

Assessment for Learning in Teacher Education Programs

The Purpose

This paper examines the challenges associated with promoting and modeling assessment for learning within initial teacher education programs.



Conclusions

The paper concludes with a research agenda aimed at promoting more effective integration of assessment for learning in teacher education programs.

The Results

This article outlines temporal, programmatic, and institutional constraints that typically undermine the spirit of assessment for learning within initial teacher preparation programs.



CART
Classroom Assessment
Research Team

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Full article at cdeluca.com