



The Quality of Classroom Assessments

Guest Editor:

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Message from the Guest Editor

Dear Colleagues,

The quality of assessments has traditionally been evaluated in terms of reliability and validity. However, these concepts have mainly evolved within the psychometric tradition and their relevance for classroom assessments may be questioned. For example, “construct validity” is based on the notion of indirect measurement of latent—i.e., non-visible—constructs. This differs from the assessment of tangible outcomes, such as lab-reports or essays, where the quality of student performance can be assessed directly, without making reference to general skills or features. Also, teachers need to identify strengths and weaknesses in student performance in order to provide. Such feedback needs to be task-related, context-sensitive, and focus on the quality of performance in order to support student learning. The aim of this Special Issue is therefore to discuss the quality of classroom assessments in relation to reliability and validity, but also fairness, alignment, and usability.

Anders Jönsson
Guest Editor





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Message from the Editor-in-Chief

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