

Public Abstract

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Graduation Term:SP 2016

Department:Learning, Teaching and Curriculum

Degree:PhD

Title:I think Im a good reader, but I guess Im not, since I got put in that class. The intended and unintended consequences of reading assessment and intervention: An Institutional Ethnography

This Institutional Ethnography presents research gathered through interviews with administrators, teachers and students involved in the giving, taking and using of reading assessments to place students in reading intervention. These interviews reveal the role that power plays in the ongoing high stakes assessing of readers and the placement of them in classes meant to "fix" their "deficiencies." Findings reveal that these fixes often do more harm than good creating stigma and lost opportunities for students, extra stress for teachers and a disconnect between belief and practice. A radical rethinking of how we view assessments and reading intervention could benefit students, individuals and society.