



Teachers' Approaches to Classroom Assessment

The Purpose

Classroom assessment has become a cornerstone of today's standards-based system of education. However, recent policy developments, professional standards, and variable assessment education have led to significant variability in teachers' approaches to assessment.

Conclusions

Results from this study point to significant differences based on career stage and previous assessment education.

The Study

404

teachers from
across North
America

This study contributes initial evidence of how teachers approach classroom assessment with respect to four dimensions: Assessment Purposes, Assessment Processes, Assessment Fairness and Measurement Theory.



CART

Classroom Assessment
Research Team

DeLuca, C., Valiquette, A., Coombs, A., LaPointe-McEwan, D., & Luhanga, U. (2018). Teachers' approaches to classroom assessment: A large-scale survey. *Assessment in Education: Principles, Policy & Practice*, 25(4), 355-375.

Full article at cdeluca.com