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

Diego intro

Diego and teacher

Poor Estrado D

Middle-class Estrado C

Assessment

Inconsistent

High

Data
Poor and non-poor Diego
Teacher quizzing Diego
Teachers observed differences between performance variants.

### VALIDATION

<table>
<thead>
<tr>
<th></th>
<th>Inconsistent</th>
<th>High</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level of exam</td>
<td>3.93</td>
<td>3.78</td>
<td>0.20</td>
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<tr>
<td>Percentage easy questions correct</td>
<td>56.76</td>
<td>72.00</td>
<td>0.00</td>
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<tr>
<td>Percentage moderate questions correct</td>
<td>36.57</td>
<td>51.99</td>
<td>0.00</td>
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<tr>
<td>Percentage difficult questions correct</td>
<td>24.61</td>
<td>36.95</td>
<td>0.00</td>
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<td>Working habits</td>
<td>3.46</td>
<td>4.10</td>
<td>0.00</td>
</tr>
<tr>
<td>Motivation</td>
<td>3.08</td>
<td>3.74</td>
<td>0.00</td>
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<tr>
<td>Sociability</td>
<td>3.76</td>
<td>4.06</td>
<td>0.02</td>
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<tr>
<td>Emotional maturity</td>
<td>3.61</td>
<td>4.27</td>
<td>0.00</td>
</tr>
</tbody>
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Sample: No introductory video
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.

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)