



# Preparing teachers for assessment within diverse classrooms

An analysis of teacher candidates' readiness

## Article Summary

Teachers are currently expected to use data from student assessments, both classroom-based and large-scale, to inform instruction for diverse students. Across these policy directives, diversity is primarily understood as differences in student ability (i.e., disability or giftedness), culture and race, and English language proficiency as well as considerations of other student characteristics including learning styles, gender, socio-economic status, sexual orientation, religious affiliation, body image, and interests. As a basis for an integrated approach to preservice education, the purpose of this research was to begin to explore beginning teachers' conceptions on the linkages between student assessment and teaching within diversity classrooms upon completion of their preservice program. This research contributes to continued calls for enhancing the preparation of teachers in the areas of assessment and diversity.

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