

Building Teacher Capacity within the Evolving Assessment Culture in Canadian Education

The Context

Teachers are required to continually develop their classroom assessment practices in light of new theories and policies.



Conclusions

The professional development program supported collaborative learning and encouraged teachers to embrace formative assessment practices.

The Study

The study explored teachers' beliefs, self-efficacy, and knowledge of assessment practices and theory as they engaged in a professional development series.



CART
Classroom Assessment
Research Team

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