



Synergy and Tension between Large-Scale and Classroom Assessment

International Trends

Article Summary

The synergy, or lack thereof, between large-scale and classroom assessment has been fiercely debated in both academic and policy spheres for decades around the world. This paper seeks to explicate how different countries are utilizing large-scale testing and test results at the classroom level. Through country profiles, this paper analyzes contemporary developments on the tensions and synergies between large-scale assessment and classroom teaching, learning, and assessment observed across seven international jurisdictions: United States, Canada, Australia, England, Germany, Finland, and Singapore. The paper concludes with an analysis of international trends leading to a synthesis of root causes contributing to the current limited uptake of large-scale assessment results at classroom levels.

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