Re-conceptualizing Classroom Assessment Fairness

The Context
Conceptualizing fairness in student assessment at classroom levels has been an area of focus in recent years given the growing emphasis on assessment-driven teaching and educational accountability.

The Study
Using a systematic meta-ethnographic review of 150 studies, this study identifies a more comprehensive conception of fairness for classroom assessment.

150 studies reviewed

Conclusions
The results of this study present a conceptualization of classroom assessment fairness with a dominant focus on the role of assessment fairness in supporting student learning.


Full article at cdeluca.com