Teachers’ Approaches to Classroom Assessment

The Purpose
Classroom assessment has become a cornerstone of today’s standards-based system of education. However, recent policy developments, professional standards, and variable assessment education have led to significant variability in teachers’ approaches to assessment.

The Study
This study contributes initial evidence of how teachers approach classroom assessment with respect to four dimensions: Assessment Purposes, Assessment Processes, Assessment Fairness and Measurement Theory.

Conclusions
Results from this study point to significant differences based on career stage and previous assessment education.


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