

Conceptualising Fairness in Classroom Assessment

The Question

How is classroom assessment fairness conceptualized by students



Conclusions

Students' perceptions of fairness is shaped by student-teacher communication and relationships in addition to the outcomes experienced by the student.

Results

There are affective, cognitive, and behavioural consequences of fairness on students' learning.



Rasooli, A., Zandi, H., & DeLuca, C. (2019). Conceptualising fairness in classroom assessment: exploring the value of organisational justice theory. *Assessment in Education: Principles, Policy & Practice*, 1-28.



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