



# A person-centered analysis of teacher candidates' approaches to assessment

## Article Summary

This study analyzed teacher candidates' approaches to classroom assessment, self-perception of assessment competence, motivation for completing teacher education, and assessment education experiences at the end of their teacher education program. Through latent class analysis, three subgroups of teachers were identified: eager, contemporary, and hesitant assessors. Membership to each class was further characterized by perceived relevance of classroom assessment, motivation for pursuing teacher education, methods of assessment education, and teacher certification. Results from this study support the notion that teacher candidates' approaches to assessment should not be viewed as a stable characteristic, but one shaped by learning experiences, context, and personal dispositions.

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