



# Chinese teachers' approaches to classroom assessment

## Article Summary

This study employed a quantitative research design to investigate Chinese teachers' conceptions of classroom assessment and perceived skills. A total of 746 teachers were recruited through professional teaching groups. Results showed that a higher percentage of Chinese teachers selected contemporary assessment approaches to classroom assessment (e.g., assessment for learning) than more traditional approaches (e.g., assessment of learning). Chinese teachers also reported high levels of confidence in items that addressed aspects of assessment theory. Significant differences in approaches to classroom assessment were found across (a) age groups, (b) educational qualifications, and (c) between full-time classroom teachers and classroom teachers that held additional positions (e.g., school administrator, leader, head). Implications for educational policy-makers and practitioners in light of enhancing teacher assessment literacy are discussed.

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