



# Changing Approaches to Classroom Assessment

An empirical study across teacher career stages

## Article Summary

Research indicates that there is considerable variability in teachers' approaches to assessment resulting in different learning cultures for students. The primary purpose of the study is to examine the relationship between teachers' approaches to assessment across a set of dimensions (including their conceptions of assessment purposes, processes, fairness, and measurement theory) and career stage. The results of this paper illustrate nuanced impacts of career stage on teachers' approaches to multiple dimensions of assessment and enable the generation of assessment profiles that provide empirical support for differences in teachers' approaches to assessment both within and between career stages.

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