



Training to Assess Students in the Classroom

A Canadian Perspective on Initial Teacher Education Programs

Article Summary (translated from French)

Although widely recognized by researchers and practitioners as a core competency, classroom assessment continues to be a problematic area for Canadian teachers. In particular, beginning teachers regularly report feeling ill-prepared to take on their responsibility for classroom assessment (Volante & Fazio, 2007). This lack of preparation is problematic because assessment in Canadian schools serves not only to measure and report on student achievement (assessment of learning) but also – ideally – to support and encourage student learning through the integration of an assessment for learning and as learning. (Black & William, 2006; Earl, 2013). Contemporary formative assessment practices (self and peer assessment, feedback-based instruction, and progress assessment) have the potential to significantly support student achievement (Brookhart, 2011), motivation to learn (Meusen-Bekman et al., 2016) and their metacognition (Braund & DeLuca, 2018), among other success criteria. The fact that teachers have difficulty implementing assessment that meets its various purposes means that students are at risk of not benefiting from assessment-informed teaching and learning. In the present study, we sought to analyze how teachers are commonly prepared to effectively assess students for the various objectives mentioned, in Canadian initial teacher education (ITE) programs.

For full article visit cdeluca.com

DeLuca, C., Coombs, A. J., & Ge, J. (2019). Former à évaluer les élèves en classe: Une perspective canadienne sur les programmes de formation initiale des enseignants [Training to Assess Students in the Classroom: A Canadian Perspective on Initial Teacher Education Programs]. *Administration et Éducation*, 165(1), 249-255.



CART
Classroom Assessment
Research Team

cdeluca.com