

Hoge, R., & Butcher, R. (1984). Analysis of teacher judgments of pupil achievement levels. *Journal of Educational Psychology*, 76, 777-781.

Studies on the effects of teacher expectancies on student performance have gained a large amount of attention over the past several years. Hoge and Butcher (1984) narrowed this study further by testing the accuracy of teacher expectancies on student performance. The researchers used 322 students in grades third through eighth and twelve teachers all from a rural area to test their hypothesis. Teachers were first given rating and test data on the students and then asked to estimate each student's performance on a reading test they would be taking. They were also asked to rate each student's motivation and intellectual ability. The teachers then reported on a five-point scale how confident they were on their estimations. The students were then given a basic intelligence test and reading test two weeks after the teachers' reporting.

The results indicated that there was a significant correlation between the teachers' expectations for the students and the students' performance on the two tests. Results also indicated that students' previous achievement had a large effect on teachers' expectations for future performance. The most prominent indicator for the teachers was found by the researchers to be the students' previous IQ scores. Hoge and Butcher (1984) concluded that there is a close association between the teachers' expectations and scores on student achievement tests, which indicates a large degree of accuracy on the teachers' part. The researchers also report that their findings could change depending on the experience of the teachers because more experienced teachers seem to be more accurate at predicting student achievement.