

# Questionnaire on Teachers' Diagnostic Competence Related to Classroom-based Assessment in Inclusive Schools (DaCI)

Including four single dimensions: Instructional Decision-Making,  
Educational Assessments, Identification of Special Educational Needs,  
and Progress Monitoring

Jungjohann, J. & Gebhardt, M.

English Translation of the Version 0.2

May 2023

Dr. Jana Jungjohann

<https://orcid.org/0000-0002-9985-4780>

Universität Regensburg

Prof. Dr. Markus Gebhardt

<https://orcid.org/0000-0002-9122-0556>

Universität Regensburg

Published under the license:

CC-BY-SA 4.0



## Summary

This questionnaire is designed to assess the diagnostic competencies related to classroom-based assessments as a crucial component of data-based instructions. The target groups of the questionnaire are student teachers, trainee and pre-service teachers as well as teachers in the field of inclusive education. The questionnaire consists of four dimensions: (1) Instructional Decision-Making, (2) Educational Assessments, (3) Identification of Special Educational Needs, and (4) Progress Monitoring. The third dimension, Identification of Special Educational Needs, is specifically designed for special education teachers, while all other dimensions are applicable to all teachers. It is assumed that lessons in all types of schools are planned and designed in a differentiated and individually appropriate way for all students. A basic knowledge of the subject matter as well as diagnostic competencies are necessary in this respect, especially in inclusive and special schools, in order to make data-based instructions. The questionnaire provides a basis for assessing the diagnostic competence of teachers to plan further trainings and skill enhancement courses in diagnostics.

## Keywords

Classroom-based assessment (CBA), data-based instruction, diagnostic competencies, formative assessment, summative assessment, progress monitoring, questionnaire, teachers

## Versions

The initial **Version 0.1** included a total of 30 items. Psychometric analysis confirmed the theoretically assumed four-dimensional structure of the questionnaire. Two items were removed for the revised **Version 0.2**. All data can be found in the OSF project, see <https://osf.io/exmwq/>.

## Literature relating to the initial psychometric analysis

Jungjohann, J., & Gebhardt, M. (2023). Dimensions of Classroom-Based Assessments in Inclusive Education: A Teachers' Questionnaire for Instructional Decision-Making, Educational Assessments, Identification of Special Educational Needs, and Progress Monitoring. *International Journal of Special Education (IJSE)*, 38(1), 131–144. <https://doi.org/10.52291/ijse.2023.38.12>

## Citation

Jungjohann, J. & Gebhardt, M. (2023). *Questionnaire for Teachers' Diagnostic Competence Related to Classroom-based Assessment in Inclusive Schools (DaCI)*. Universität Regensburg.

## Overview of dimensions with items and item abbreviations

---

### Instructional Decision-Making (IDM)

---

IDM01	I know how to identify students with learning problems.
IDM02	I am familiar with literacy approaches (i.e., reading, writing or mathe- matic).
IDM03	I am familiar with methods of how to support literacy development in reading, writing or mathematics.
IDM04	I know how to choose a suitable support strategy for a child.
IDM05	I know how to adapt a support strategy for literacy development.
IDM06	I know how to evaluate the level of fit of a specific support strategy for a child.
IDM07	I am familiar with developing individualized material to be used for sup- port independently.
IDM08	I know how to assess the reading, writing or mathematical literacy of a child when writing a school report.

---

### Educational Assessment (EdA)

---

EdA01	I know several informal and standardized tests for measuring the status quo (summative assessments).
EdA02	I am familiar with norm-reference values and their relevance in educa- tional assessment.
EdA03	I choose an educational assessment on the basis of its quality criteria.
EdA04	I know how to conduct informal and standardized tests for measuring the status quo of students and how to evaluate them.
EdA05	I know how to interpret results from standardized tests for measuring the status quo and how to assess educational aims.
EdA06	I know how to design informal tests for measuring the status quo inde- pendently (e.g., reading comprehension or number range extension tests).
EdA07	If, in specific cases, there is no suitable standardized educational assess- ment available, I know how to adapt and use a standardized assessment instrument for the concrete purpose (e.g., choosing subtasks).

---

**Identification of Special Educational Needs (IdSEN)**

---

IdSEN01	I have ample experience in writing special education reports.
IdSEN02	I am familiar with the steps necessary to be taken to assess a child's need for special educational support.
IdSEN03	I know how to conduct assessments to assess a child's need for special educational support.
IdSEN04	I know how to phrase the aims of special educational support.
IdSEN05	I know different placements (also inclusive ones) and am familiar with providing advice on their advantages and disadvantages.
IdSEN06	I know how to check whether the aims of a special support strategy have been achieved.

---

**Progress Monitoring (PoM)**

---

PoM01	I am familiar with different instruments for progress monitoring (formative assessments).
PoM02	I am familiar with the theoretical background and concepts of progress monitoring approaches.
PoM03	I know how to conduct and evaluate a progress monitoring instrument.
PoM04	I know how to interpret student progress monitoring data presented graphically.
PoM05	I know how to adapt instruction based on student progress monitoring data.
PoM06	I am familiar with designing an informal instrument for progress monitoring.
PoM07	I know how to evaluate the effectiveness of a support strategy.

Item categories

*1 = not at all true, 2 = rather not true, 3 = rather true, 4 = mostly true, 5 = completely true*

## Questionnaire on Teachers' Diagnostic Competence Related to Classroom-based Assessment in Inclusive Schools

Decide to what degree you agree with the statement of each item.

Please tick only one box.

In case of "or" questions, focus on the subject area (mathematics vs. language) in which you have more knowledge.

		<i>not at all true (1)</i>	<i>rather not true (2)</i>	<i>rather true (3)</i>	<i>mostly true (4)</i>	<i>completely true (5)</i>
<b>Instructional Decision-Making (IDM)</b>						
IDM01	I know how to identify students with learning problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDM02	I am familiar with literacy approaches (i.e., reading, writing or mathematic).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDM03	I am familiar with methods of how to support literacy development in reading, writing or mathematics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDM04	I know how to choose a suitable support strategy for a child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDM05	I know how to adapt a support strategy for literacy development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDM06	I know how to evaluate the level of fit of a specific support strategy for a child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDM07	I am familiar with developing individualized material to be used for support independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IDM08	I know how to assess the reading, writing or mathematical literacy of a child when writing a school report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		<i>not at all true (1)</i>	<i>rather not true (2)</i>	<i>rather true (3)</i>	<i>mostly true (4)</i>	<i>completely true (5)</i>
<b>Educational Assessment (EdA)</b>						
EdA01	I know several informal and standardized tests for measuring the status quo (summative assessments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
EdA02	I am familiar with norm-reference values and their relevance in educational assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EdA03	I choose an educational assessment on the basis of its quality criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EdA04	I know how to conduct informal and standardized tests for measuring the status quo of students and how to evaluate them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EdA05	I know how to interpret results from standardized tests for measuring the status quo and how to assess educational aims.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EdA06	I know how to design informal tests for measuring the status quo independently (e.g., reading comprehension or number range extension tests).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EdA07	If, in specific cases, there is no suitable standardized educational assessment available, I know how to adapt and use a standardized assessment instrument for the concrete purpose (e.g., choosing subtasks).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Identification of Special Educational Needs (IdSEN)</b>						
IdSEN 01	I have ample experience in writing special education reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IdSEN 02	I am familiar with the steps necessary to be taken to assess a child's need for special educational support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IdSEN 03	I know how to conduct assessments to assess a child's need for special educational support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IdSEN 04	I know how to phrase the aims of special educational support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IdSEN 05	I know different placements (also inclusive ones) and am familiar with providing advice on their advantages and disadvantages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IdSEN 06	I know how to check whether the aims of a special support strategy have been achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		<i>not at all true (1)</i>	<i>rather not true (2)</i>	<i>rather true (3)</i>	<i>mostly true (4)</i>	<i>completely true (5)</i>
<b>Progress Monitoring (PoM)</b>						
PoM 01	I am familiar with different instruments for progress monitoring (formative assessments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PoM 02	I am familiar with the theoretical background and concepts of progress monitoring approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PoM 03	I know how to conduct and evaluate a progress monitoring instrument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PoM 04	I know how to interpret student progress monitoring data presented graphically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PoM 05	I know how to adapt instruction based on student progress monitoring data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PoM 06	I am familiar with designing an informal instrument for progress monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PoM 07	I know how to evaluate the effectiveness of a support strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>