



Changing Conceptions of Assessment: Pedagogies for Pre-Service Assessment Education

The Purpose

To explore pre-service pedagogies that support initial teacher learning in assessment.

The Study

The study used a qualitative questionnaire to explore 97 teacher candidates experiences of assessment learning in their pre-service program.

Conclusions

This study found four explicit pedagogical constructs that teacher candidates identified as instrumental in contributing to their learning about assessment:

- perspective-building conversations,
- praxis activities,
- modeling, and
- critical reflection and planning for learning.

DeLuca, C., Chavez, T., Bellara, A., & Cao, C. (2013). Changing Conceptions of Assessment: Pedagogies for Pre-service Assessment Education. *The Teacher Educator*, 48(2), 128-142.



CART
Classroom Assessment
Research Team

Full article at cdeluca.com