



A critical review of fairness from multiple perspectives: Implications for classroom assessment theory

Article Summary

Inspired by the recent 21st century social and educational movements toward equity, diversity, and inclusion for disadvantaged groups, educational researchers have sought in conceptualizing fairness in classroom assessment contexts. These efforts have provoked promising key theoretical foundations and empirical investigations to examine fairness in assessment. This review study aims to critically review these theoretical foundations and associated empirical studies to examine their potential for addressing the complex and evolving notions of fairness in classroom assessment contexts. This study also builds on fairness and justice literature in social sciences and broader educational discourses to provide additional theoretical grounds to rethink fairness in classroom assessment. Overall, this study contributes theoretical grounds for future theory-driven empirical research to advance fair assessment practices in classrooms.

For full article visit cdeluca.com

Rasooli, A., & DeLuca, C. (2024). A critical review of fairness from multiple perspectives: Implications for classroom assessment theory. *Applied Measurement in Education*, 37(2), 148–164.
doi.org/10.1080/08957347.2024.2345594



CART
Classroom Assessment
Research Team
cdeluca.com