

Special Issue

The Quality of Classroom Assessments

Message from the Guest Editor

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.

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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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