

POOR EXPECTATIONS

EXPERIMENTAL EVIDENCE ON TEACHERS'
STEREOTYPES AND STUDENT ASSESSMENT



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Teachers & their expectations matter

Teachers determine high-stakes educational achievement (Jackson, 2018).

Teachers assign lower grades to students from socially marginalized groups (Botelho et al., 2015; Alesina et al., 2018; and Hanna and Linden, 2008).

Teachers' expectations and biases determine future achievement (Rosenthal and Jacobson, 1968; Jussim and Harber, 2005; Lavy and Sand, 2018; Carlana, 2019; Alan et al., 2018; Papageorge et al, 2020)

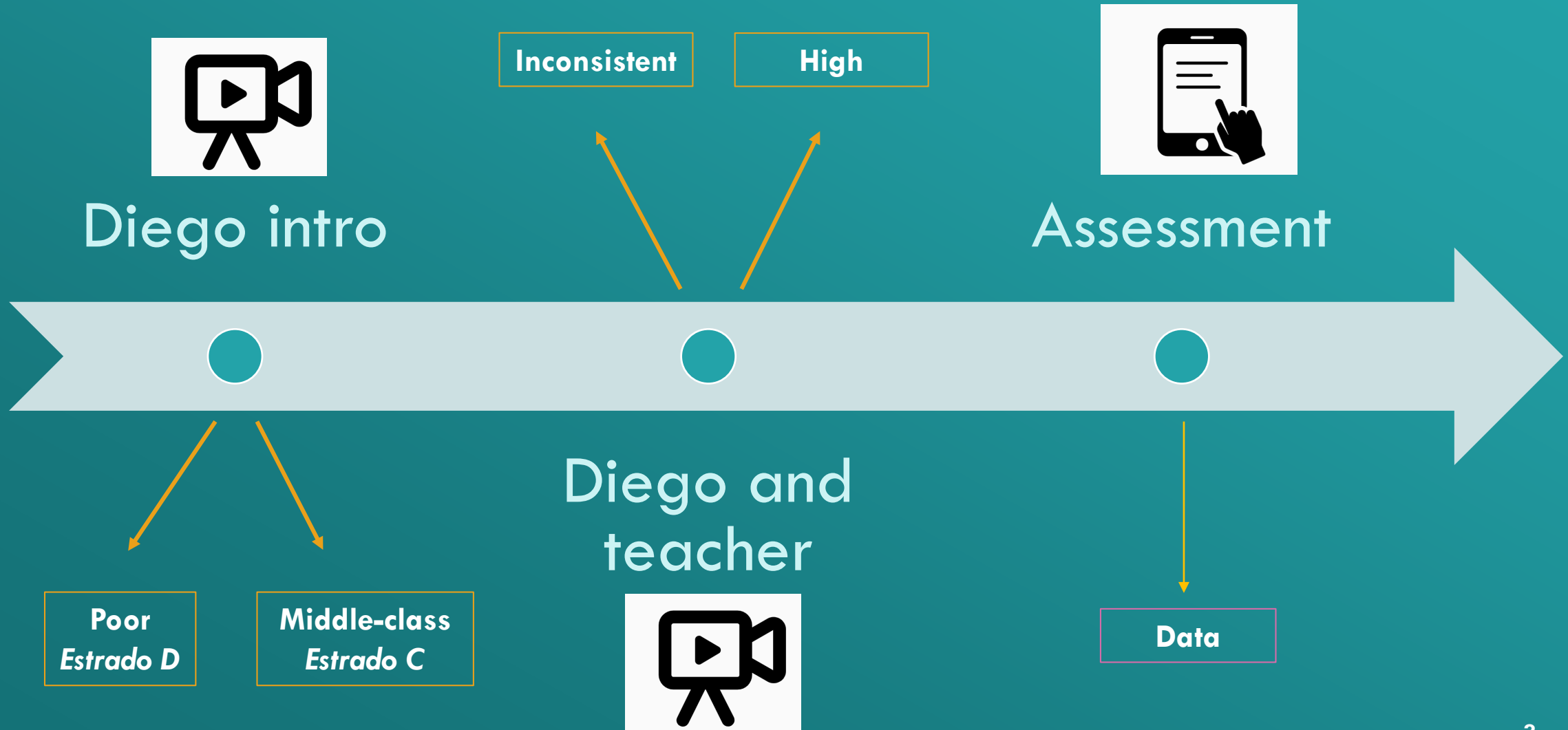
LAB-IN-FIELD EXPERIMENT IN LIMA

Lab design of Darley and Gross (1983)

100 public primary schools, teachers from grades 3, 4, and 5.

Teachers watch videos of a 9 year old student (Diego) and assess his aptitude and behavior.

BASIC SET UP





Poor and non-poor Diego

Hola Jorge:

Qué pena que todavía no regreses de viaje.

Te cuento que ya comenzaron las clases y tenemos una nueva profesora. Ella se llama Karen.

Es bastante joven y siempre nos ayuda a entender las cosas. Nos dice que prestemos más atención. Cuando no entendemos una lectura, nos ayuda a leerla de nuevo. Pero también a veces se molesta con nosotras.

Eso pasa cuando hacemos mucha bulla.

La profesora Karen tiene el cabello negro y usa lentes. Espero que vengas pronto para que la conozcas.

Chau,

Pepe

Teacher quizzing Diego

VALIDATION

Teachers
observed
differences
between
performance
variants

	Inconsistent	High	p-value
Grade level of exam	3.93	3.78	0.20
Percentage easy questions correct	56.76	72.00	0.00
Percentage moderate questions correct	36.57	51.99	0.00
Percentage difficult questions correct	24.61	36.95	0.00
Working habits	3.46	4.10	0.00
Motivation	3.08	3.74	0.00
Sociability	3.76	4.06	0.02
Emotional maturity	3.61	4.27	0.00

Sample: No introductory video

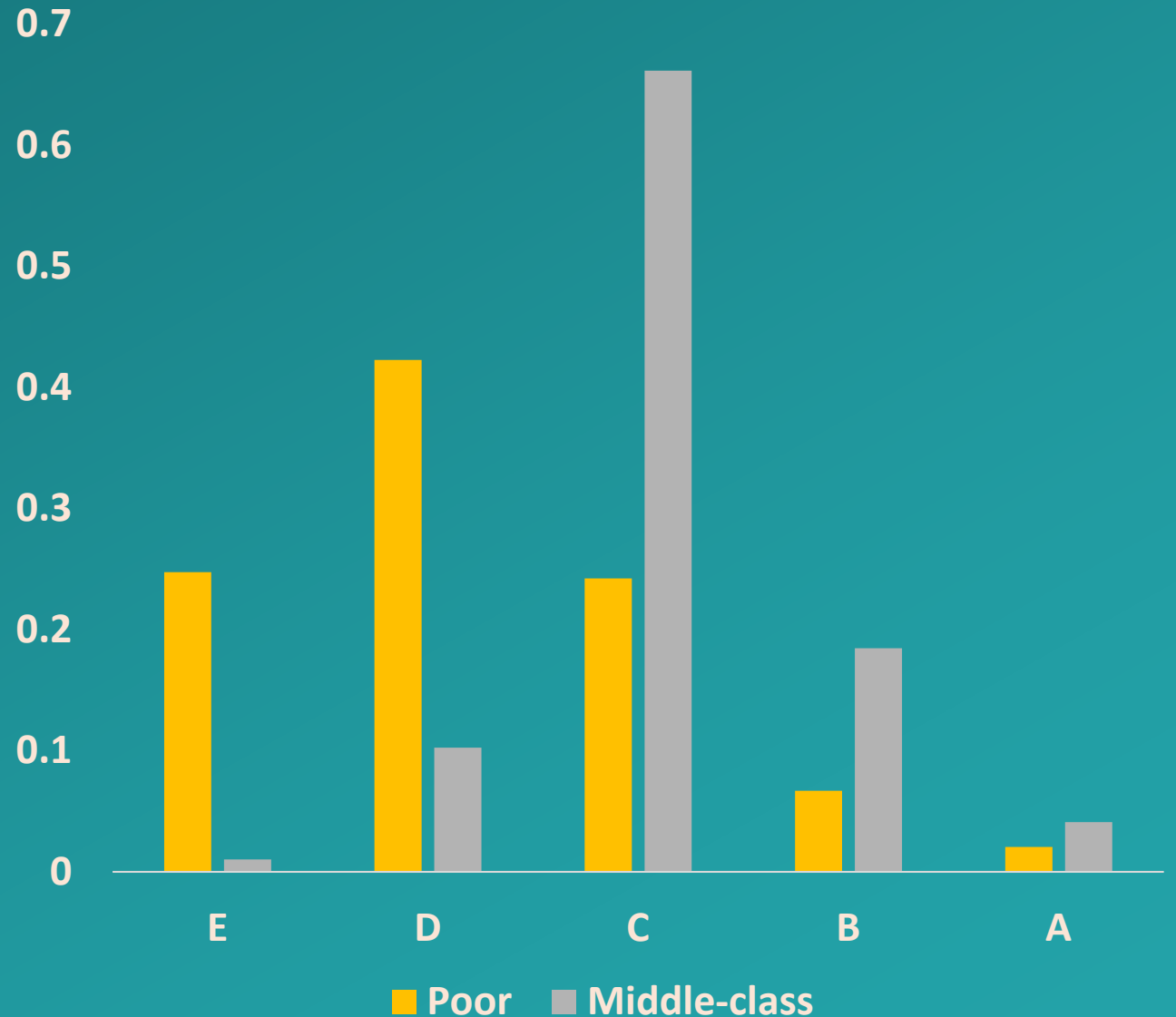
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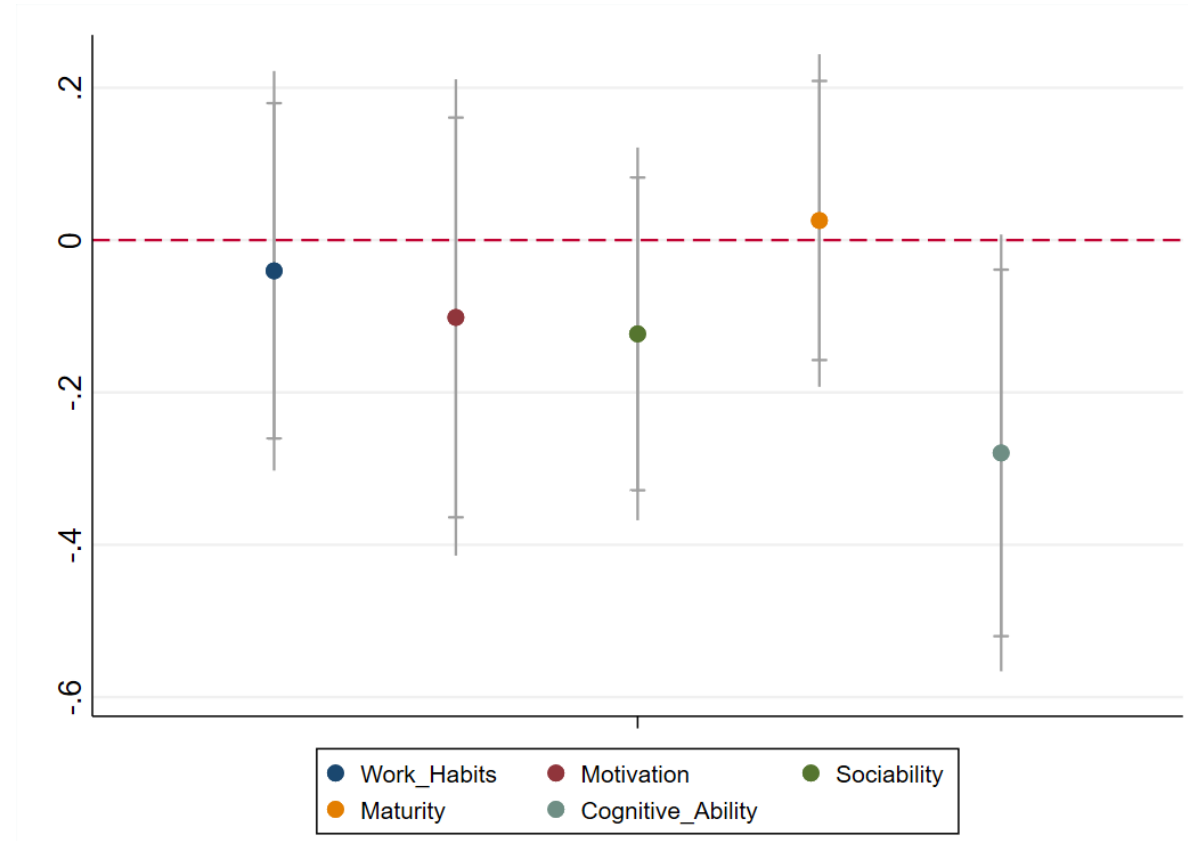
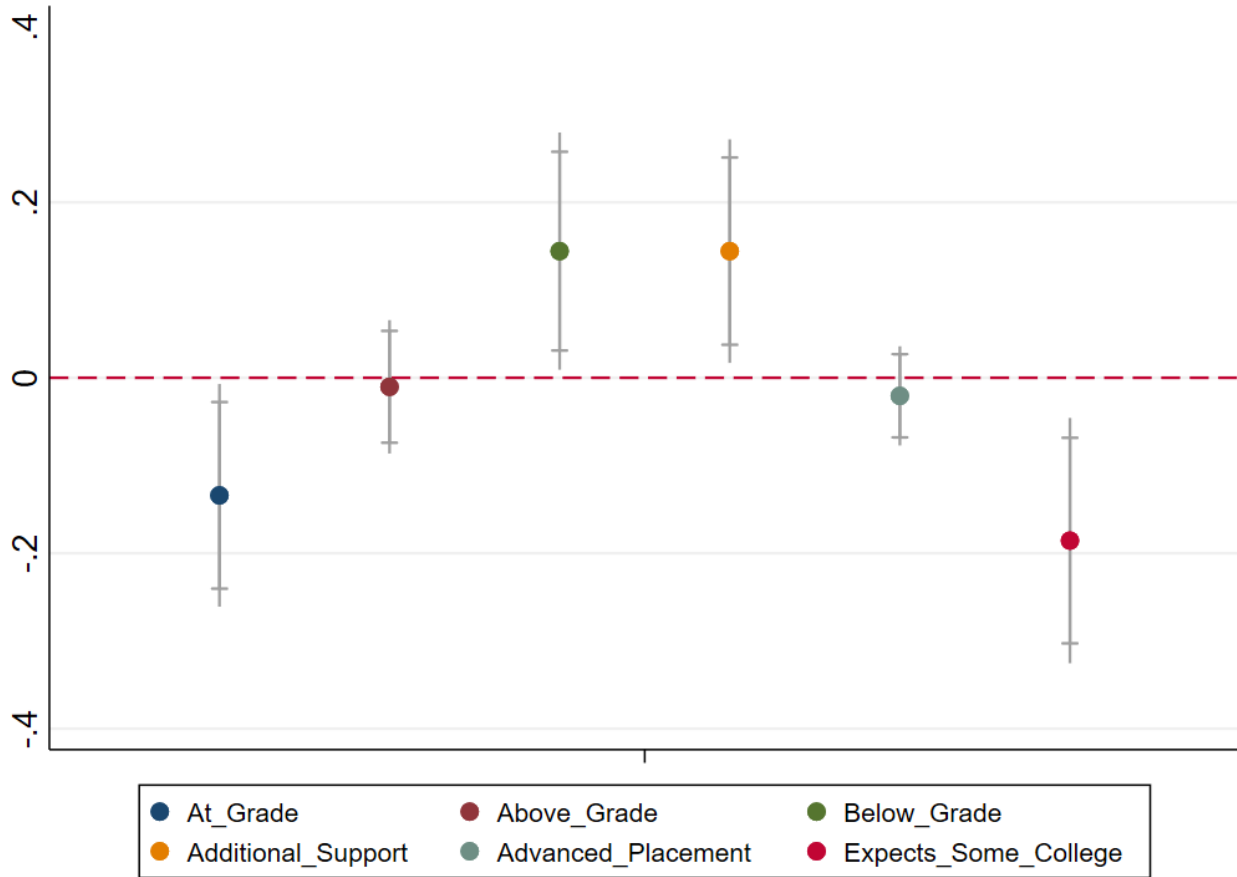
VALIDATION

Teachers place Diego variants in correct income stratum



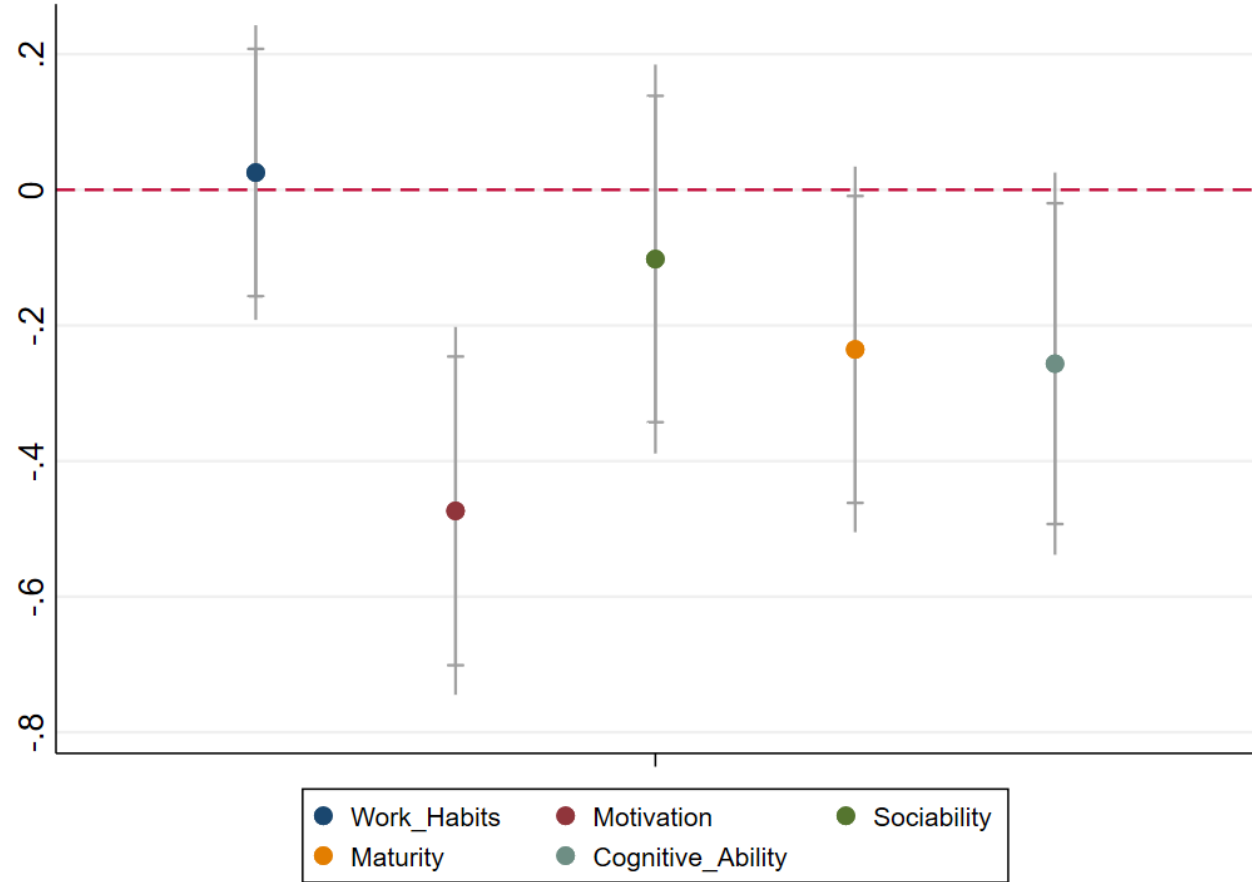
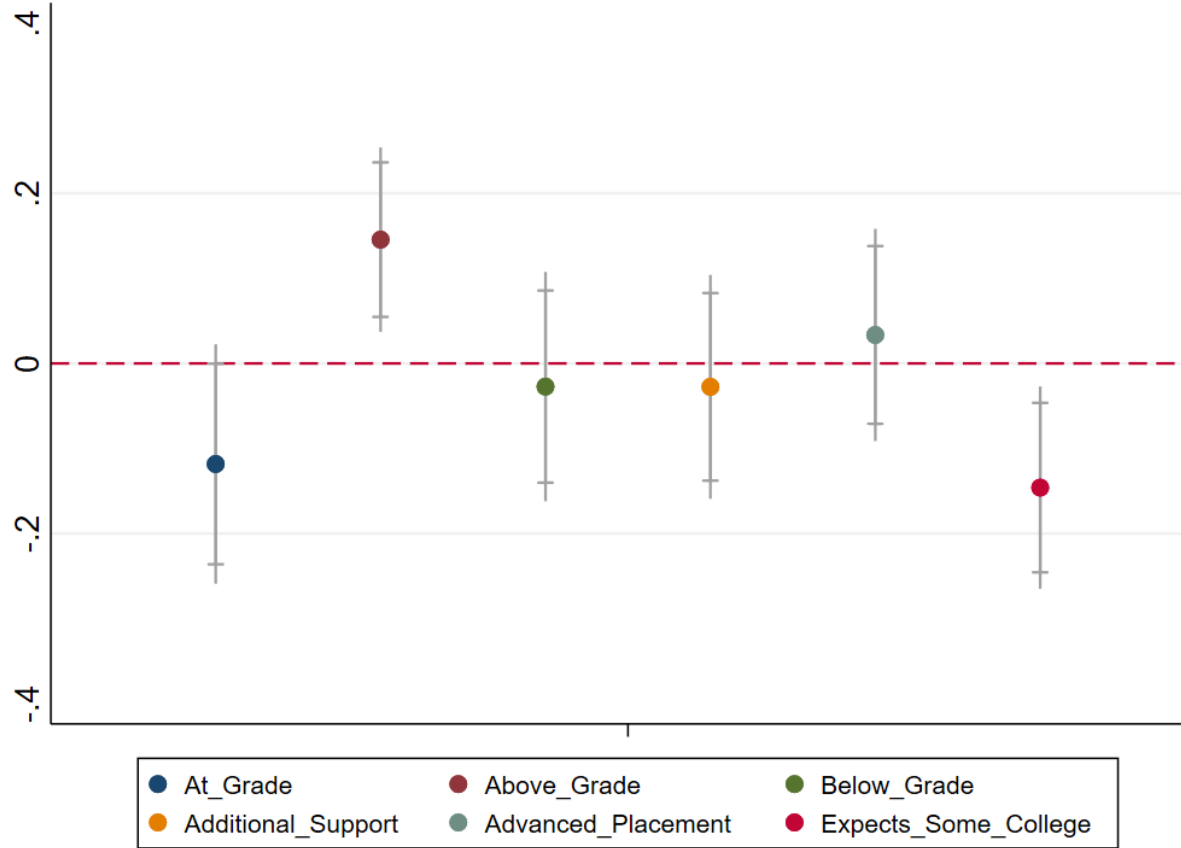
Inconsistent performance

Coefficient on *Poor Diego*



High performance

Coefficient on *Poor Diego*



TEACHER BIAS

- + • Teachers use socio-economic status to assess students.
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When both scholastic aptitude and behavioral assessments considered, pattern not entirely consistent with statistical discrimination.

Remedies needed for both teachers (Alesina et al., 2018) and students (Cohen et al, 2009; Yeager et al, 2019; Bettinger et al, 2019; Outes-Leon et al, 2020; and Alan et al, 2019)

