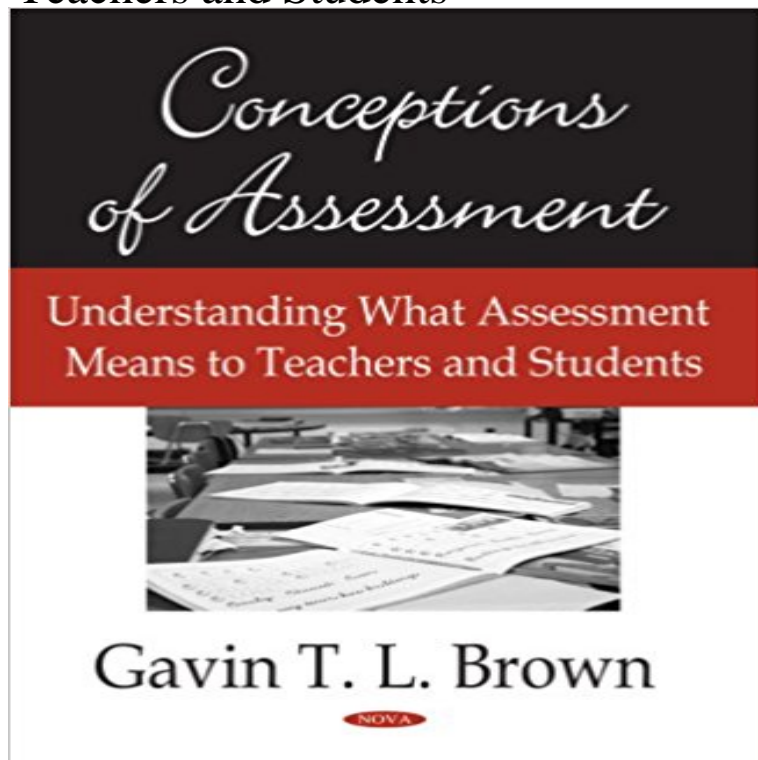


Conceptions of Assessment: Understanding What Assessment Means to Teachers and Students



The purpose of this book is to open a new approach to the design and implementation of classroom assessment and large scale assessment by examining how the participants (ie: teachers and students) actually understand what they are doing in assessment and make recommendations as to how improvements can be made to training, policy, and assessment innovations in the light of those insights. By marrying large-scale surveys, in-depth qualitative analysis, and sophisticated measurement techniques, new insights into teacher and student experience and use of assessment can be determined. These new insights will permit the design and delivery of more effective assessments. Further, it provides us an opportunity to examine whether conceiving of assessment in a certain way (eg: assessment improves quality or assessment is bad or deep learning cannot be assessed) actually contributes to higher or better educational outcomes.

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Fives - Montclair State** Mar 26, 2017 Teachers conceptions about assessment influence their classroom assessment practices. In this inves- schools takes center stage in education policy, understanding the . that assessment is used to hold students accountable (Barnes et al., . In addition, new items and meaning were added to the. **Teachers conceptions of assessment in Chinese contexts: A**

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