



Establishing a foundation for valid teacher judgments

The role of pre-service assessment education

Article Summary

The purpose of this research was to explore changes in teacher candidates' confidence in assessment as a foundation for promoting valid teacher judgements on student learning. Based on a sample of 48 teacher candidates enrolled in a semester-long measurement course at one teacher education programme in Florida, this survey-based study provided evidence that teacher candidates can develop confidence in assessment whilst deepening their conceptions of assessment. The majority of teacher candidates expanded their conception of assessment from one based solely on testing to one that recognised multiple forms of assessment that serve varying purposes. Simultaneously, teacher candidates expressed greater confidence in practical assessment approaches and factors related to assessment praxis. Based on study findings, we argue that pre-service teacher education has a critical role to play in promoting assessment literacy in beginning teachers and providing a foundation for teachers' continued learning about assessment throughout their careers. The paper concludes with implications for future research in the area of assessment education.

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