



## Editors' Note

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The globalization era in education has made it necessary for schools and classrooms in Asia and beyond to function as multicultural learning environments in order to be more effective and efficient in delivering educational services to a diverse population of learners shaped by the current digital age. Multicultural learning environments require multicultural approaches, not only in curriculum and instruction, but also in assessment practices. This current volume of the Educational Measurement and Evaluation Review presents eight empirical studies and one discussion paper that showcase current and emerging initiatives in educational and psychological assessment. A number of the contributors in this volume focused on assessing important student characteristics that may contribute to their academic experiences, such as conceptions of teaching and learning, political participation, and conceptions on teaching and learning. One contributor performed an evaluation of “school of quality” in primary education, while another one evaluated the financial assistance program of a university’s community development service. There is also an assessment study designed to propose a formula for success for the licensure examination for teachers. Another article assessed the construct validity of a model for identifying reading disability. Another article developed a scale to measure positive schools. One article also provided a perspective on good teaching and learning. Lastly, one article provided guidelines in the assessment of important learning outcomes in the classroom. Taken together, the articles included in this volume the need to consider the multicultural contexts of learners and their environment in our assessment and evaluation practices.