

A COMPARISON FROM 2008-2015 BETWEEN MISSOURI PUBLIC SCHOOL STUDENT
COMPUTER-BASED AND PAPER-AND-PENCIL BASED HIGH STAKES ASSESSMENTS
BY RACE AND SOCIO-ECONOMIC STATUS

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Abstract

There is a lack of knowledge in whether there is a difference in results for students on paper and pencil high stakes assessments and computer-based high stakes assessments when considering race and/or free and reduced lunch status. The purpose of this study will be to add new knowledge to this field of study by determining whether there is a difference in results for students on paper and pencil high stakes assessments and computer-based high stakes assessments when considering race and/or free and reduced lunch status. The measurements in this study included 8th grade Missouri Assessment Program mathematics exam results data, Algebra I Missouri End-of-Course Exam results data, and the Math portion of the ACT results data. The research design will use a static-group comparison design that utilizes a quantitative, non-experimental correlational methodology. By contributing further to the existing research, the findings of this study may provide educators and policy makers additional information to make decisions that inform future policy discussions regarding the use of computer based testing for high stakes assessments within the K-12 public education setting.