

## ABSTRACT

### SELF-PERCEPTION, TEACHER'S EXPECTATIONS, AND READING ACHIEVEMENT IN ELEMENTARY CHILDREN

This study investigated children's self-perceptions, teacher expectations, and actual reading achievement in 58 first-grade and 61 second-grade students. Children rated their cognitive competence using the Harter's Self-Perception scale, teachers rated the students' cognitive competence using a scale equivalent to the child form, and reading achievement was measured using DIBELS. Correlations revealed significant positive relationships with self-perception and reading achievement. Positive correlations between teacher expectations and reading achievement were found. There were no significant differences in reading achievement based on gender.

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