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PROMOTING MOTIVATIONAL GOALS THROUGH ALTERNATIVE OR TRADITIONAL ASSESSMENT

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The aims of this article are to define, to construct and to confirm the multivariate and multifaceted structures of assessment processes and motivational goals and to examine the relationship between classroom assessment and motivational goals in diverse class climates among students studying in two kinds of elementary schools: schools that mainly apply traditional assessment and schools that mainly apply alternative assessment.

Constructivism in Education

In the last two decades, there has been a shift in educational paradigms from the transmission approach to teaching, to more constructivist ways of thinking about the formation of knowledge and the development of understanding (Oakes & Lipton, 1999). Vadeboncoeur (1997) describes three constructivist approaches that coexist in educational theory, policy and practice. Piagetian *developmental* constructivism focuses on the development of cognitive and autonomous patterns within the individual. The Vygotskian constructivist approach takes two directions: the first, *situative* or *socio-cultural* constructivism, tends to focus on a micro-level analysis of social interaction within the zone of proximal development. The second, *emancipatory* constructivism, broadens the context to the macro level. Thus, in addition to the social milieu, the broader historical,