Abstract
In this study we analyze the student assessment systems used in the four universities of Castile & Leon (Spain) during the initial training of primary level teachers. We compared the results obtained from a survey of teacher educators and graduates of these universities. The analysis focused on evaluating the participation /involvement of the students in the assessment systems and the type of assessment and the data–intake instruments used. The conclusions indicate that the teacher educators’ view of the assessment system was more benevolent that that of the graduates.

Keywords
Teacher Education, Assessment systems, Graduate student, University teachers.