

RESEARCH BRIEF

PRE-SERVICE TEACHERS' APPROACHES TO CLASSROOM ASSESSMENT

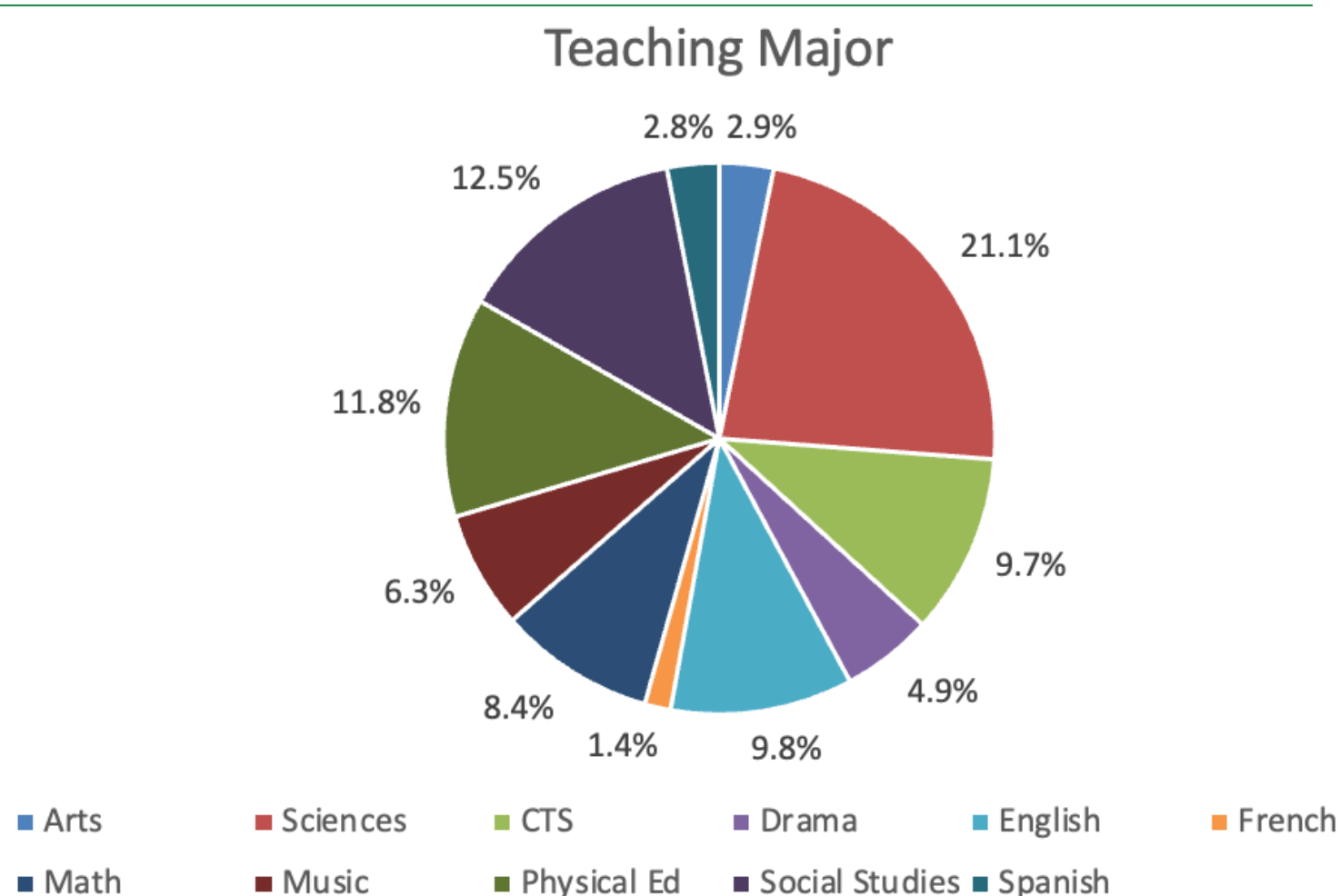


We want to thank the 144 pre-service teachers enrolled in EDPY 303 in Fall 2022 who completed the online survey examining their approaches to classroom assessment and wellbeing. Below, Dr. Daniels and her team from the Alberta Consortium for Motivation and Emotions present some initial findings that we believe may be of interest. Any questions or comments can be directed to acme@ualberta.ca.

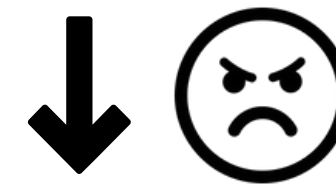
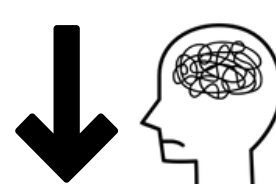
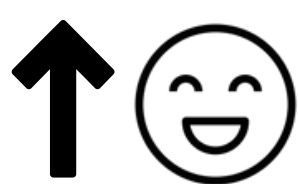
WHO PARTICIPATED?

- ♂ 44.4% identified as men
- ♀ 52.4% identified as women
- ⚧ 3.2% identified as non-binary

Participants ranged in age from 20-52 (\bar{x} = 26.4)



Participants with high self-efficacy for classroom assessment were more likely to see its value and experience greater enjoyment, less anxiety, and less anger around assessment practices than those with lower self-efficacy.



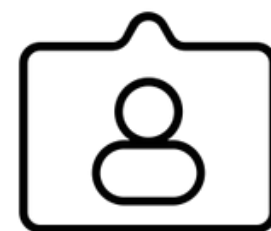
WHAT CAN YOU DO?

Pre-service teachers who plan class lessons and assessments that are the same for all students and who allow students to choose how they will demonstrate their learning report greater **enjoyment** with their assessment practices.

Pre-service teachers who remove test questions that most students struggled with and consider learning needs or exceptionalities reported more **self-efficacy** with their assessment practices.



72% of pre-service teachers agree or strongly agree that they are personally responsible for measuring student learning



46% of pre-service teachers agree or strongly agree that assessment is an important part of their identity as a teacher

☆ **This research highlights the importance of feeling competent and comfortable with assessment for effective classroom practices and wellbeing!** ☆

Please check our website [here](#) for more information on this project as it becomes available.

This research brief was created by Devon Chazan (December, 2022)