



The Current State of Assessment Education

The Context

Limited assessment education, potentially misaligned to assessment standards and classroom practices, has been identified as one factor contributing to a lack of assessment competency.

The Purpose

To explore teachers approaches to assessing both developmental and academic learning in kindergarten.

The Results

The results of this study serve to identify points of alignment and misalignment across policies, standards, and curricula.



DeLuca, C., & Bellara, A. (2013). The current state of assessment education: Aligning policy, standards, and teacher education curriculum. *Journal of Teacher Education*, 64(4), 356-372.



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