



Beginning Teacher Candidates' Approaches to Grading and Assessment Conceptions--Implications for Teacher Education in Assessment

Article Summary

This study explores beginning teacher candidates' approaches to grading in relation to their broader conceptions of assessment through a survey research design. 248 Canadian teacher candidates responded to two scales: Teachers' Approaches to Grading (TAG) and Teachers' Conceptions of Assessment (TCOA). The results of factor analysis showed that teacher candidates approached grading in relation to four factors: (a) grade consequence, (b) holistic view of assessment, (c) holistic view of learners, and (d) classroom context. Their broad conceptions of assessment are related to three factors: (a) assessment as improvement and accountability, (b) assessment as irrelevant, and (c) assessment as inaccurate. The results of factor structures and intercorrelations within and across the TAG and TCOA scales showed that these beginning teacher candidates approached grading with variable complexity and attention to holistic view of assessment and of learners with an aim to support student learning.

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