THEORY ON CLASSROOM ASSESSMENT PRACTICE

by:
Ivy Joy R. Imperial
Administrative Assistant II

whether or not they're supplied with relevant knowledge for instruction.

assessment affects them, like whether or not they're expected to convey guidance on specific topics or issues or

crucial role in informing their overall teaching practices. That being said, teachers also can hold opinions on how

private effectiveness, also as construed assessment. Furthermore, teachers' value systems were discovered to play a

Moreover, teachers, for instance, may have construed meanings about professional objectives, norms, principles, and

belief systems, relies heavily on teachers' self-awareness of classroom appraisal practices.

knowledge and assessment method knowledge. This research, which covers a broad range of issues and teachers'

Moreover, Title (1994) also points out that there are two relevant things to understand about assessment: teaching

and mode, scoring, assessment, preparation, and feedback.

rating, assessment, preparation, and feedback and (b) assessment characteristics, embeddedness in practice, format
activities are highlighted by this theory: (a) Assessment characteristics, embeddedness in practice, format and mode,

which she developed to guide classroom assessment practices. The subsequent aspects of classroom assessment

Teacher principles of classroom assessment are often conceptualized using Title's (1994) structure and philosophy,

facilitates better student performance and also the state's educational objectives.

offers a chance for stakeholders to appear at how student achievement is evaluated and to confirm that measurement

initiatives now provide greater flexibility to colleges, districts, and states in how they deliver K-12 assessments. This

In the educational landscape, evaluation has played a long-standing role, but technology and modern accountability

or perhaps exceed the standards.

importance of educators informing students about the objectives of the lesson so as to encourage the latter to fulfill

learners know and might do is defined, collected, structured, and interpreted within the policy. It also emphasizes the

Classroom assessment refers to an ongoing process during which qualitative and quantitative evaluation about what

types of tests are used accordingly.
various learners who come from different environments, like cultural backgrounds and life experiences, different own learning, and to supply bases for profiling student results on the curriculum's learning skills and standards. for skills growth within the 21st century; to encourage self-reflection and private responsibility of scholars about their Assessment could be a method to keep track of the success of learners in terms of learning expectations and

References:
validation arguments. Educational Psychology 29, 149-162.