

Special Issue

Classroom Assessment Literacy: Exploring Teachers' Knowledge and Skills for Assessment

Message from the Guest Editors

Classroom assessment (CA) comprises an array of informal and formal practices that teachers use to obtain, analyze, interpret, and communicate information about student performance to support goal-oriented learning, make instructional decisions, and evaluate classroom achievement. There is a strong—though by no means exhaustive—body of research on how high-quality CA practices such as feedback and self-assessment can support learning processes, as well as on teacher grading. However, there is still much unexplored territory which needs to be elucidated in order to be able to implement high-quality CA practices—to be “assessment literate”. The need for research on assessment literacy is especially pressing as technological advances, attention to social-emotional learning, and renewed concern for fairness change the nature of what is assessed in contemporary classrooms, and also how this is assessed. This Special Issue aims to extend the knowledge base about what it means for teachers to be CA literate.

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From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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