



The current state of assessment education

Aligning policy, standards, and teacher education curriculum

Article Summary

In response to the existing accountability movement in the United States, a plethora of educational policies and standards have emerged at various levels to promote teacher assessment competency, with a focus on preservice assessment education. However, despite these policies and standards, research has shown that beginning teachers continue to maintain low competency levels in assessment. Limited assessment education that is potentially misaligned to assessment standards and classroom practices has been identified as one factor contributing to a lack of assessment competency. Accordingly, the purpose of this study was to analyze the alignment between teacher education accreditation policies, professional standards for teacher assessment practice, and preservice assessment course curriculum. Through a curriculum alignment methodology involving two policy documents, two professional standards documents, and syllabi from 10 Florida-based, Council for Accreditation of Teacher Education–certified teacher education programs, the results of this study serve to identify points of alignment and misalignment across policies, standards, and curricula. The study concludes with a discussion on the current state of assessment education with implications for enhancing teacher preparation in this area and future research on assessment education.

For full article visit cdeluca.com

DeLuca, C., & Bellara, A. (2013). The current state of assessment education: Aligning policy, standards, and teacher education curriculum. *Journal of Teacher Education*, 64(4), 356-372.



CART
Classroom Assessment
Research Team

cdeluca.com