

The consequences of metrics for social justice: tensions, pending issues, and questions

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© 2018, © 2018 Informa UK Limited, trading as Taylor & Francis Group. In the current scenario of expansion of neo-liberal and market-oriented policies, large-scale assessment has become an increasingly pervasive technology of power. Given their consequences, and the high stakes derived from them, assessment systems put pressure on schools to an extent where their practices and internal policies adapt to the logic of these mechanisms. The behaviours that emerge from this adaptation are seen as 'gaming the system' and are often portrayed as the responsibility of test users. However, the article aims at pushing the question around the consequences of metrics further, in terms of what these strategic gaming behaviours are adapting to and to what extent predominant metrics are accomplishing their assumptions of social justice. Through theoretically discussing the concept of social justice in connection with educational assessment, the paper problematises whether current metrics and their co