptual Analysis

In this section, concepts related to this paper are defined to remove any misinterpretation of their meanings. In this regard, two concepts are to be elaborated: teacher's perception and benchmark tests.

Cambridge dictionary (2021) defines perception as “a belief or opinion, often held by many people and based on how things seem”. Moreover, Longman dictionary (2021) describes it as “the way that people feel about a company, product, market etc and what they think it is like”. As a result, this research views teachers' perceptions as their opinions and feelings towards a specific topic or concept (the MAP test). This feeling or opinion forms a motivation or demotivation that leads to certain behavioral patterns. Consequently, teachers' perceptions are either of a positive or a negative power.

According to the Longman dictionary (2021), benchmark is “something that is used as a standard by which other things can be judged or measured”. Educationally, Radhwan (2020, p. 12) defines benchmark tests are “assessments administered periodically throughout the school year, at specified times during a curriculum sequence, to evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals”. As a result, benchmark exams play an essential role in informing educational policies and steering decision-making processes (Herman, Osmundson & Dietel 2010). There are many types of benchmark assessments, and the Measures of Academic Progress (MAP) is one of the most widely used (Medford 2014).

2.3 Theoretical Framework

The purpose of presenting theories closely related to the topic under investigation is to situate the findings of the study to a theoretical ground. This research is closely relevant to two theories: Social Constructivist theory and Self-Determination theory.

Social Constructivist theory is a theory that explains how learners gain knowledge through elaborative discussions, expressive reflections, and extensive interactions (Krahenbuhl 2016). According to Elliott et al. (2000, p. 256), it is “an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner”. As a result, learners need to accommodate newly acquired skills with their previous experience which sometimes require them to change their beliefs and perceptions.

Social Constructivist theory can inform this research as teachers in this case are the learners and their experiences with the MAP test in terms of test setting, content, and analysis are the practices that need to be reflected on. In addition, teachers' collaboration and discussions are key factors in changing their old perceptions about teaching and learning to cope with the new skill-based trends of the 21st century education requirements. Furthermore, the positive effect of exchanging different views amongst teachers in a professional environment can be a powerful tool to pave the path for newly desired changes.

Self-Determination theory is basically concerned with learners' motivation and its influence on their learning habits (Klein 2019). According to Guay, Ratelle, and Chanal (2008),

motivation is of three main types: intrinsic (internal), extrinsic (external), and amotivation (lack of motivation). This theory presents a holistic outline of learners' personality development by relating their drive to learn and their enthusiasm to feed their psychological needs in terms of autonomy and competence (Deci, Olafsen & Ryan 2017). They view self-determination as “a quality of human functioning that involves the experience of choice” which becomes “the determinants of one's actions” (p. 38).

This study benefits from the Self-Determination theory as it links between teachers' motivations (structured by their perceptions) and their teaching practices (their actions). Both intrinsic and extrinsic motivations of teachers as learners' act as a powerful starting point where education leadership can concentrate to enhance the teaching practices. In addition, eliminating amotivation and replacing it with one of the first two types of motivation can be effectively exploited if professionally handled.

2.4 The MAP Test Overview

The Measures of Academic Progress (MAP) exam is the most used benchmark tests worldwide and is a mandatory requirement for schools utilizing the American curriculum (Medford 2014). It is a computer-based exam designed by the Northwest Evaluation Association and is basically designed to measure students' knowledge, skills, and understanding of standards-based subjects of English, Math, and Sciences (Cordray et al. 2012). They add that differentiation is what distinguishes the MAP from other benchmark

assessments.

According to Thum and Kuhfeld (2020), the exam starts with a grade-level appropriate question and from there, questions start to get easier or harder depending on each individual student's response. As soon as students finish their test, they receive their scores. The MAP test uses the Rasch Unit (RIT) to measure students' performance in the three subjects. The RIT score is stable for all grade levels; if a three grader and a five grader students' RIT scores are the same, this means that they both have the same learning level. This unique consistency enables both teachers and parents to identify where exactly students' performance is.

The MAP test is created to spot students' performance level and inform teaching instructions in a personalized manner (Barber 2017). According to Cordray et al. (2012), there are two main factors that make the MAP test a highly effective educational instrument: the analysis of its results and the adjustment of teaching practices accordingly. As a result, the repeated conduct of the MAP test across the school academic year (twice or thrice a year; Fall, Winter, and Spring) enables teachers to effectively modify the curriculum to meet the changing needs of students on a regular basis.

2.5 The MAP Test Results Analysis

The MAP test attracts educators all over the world for its unique analysis of students' test results (Van Lare 2016). She adds that it does not only provide them with the grade-level

status for each student, but it also diagnoses strengths and weaknesses of each individual student. Furthermore, it offers suggestions on areas each student needs to work on to adjust his or her level status. In fact, these details are of essential significance for teachers as they can be guidelines that inform all teaching stages from planning the curriculum to delivering the content and finally evaluating it (Abrams, McMillan & Wetzel 2015).

The MAP test offers a variety of reports, however, the learning continuum report is what actually works for teachers seeking individualized instructions for their students (Marshall, Smart & Alston 2017). Teachers can utilize the learning continuum report with its detailed descriptions of skills weaknesses and strengths to “make a variety of instructional adjustments, including, modifications to whole class instruction, working with students in small groups, and providing individualized support” (Abrams, McMillan & Wetzel 2015, p.1).

Many other reports are available after each test is completed whether for individual students, class-level, whole school, or district (NWEA 2021). These reports are designed to address different educational stakeholders including parents, students, and teachers. Student-level reports include family report, student profile report, student progress report, and student goal setting worksheet. Both family and student profile reports address growth goals and communicate them with students and their families. While a student's progress report presents the overall growth comparing student's scores on different stations (previous results), a student's goal setting worksheet is a kind of self-reflection for him/her to review

their scores and set goals for the future.

Class-level reports are helpful for teachers looking for evidence-based instruments to differentiate teaching instructions for their students (Medford 2014). These reports include: achievement status and growth reports, class report, class profile report, class breakdown report (by RIT, instructional area, or projected proficiency), and learning continuum report. Each of these reports analyze students' performance depending on certain patterns according to the purpose of each report. However, the learning continuum report is one of the most effective reports to inform teaching strategies and differentiate instructions with its ability to divide students into coherent groups according to their strengths and weaknesses (Abrams, McMillian & Wetzel 2015).

2.6 Teacher Attitude

Teachers' role as the actual practitioners and the main implementers of any educational reform is clearly evident (Astawa, Mantra & Widiastuti 2017). Consequently, their competence is a crucial factor that determines the success or the failure of any desired progress plan in the educational sector. Teacher's competence is a structure that academic knowledge, experience, abilities, and attitude all mix together in and form a professional teacher. These different components are all interconnected and are all affected by each other. However, the overall teacher competence can be generally enhanced with continuous professional development.

Teacher attitude is the major and the core component in teacher competence (OECD 2019). According to Sivakumar (2018, p. 283) teacher attitude is “a tendency to react favorably or unfavorably toward a designated class of stimuli, such as a national or racial group, a custom or an institution”. This attitude can motivate teachers for progress through continuous professional development to gain more knowledge and experience. However, it can hinder them and present them as permanent objectors for any newly adapted technique. These attitudes might be relevant to the nature of teaching, the significance of a certain procedure, and to the instructional practices needed to foster a desired change (OECD 2019).

Teachers’ awareness of the significance of the MAP test scores analysis is a key factor that has a vital effect on their attitude. By using different reports generated from the MAP test, teachers can adjust their teaching practices to meet students’ individual needs. This motivates professional teachers to improve their analytical skills to be able to decode and utilize the MAP reports and consequently inform their teaching practices. In addition, linking teacher evaluation to students’ RIT scores progress would also encourage teachers to educate themselves about the MAP reports to be of beneficial use for them in their career.

2.7 Related Studies

In this section of the literature review, similar studies are thoroughly examined to situate the current study and compare its findings to related literature.

In her research review on teachers’ perception of students’ achievement data, Foster (2019)

concludes that teachers do not analyze students' performance data for the sake of modifying instructions, but rather they look into the characteristics of individual learners like behavior or external factors. She adds that teachers participating in the research show indifference to suggested self-reflection on their teaching practices. Instead, they keep shedding light on the nature of the assessment and the purpose behind it. Foster suggests professional development sessions for the teachers to widen their research skills in order to be eager to examine students' performance reports more thoroughly.

In another study, Raymond (2016) examines teachers' perceptions in preparing students for standardized testing in a school in the United States. He uses a semi-structured interview to collect data from teachers. He concludes that teachers feel pressured and frustrated due to the linkage between students' standardized test results and teacher evaluation especially with inexperienced teachers. On the other hand, some experienced teachers express their comfort with it. The study suggests professional development sessions for teachers on teaching strategies to meet the needs of different students. The study also concludes that professional development sessions decrease teachers' negative perception about standardized tests for students and increase their instructional competencies.

3. Methodology

3.1 Overview

In the methodology section of this paper, research paradigm, research design, and

instruments are introduced. In addition, research site, population, and data collection plan, and ethical considerations are all presented.

3.2 Research Paradigm

Choosing the appropriate paradigm is crucial for the reliability and accountability of any study findings, which broadly depends on the desired purpose set to accurately and unbiasedly answer the research questions (Creswell & Clark 2011). To support this research flexibility, the pragmatic paradigm is utilized as data are collected from qualitative and quantitative instruments (Kivunja & Kuyini 2017).

3.3 Research Design

The study benefits from the mixed method approach. For the first objective (to develop critical understanding of the benchmark MAP test) content analysis is to be utilized. For the second objective (to identify teachers' perceptions' influence on their attitudes), a survey is to be filled out by teachers. The combination of objectivity obtained from the quantitative data and the subjectivity from the qualitative data stresses inductive and deductive tactics that stretch a cherished prospect to differentiate between notions and concrete perceptions (Morgan 2007).

3.4 Data Collection Methods

The first method utilized is document analysis. This method is used to gather secondary

materials in the form of documents related to the nature of the MAP test, its significance, and students' scores analysis. The second method is questionnaire, this is used to gather data on the influence of teachers' opinions on their attitudes - this entails statements about practices of the MAP test understanding and students' results analysis. Targeted teachers rated each statement on a four-point scale that ranges from strongly disagree, to strongly agree. Data collected from this questionnaire were analyzed using descriptive statistics.

This study is conducted in a private school in Dubai. The population of the study is 250 teachers. The teachers' opinions questionnaire was emailed to teachers in a Google Form format. Purposive sampling is utilized amongst targeted teachers to "concentrate on people with particular characteristics who will better be able to assist with the relevant research" (Etikan, Musa & Alkassim 2016, p.3). Therefore, 100 teachers of the core subjects being assessed in the MAP test (English, Math, and Science) are emailed the survey.

3.6 Ethical Consideration

For ethical considerations, a consent form was introduced to the school principal and his approval was granted. Similarly, teachers participating in the quantitative instrument were provided with consent forms and they all were emailed along with the Google Forms survey, and their participation in the questionnaire is considered as their approval to the consent form.

4. Analysis and Discussion

In this section of the paper, data collected from both qualitative and quantitative methods are analyzed and systematically discussed. The qualitative data are to be analyzed using thematic approach in document analysis while quantitative data are to be analyzed using Statistical Package for the Social Sciences (SPSS).

4.1 Analysis and Discussion of Qualitative Data

Content analysis of three documents: MAP Growth Normative Data Overview (NWEA 2020), MAP Reports Reference (NWEA 2021), MAP Growth Theory of Action (Meyer & Dahlin 2022) shows that the MAP test is of vital significance to situate students' academic level within their peers of the same curriculum as "Norms provide context to understand student and school achievement and growth in academic subjects" (Thum & Kuhfeld 2020, p.i). It also shows that tracking students' progress on different stages throughout the academic school year (Fall, Winter, Spring) gives an accurate and up-to-date indicator of the quality of the curriculum, lesson planning, and teaching instructions. In addition, sharing different MAP reports with different stakeholders especially with family and students is of major importance to effectively reflect on students' performance.

The document MAP Growth Theory of Action states that "MAP Growth tests are aligned to state curriculum standards in a way that supports the cross-grade vertical scaling of the assessment". This alignment allows teachers and curriculum designers to reflect on the RIT

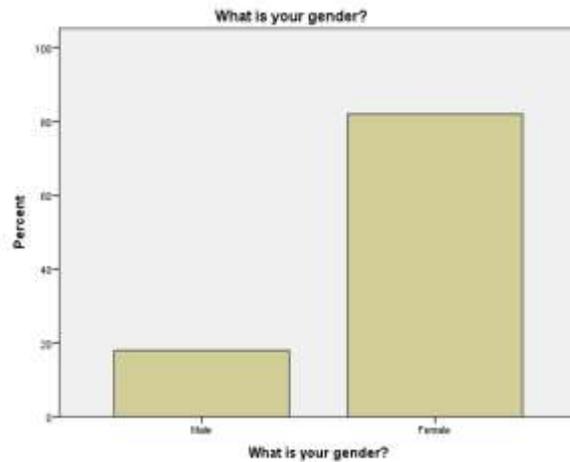
scores of their students and draw an informed understanding of the effectiveness of the curriculum implemented. In addition, this reflection offers an evidence-based indicator of the efficiency of the curriculum scope and sequence as the document says that “Instructional areas are established according to standards to reflect the articulation of content across grades.”

This is also highlighted in the document titled MAP Growth Normative Data Overview as it says that “the MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools” which helps teachers and guides them tracking learners’ progress against the set goals of the curriculum. These guidelines can be interpreted from different types of the reports generated after each exam depending on the role of the receiver as the document MAP Reports Reference mentions “Report access depends on which MAP user roles were assigned to your account.” This analysis of the three documents gives evidence-based guidelines that are to be combined with the analysis of the qualitative data analysis and lead to the findings of this paper.

4.2 Analysis and Discussion of Quantitative Data

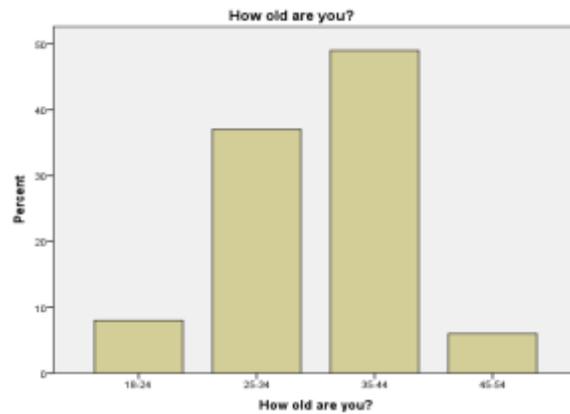
Teachers’ questionnaires are analyzed using the SPSS to compare between different statements about teachers’ perceptions of the MAP test.

Bar Chart 1: Participants’ Gender



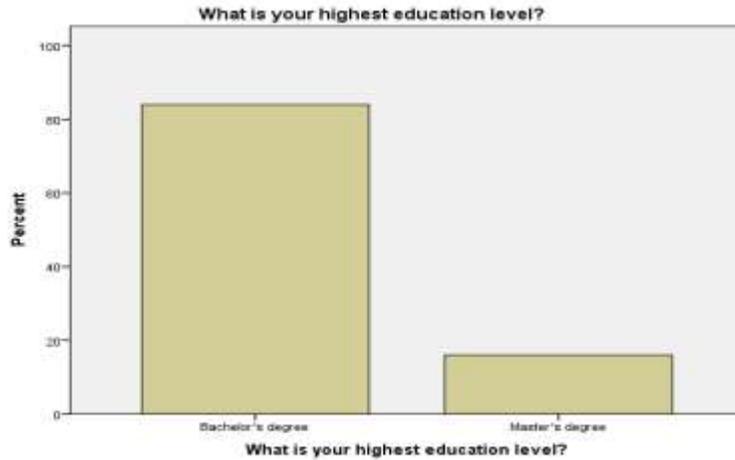
This bar chart shows that participants' gender is not distributed equally as female teachers represent about 80% of the participants while male teachers are only 20%.

Bar Chart 2: Participants' Age



This bar chart shows the age of the participants. About 90% of the participants are more than 25 and less than 45 years old.

Bar Chart 3: Participants' Level of Education



This bar chart shows the participants' level of education. The majority (more than 80%) of them hold a bachelor degree while only some of them (less than 20) hold a master degree.

Bar Chart 4: Participants' Total Years of Experience



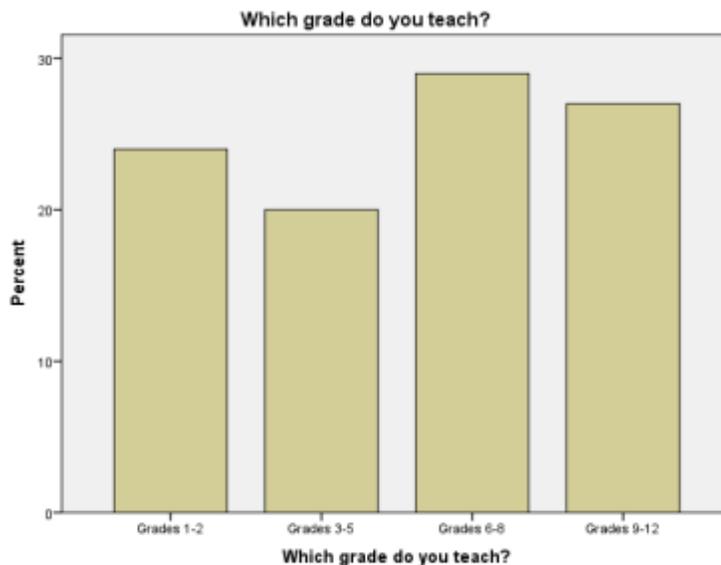
Bar chart 4 shows the participants' total years of experience. More than 80% of them are experienced teachers with more than 5 years of experience while about 10% have less than 5 years of experience.

Bar Chart 5: Participants' Current School Years of Experience



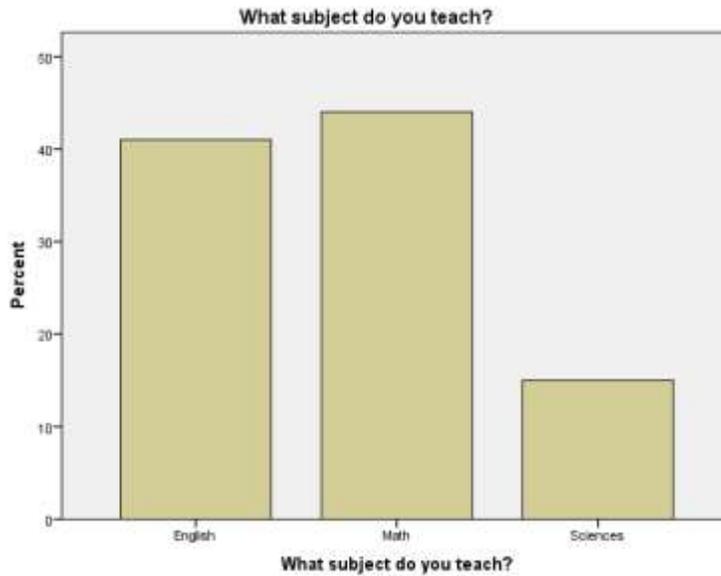
Bar chart 5 shows participants' teaching experience in the current school. More than 80% joined school within the last five years while the others are relatively old in the school with more than 6 years of teaching.

Bar Chart 6: Participants' Grade Level They Teach



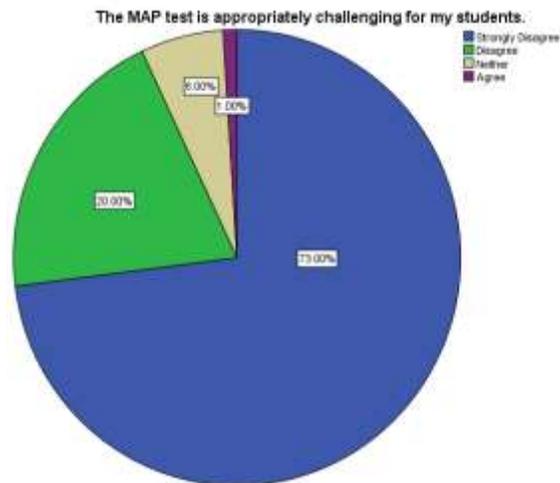
Bar chart 6 shows the share of each grade level of the participants. Participants are almost evenly distributed amongst different grade levels from 1-12.

Bar Chart 7: Participants' Subject



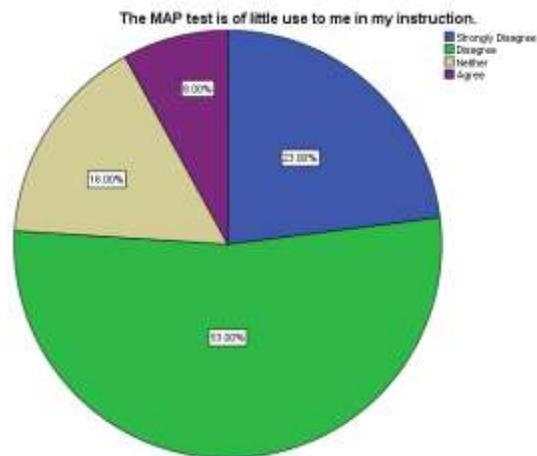
This bar chart shows that most participants are English and Math teachers (more than 80%) while less than 20% are science teachers.

Pie Chart 1: The MAP test is appropriately challenging for my students.



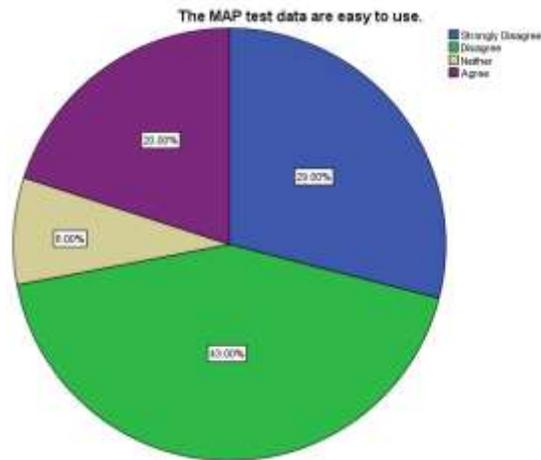
As illustrated in the pie chart 1, more than 90% of participants either disagree or strongly disagree with the statement that the MAP test is appropriately challenging for their students.

Pie Chart 2: The MAP test is of little use to me in my instruction.



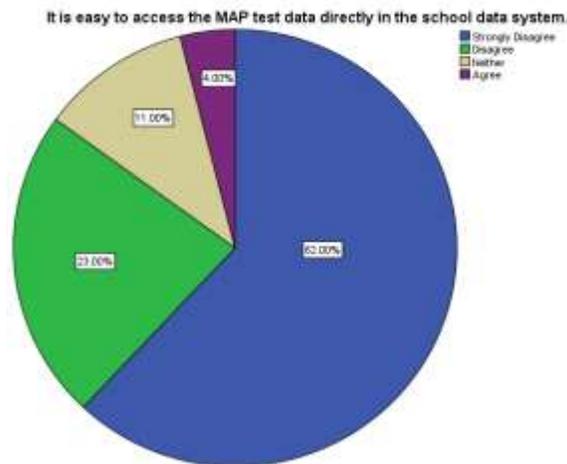
Pie chart 2 shows that most participants think that the MAP test is of little use in their instructions (more than 75%) while only 8% think the opposite. About 16% could not decide on this.

Pie Chart 3: The MAP test data are easy to use.



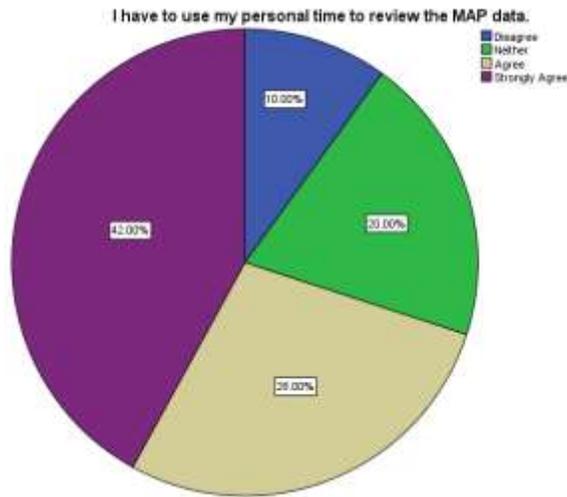
This pie chart shows that more than 70% of the participants do not think that the MAP test data is easy to use and only 20% find it easy to use the MAP test data.

Pie Chart 4: It is easy to access the MAP test data directly in the school data system.



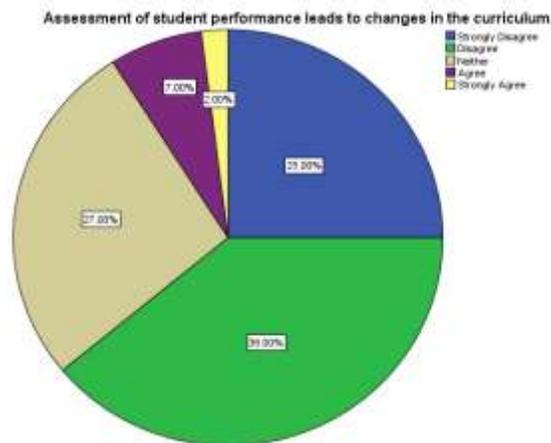
About 85% of the participants find it not easy to access the MAP data directly for the school data system. Only 4% of them find it easy while more than 10% could not decide.

Pie Chart 5: I have to use my personal time to review the MAP data.



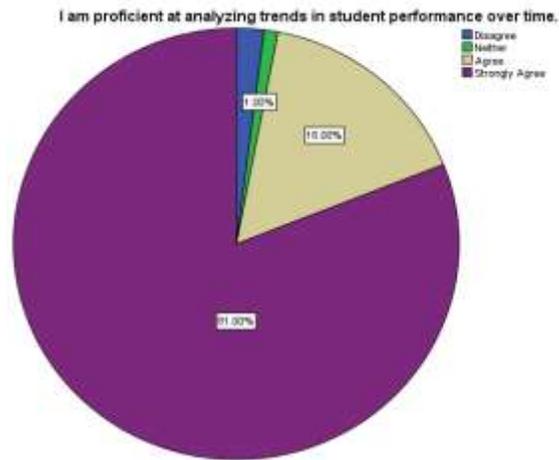
Pie chart 5 shows that about 70% of the participants use their personal time to review MAP test data. While 20% are neutral, only 10% disagree with the statement.

Pie Chart 6: Assessment of student performance leads to changes in the curriculum.



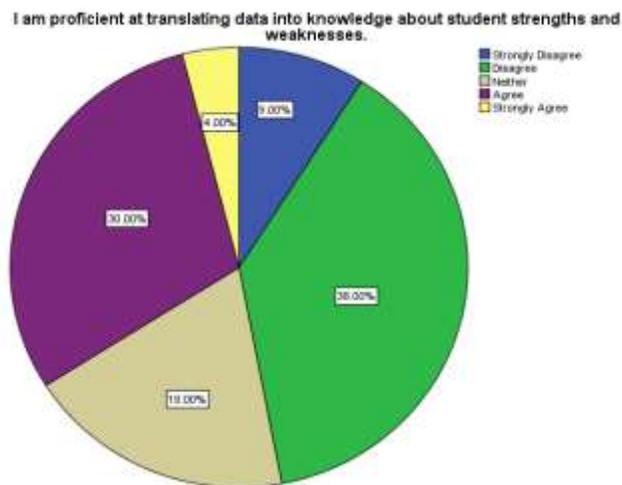
Pie chart 6 shows that about 65% of the participants do not see any reflection of students' assessment in the curriculum modifications. While about 9% can see this reflection, about 30% of the participants preferred to be neutral on that.

Pie Chart 7: I am proficient at analyzing trends in student performance over time.



Pie chart 7 shows participants' proficiency at analyzing students' performance over time. More than 90% believe they are proficient while less than 10% think the opposite.

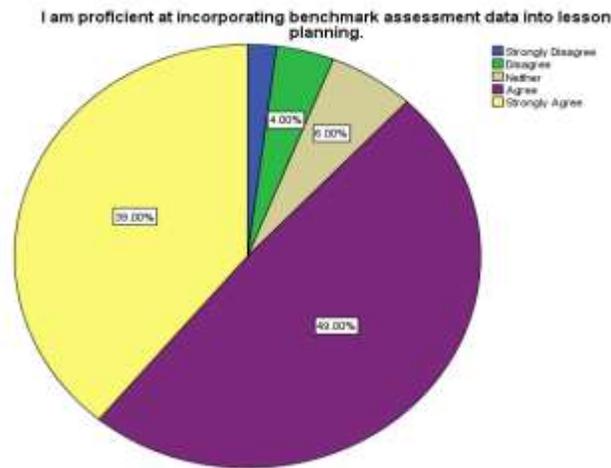
Pie Chart 8: I am proficient at translating data into knowledge about student strengths and weaknesses.



This pie chart shows that more than 45% of the participants cannot proficiently translate

data into knowledge about students' strengths and weaknesses, about 20% could not decide, and about 35% can make this translation.

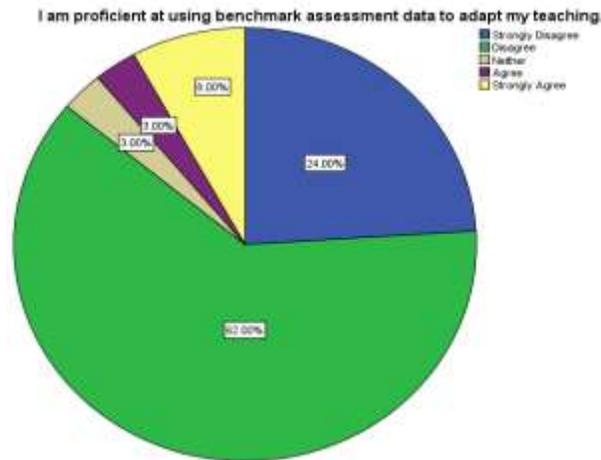
Pie Chart 9: I am proficient at incorporating benchmark assessment data into lesson planning.



Pie chart 9 shows that more than 80% of the participants can proficiently incorporate benchmark assessment data into lesson planning. Less than 10% cannot do that and 6% are neutral.

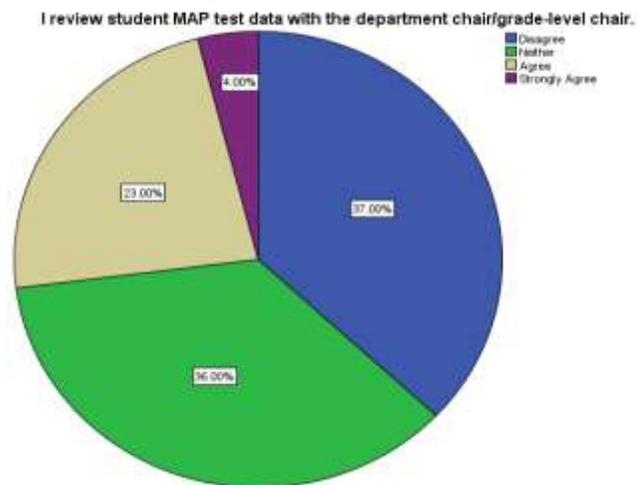
Pie Chart 10: I am proficient at using benchmark assessment data to adapt my teaching.

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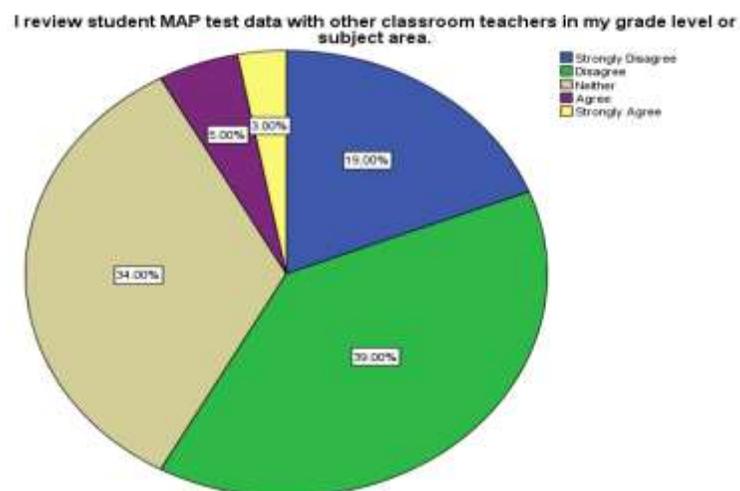
Pies chart 10 shows that more than 80% of participants cannot proficiently use benchmark assessment data to adapt their teaching while only about 10% can do that.

Pie Chart 11: I review student MAP test data with the department chair/grade-level chair.



Pie chart 11 shows that more than 70% of participants do not review students' MAP test data with either the department chair or the grade-level chair while about 25% agree on that, and about 4% strongly agree.

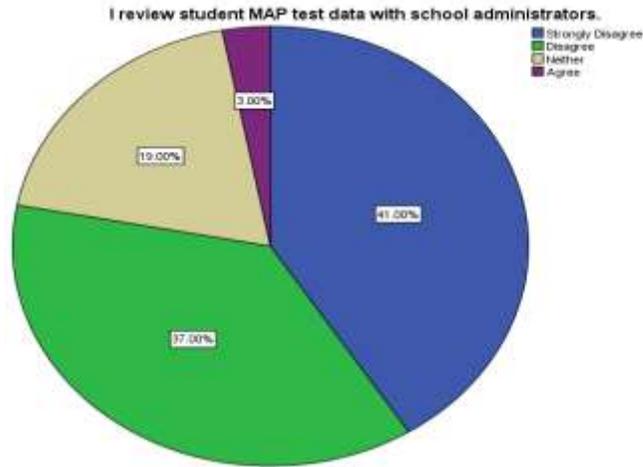
Pie Chart 12: I review student MAP test data with other classroom teachers in my grade level or subject area.



In pie chart 12, about 34% of the participants could not decide on whether they review students' MAP test data with other classroom teachers in their grade-level or subject area while about 60% disagree with this statement.

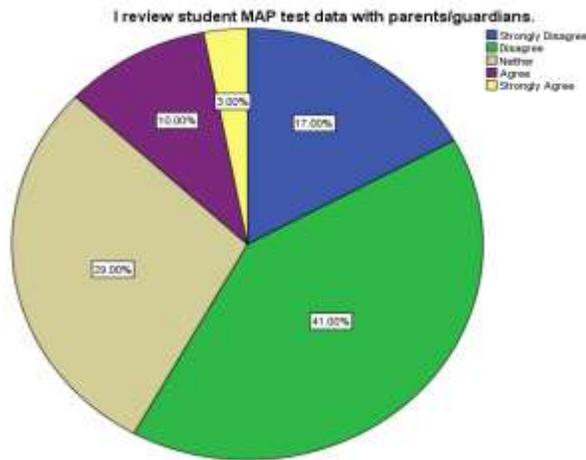
Pie Chart 13: I review student MAP test data with school administrators.

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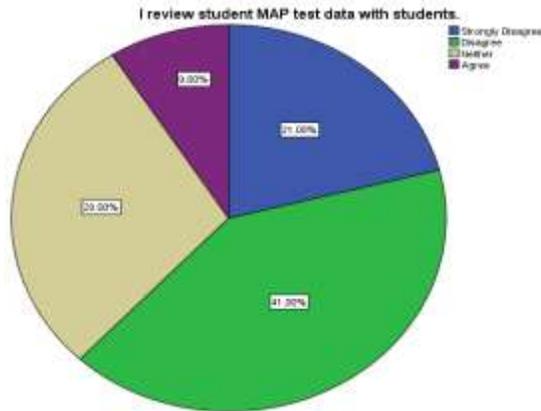
Pie chart 13 shows that most teachers (41% and 37%) disagree that school administration reviews students' MAP test data with them. Only 3% of the participants agree with that while about 20% are neutral.

Pie Chart 14: I review student MAP test data with parents/guardians.



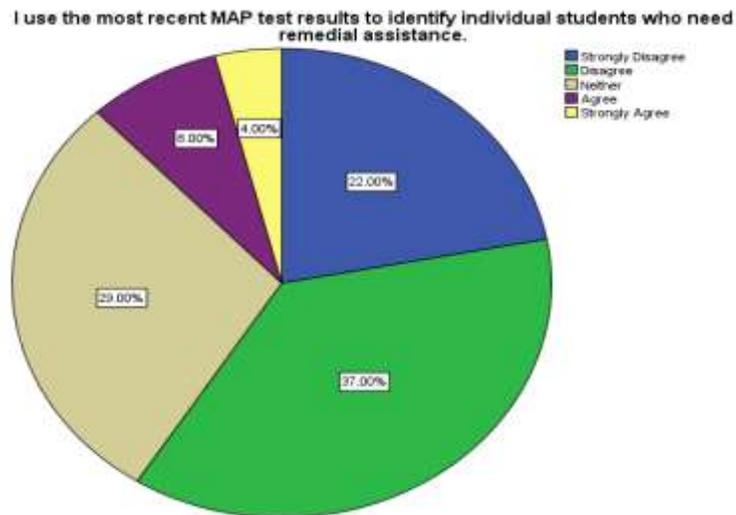
Pie chart 14 illustrates parents' engagement in students' MAP test data. About 60% of the participants disagree that they review student MAP test data with parents or guardians. About 30% are neutral while only 13% agree with the statement.

Pie Chart 15: I review student MAP test data with students.



Pie chart 15 shows students' engagement in their MAP test data. More than 60% of participants disagree that they review student MAP test data with students. About 30% are neutral while only less than 10% agree with the statement.

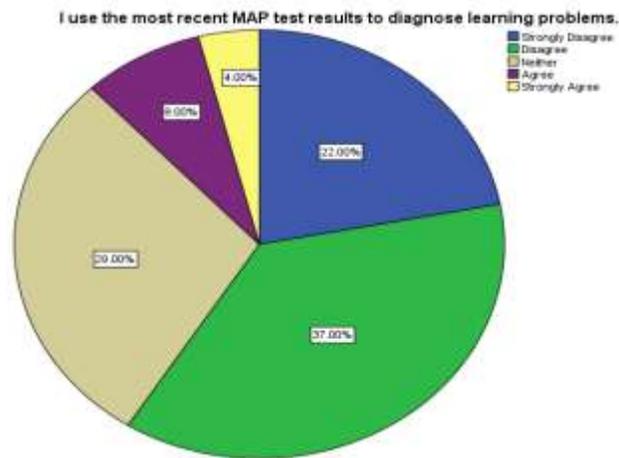
Pie Chart 16: I use the most recent MAP test results to identify individual students who need remedial assistance.



Pie chart 16 shows that about 60% of the participants do not use the most recent MAP test

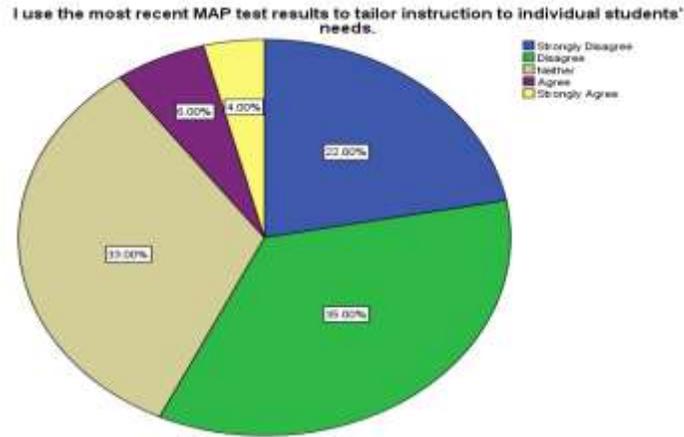
results to identify individual students who need remedial assistance. About 30% are neutral while only about 12% agree with the statement.

Pie Chart 17: I use the most recent MAP test results to diagnose learning problems.



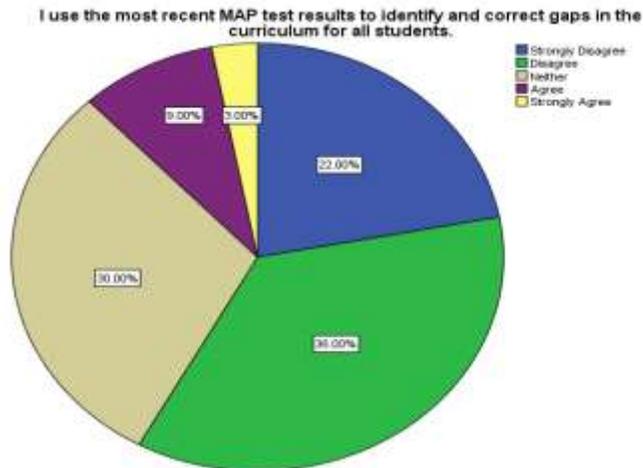
Pie chart 17 shows that about 60% of the participants do not use the most recent MAP test results to diagnose learning problems. About 30% are neutral while only about 12% agree with the statement.

Pie Chart 18: I use the most recent MAP test results to tailor instruction to individual students' needs.



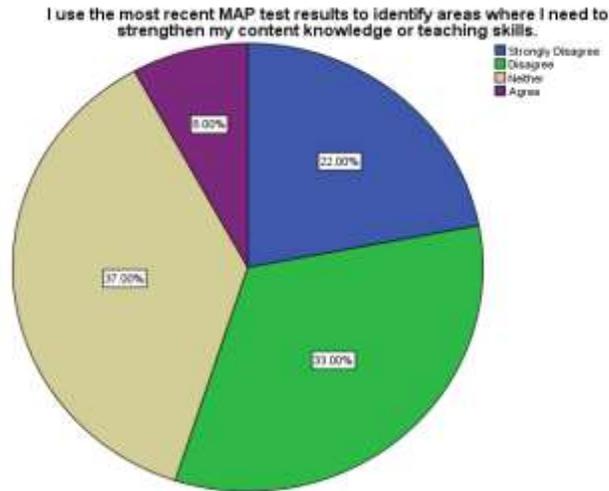
Pie chart 18 shows that more than 60% of the participants do not use the most recent MAP test results to tailor instruction to individual students' needs. More than 30% are neutral while only 10% agree with the statement.

Pie Chart 19: I use the most recent MAP test results to identify and correct gaps in the curriculum for all students.



Pie chart 19 shows that more than 60% of the participants do not use the most recent MAP test results to identify and correct gaps in the curriculum for all students. About 30% are neutral while only 12% agree with the statement.

Pie Chart 20: I use the most recent MAP test results to identify areas where I need to strengthen my content knowledge or teaching skills.



Pie chart 20 shows that more than 60% of the participants do not use the most recent MAP test results to identify areas where I need to strengthen my content knowledge or teaching skills. About 37% are neutral while only 8% agree with the statement.

4.4 Conclusion of the Analysis

The analysis of the qualitative data shows the significance of the MAP test and the analysis of its results data. It also shows that communicating these results with different stakeholders is essential to emphasize its importance and to track students' progress more effectively. Similarly, the analysis of quantitative data shows that teachers' perceptions of the MAP test negatively affect their attitude. Consequently, there is an evident gap in communication between different stakeholders regarding the MAP assessment results data. These data are

not adequately analyzed and thus not proficiently utilized in the lesson planning or the

teaching instructions.

5. Conclusion

In this section of the paper, the key findings are presented, the limitations and implications of the current study are revealed. Moreover, some recommendations for future research are suggested with a concluding note as a review of the whole paper.

5.1 Key Findings

This study aimed to determine how teachers' opinions of the MAP exam influence their attitude. This aim is divided into specific objectives. The first objective (to develop critical understanding of the benchmark MAP test) was fully achieved by reviewing relevant literature. In addition, the second objective (to identify teachers' perceptions' influence on their attitudes) was also fulfilled by collecting data from teachers' questionnaires and analyzing them.

It is significant to situate the finding of the study in the theoretical framework set in the first part of the literature review. Social constructivist theory is practically relevant to teachers' attitude as participants in the questionnaire can be considered the learners who can effectively reflect on their experiences to widen their knowledge and skills. In addition, self-determination theory is also existent in the findings as teachers' intrinsic and extrinsic motivations as learners act as a powerful starting point to strengthen their interest in the MAP exam in order to enhance their teaching practices and align them with the MAP reports.

The study concludes with the following findings:

- 1- The benchmark MAP test is of great significance to periodically track students' progress and situate their knowledge and knowledge with their peers.
- 2- Analyzing students' MAP test results and generating different reports is a useful and effective tool to inform curriculum structure, lesson planning components, and teaching instructions.
- 3- Communicating MAP test results with students and their families to perform an evidence-based reflection on students' performance is a powerful tool to improve the learning experience.
- 4- Teachers' perceptions greatly affect their attitude towards handling the MAP test results and translating them into instructional practices.
- 5- There is a clear gap between the school administration's preparation for the MAP test and their reflection after the results are revealed. This gap is evident in a form of miscommunication between teachers and administrative members.
- 6- It is important to conduct professional development sessions for teachers on how to utilize MAP reports and incorporate them in lesson planning and teaching practices.

5.2 Limitations of the Current Study

The main limitation of this study is time limitation. This limitation prevented this research from conducting interviews with teachers and school administrative members which would

have been an effective qualitative instrument to more efficiently inform the findings of the study.

5.3 Implications of the Current Study

This study aimed to determine how teachers' opinions of the MAP exam influence their attitude. The aim was fully achieved and the study findings can be considered as guidelines for schools seeking improvement in students' MAP scores. In addition, the study also shed light on the importance of teachers' professional development to be able to effectively utilize MAP reports.

5.4 Recommendations for Further Research

For future research, this study suggests conducting interviews with teachers and school administration to get a more profound understanding of their perceptions' influence on their attitude. Moreover, it is worth noting that identifying areas of professional development for teachers on the utilization of the MAP test reports is another field for future research.

5.5 Concluding Note

This study aimed to determine how teachers' opinions of the MAP exam influence their attitude. A mixed-methods approach was adopted and teachers' questionnaire and content analysis of relevant literature was conducted. The study analyzed data collected from both instruments and concluded with the findings.

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