

**Teacher Rating of Student Adjustment**  
*Grade 7 /Year 8*

**Fast Track Project Technical Report**  
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**Citations**

*Instrument*

Conduct Problems Prevention Research Group (CPPRG). (1995).  
*Teacher Rating of Student Adjustment* [On-line]. Available: <http://www.fasttrackproject.org/>

*Report*

Muschkin, C. G. (2003). *Teacher Rating of Student Adjustment* (Fast Track Project Technical Report) [On-line]. Available: <http://www.fasttrackproject.org/>

*Research Paper*

Muschkin, C. G., and Malone, P. S. (2003). Multiple Teacher Ratings: an Evaluation of Measurement Strategies. Manuscript in preparation: Duke University.

**Data Sources**

*Unscored:* T8K  
*Scored:* TSA8

**I. Scale Description**

The Teacher Rating of Student Adjustment is a 7-item instrument developed by the Fast Track Project to assess dimensions of success in adjusting to middle and high school. The first item queries how well the teacher knows the child; the remaining items target the teacher's perceptions of a student's academic performance, academic motivation, social skills, adult relationships, conduct, and personal maturity. Responses are coded on a five-point scale ranging from 1 to 5, as follows: Poor, unsatisfactory skills (1); Below average skills (2); Average skills (3); Above average skills (4); and Excellent skills (5).

**II. Report Sample**

This report contains data collected on Cohort 1, Year 8. The data include a high-risk control sample (n=155) and a normative sample (n = 387) for a total N = 463, including overlap. Of the 463 subjects, 68 are missing all responses for this measure, including 59 from the normative group (8 from Durham, 21 from Washington, 10 from Pennsylvania, and 20 from Nashville), and 21 from the control group (3 from Durham, 7 from Nashville, 4 from Pennsylvania, and 7 from Washington), with overlap between the normative and control groups.

### III. Scaling

The data from this measure are distinctive in that multiple teacher ratings of the target behaviors were obtained for each student in grades 6, 7, and 8. The goal was to administer the instrument to teachers in each of the student's core classes, as most middle school students move among several classrooms for core academic subjects. The decision to use multiple informants raises methodological issues that impact scaling and analysis of these data. These issues are addressed in the research paper cited above (Muschkin and Malone, 2003), and are briefly referenced below.

One possible problem with the use of these data is the potential lack of concordance among the teacher ratings for each student. Low levels of agreement among the raters may indicate that there is a significant source of unexplained variance, limiting the interpretability of analyses using these data. Thus, our first step in determining a measurement strategy was to evaluate inter-rater reliability. This study used the Intraclass Correlation Coefficient (ICC), appropriate for the condition of varying numbers of raters across classes. In this case, the "class" refers to the individual student in the sample; the ICC is the proportion of variance in the item responses accounted for by the student's identity. The ICC coefficients for the normative sample and control samples are as follows:

	<b>Normative Sample</b>	<b>Control Sample</b>
<b>Academic Performance</b>	0.55	0.40
<b>Academic Motivation</b>	0.52	0.42
<b>Social Skills</b>	0.39	0.47
<b>Relationships with Adults</b>	0.39	0.35
<b>Conduct</b>	0.60	0.46
<b>Personal Maturity</b>	0.58	0.42

These reliability levels indicate that the level of inter-rater disagreement may limit the usefulness of multiple ratings, particularly for the control sample. In selecting a measurement strategy, the researcher will need to weigh the relative benefits of multiple rating scores, as compared with the score from a single teacher rating. Muschkin and Malone evaluated the validity of both measurement strategies, in analyses involving structural equation models designed to test the relationship between teacher rating strategies (single vs. multiple) and correlates from other Fast Track measures, including academic performance indicators from school records and items from the Parent Rating of Student Adjustment. The lowest residual variances occurred in the aggregate model, thus indicating the advisability of using multiple informant data, when reliability levels are acceptable, and other sources of variation are not a concern (see section V of this report for further recommendations). For this report, the data were aggregated by averaging the teacher ratings available for each student, to create an average scale score for each of the six behavior domains.

#### **IV. Differences Between Groups**

T-tests of means on the aggregate scores between the normative and control samples yielded the following results:

	Normative Sample		Control Sample		DF	t Value	Pr >  t
	Mean	SD	Mean	SD			
<b>Academic Performance</b>	2.94	1.06	2.40	0.96	390	-4.98	<.0001
<b>Academic Motivation</b>	3.02	1.13	2.43	1.04	389	-5.05	<.0001
<b>Social Skills</b>	3.45	0.85	2.86	1.00	389	-6.06	<.0001
<b>Relationships with Adults</b>	3.27	0.89	2.80	0.93	389	-4.90	<.0001
<b>Conduct</b>	3.43	1.15	2.53	1.03	389	-7.59	<.0001
<b>Personal Maturity</b>	3.02	1.21	2.36	1.08	389	-5.26	<.0001

These results reveal significant differences between the normative and control samples for all of the aggregated scores. For each domain of student adjustment, the normative group received a higher mean rating as compared with the control group. This finding indicates that students in the normative group were, on average, significantly more successful in these dimensions of adjustment to seventh grade, as compared with the high-risk control group.

#### **V. Recommendations for Use**

As noted, the level of inter-rater agreement varies considerably across behavioral domains, with the lowest values of the Intraclass Correlation Coefficient for the "social skills" and "relationships with adults" items. The behavioral characteristics targeted with these items are likely to be the most subject to influence by the particular classroom environment. Furthermore, the ICC coefficients are consistently lower for students in the control sample. Researchers should keep in mind that the scores for these domains and for the control sample include considerable variation across teacher ratings for each student, a potentially important source of measurement error in analyses using these data.

When using the aggregate scores, analysts should note that the number of teachers providing ratings varies across students. For the normative and control samples, 13 percent of students had only one teacher rating, 56 percent had two ratings, 25 percent had three ratings, and 5 percent had four or five ratings. In models predicting the TRSA domains, Muschkin and Malone (2003) found that, as expected, the lowest residual variance estimates correspond to the sample of students who received three or more teacher ratings. To the extent that the variation in the number of teachers rating each student is systematic, this could introduce heterogeneity of error variance (heteroscedasticity) in analyses using these data, violating an assumption of many common analytic techniques. An alternative approach is to use a single teacher's rating for each student. This sacrifices the increased precision from the multiple teacher ratings, but avoids the heteroscedasticity problem. Muschkin and Malone found no differences between using reports from a randomly selected teacher and from selection based on the item assessing how well the teacher knows the child; the former is recommended when heteroscedasticity is a concern.

**VI. Scale Means and SDs**

**Means and Standard Deviations for Average Scores,  
Teacher Ratings of Student Adjustment  
Cohort 1, Year 8 Normative Sample**

<b>Variable</b>	<b>Label</b>	<b>Mean</b>	<b>N</b>	<b>Std Dev</b>
tsa8stam	TSA student academic motivation yr 8	2.88	325	1.13
tsa8stap	TSA student academic performance yr 8	2.82	326	1.05
tsa8star	TSA student-adult relationships yr 8	3.16	325	0.92
tsa8stc	TSA student conduct yr 8	3.25	325	1.18
tsa8stpm	TSA student personal maturity yr 8	2.87	325	1.21
tsa8stss	TSA student social skills yr 8	3.33	325	0.91

**Means and Standard Deviations for Average Scores,  
Teacher Ratings of Student Adjustment  
Cohort 1, Year 8 Control Sample**

<b>Variable</b>	<b>Label</b>	<b>Mean</b>	<b>N</b>	<b>Std Dev</b>
tsa8stam	TSA student academic motivation yr 8	2.43	133	1.05
tsa8stap	TSA student academic performance yr 8	2.40	133	0.96
tsa8star	TSA student-adult relationships yr 8	2.80	133	0.93
tsa8stc	TSA student conduct yr 8	2.53	133	1.03
tsa8stpm	TSA student personal maturity yr 8	2.36	133	1.08
tsa8stss	TSA student social skills yr 8	2.86	133	1.00

**VII. Scale Correlations**

**Teacher Ratings of Student Adjustment – Average Score Correlations  
Report Sample, Year 8**

Pearson Correlation Coefficients Prob >  r  under H0: Rho=0 Number of Observations						
	<b>tsa8stam</b>	<b>tsa8stap</b>	<b>tsa8star</b>	<b>tsa8stc</b>	<b>tsa8stpm</b>	<b>tsa8stss</b>
<b>tsa8stam</b> TSA student academic motivation yr 8	1.000 0.000 391.000	0.771 0.000 391.000	0.672 0.000 391.000	0.728 0.000 391.000	0.858 0.000 391.000	0.533 0.000 391.000
<b>tsa8stap</b> TSA student academic performance yr 8	0.771 0.000 391.000	1.000 0.000 392.000	0.575 0.000 391.000	0.606 0.000 391.000	0.748 0.000 391.000	0.483 0.000 391.000
<b>tsa8star</b> TSA student-adult relationships yr 8	0.672 0.000 391.000	0.575 0.000 391.000	1.000 0.000 391.000	0.753 0.000 391.000	0.686 0.000 391.000	0.720 0.000 391.000
<b>tsa8stc</b> TSA student conduct yr 8	0.728 0.000 391.000	0.606 0.000 391.000	0.753 0.000 391.000	1.000 0.000 391.000	0.779 0.000 391.000	0.585 0.000 391.000
<b>tsa8stpm</b> TSA student personal maturity yr 8	0.858 0.000 391.000	0.748 0.000 391.000	0.686 0.000 391.000	0.779 0.000 391.000	1.000 0.000 391.000	0.570 0.000 391.000
<b>tsa8stss</b> TSA student social skills yr 8	0.533 0.000 391.000	0.483 0.000 391.000	0.720 0.000 391.000	0.585 0.000 391.000	0.570 0.000 391.000	1.000 0.000 391.000