



From sea to sea

The Canadian landscape of assessment education

Article Summary

Background

The presence and function of assessment in Canadian classrooms has changed in the past thirty years. Driving this continuously evolving landscape of classroom assessment is the fundamental belief that classroom assessment can be effectively used to monitor and support student learning and achievement. A central challenge amid this changing landscape is that teachers are required to keep pace with increasing assessment expectations, with research continuing to show that teachers are generally underprepared for the current context of assessment they may face. A potential root cause of this reported unpreparedness relates to teacher preparation in assessment during initial teacher education programmes.

Purpose

The purpose of this study is to examine approaches to assessment education across Canadian teacher education programmes

Findings

The analyses identified six overarching themes that characterise contemporary assessment education: (1) similar structures of assessment education; (2) limited time for assessment education; (3) inconsistent messaging; (4) focus of learning; (5) attitudes and explicitly modelling assessment; and (6) building explicit connections to teaching contexts across kindergarten – 12th grade (student ages 5–18).

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