

Conundrum of Classroom Assessment Reform: Technological, Cultural, Political, and Postmodern Perspectives

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Educational reform is indeed pervasive right now. The grade 1-9 curriculum has been implementing in 2001. In order to achieve the goals of this curriculum, it needs to extend to the reform of instruction and assessment simultaneously. Classroom assessment is a multifaceted phenomenon, and many issues are at stake in reforming it. Arresting ardor for classroom assessment reform, we need step back and reflect on it critically and carefully. This article examines classroom assessment reform from four perspectives: technological, cultural, political, and postmodern. Each perspective highlights different issues and problems in the phenomenon of classroom assessment. The technological perspective focuses on issues of strategy, organization, and structure in developing new assessment techniques. The cultural perspective examines how new assessment are interpreted and integrated into the social and cultural context of schools. The political perspective views assessment issues as being embedded in and resulting from the dynamics of power and control in human interaction. Last, the postmodern perspective is based on the view that in today's complex and uncertain world, authentic assessments is fundamentally questionable. By drawing thoughtfully and critically from all four perspectives, we should and can exercise greater vigilance in pursuit of educational values that will move new assessment reform in educationally rigorous, equitable, and sustainable directions.

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