

Re-conceptualizing Classroom Assessment Fairness

The Context

Conceptualizing fairness in student assessment at classroom levels has been an area of focus in recent years given the growing emphasis on assessment-driven teaching and educational accountability.

Conclusions

The results of this study present a conceptualization of classroom assessment fairness with a dominant focus on the role of assessment fairness in supporting student learning.

The Study

150
studies
reviewed

Using a systematic meta-ethnographic review of 150 studies, this study identifies a more comprehensive conception of fairness for classroom assessment.



CART
Classroom Assessment
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Full article at cdeluca.com