



Teacher assessment literacy

A review of international standards and measures

Article Summary

Assessment literacy is a core professional requirement across educational systems. Hence, measuring and supporting teachers' assessment literacy have been a primary focus over the past two decades. At present, there are a multitude of assessment standards across the world and numerous assessment literacy measures that represent different conceptions of assessment literacy. The purpose of this research is to (a) analyze assessment literacy standards from five English-speaking countries (i.e., Australia, Canada, New Zealand, UK, and USA) plus mainland Europe to understand shifts in the assessment landscape over time and across regions and (b) analyze prominent assessment literacy measures developed after 1990. Through a thematic analysis of 15 assessment standards and an examination of eight assessment literacy measures, results indicate noticeable shifts in standards over time yet the majority of measures continue to be based on early conceptions of assessment literacy. Results also serve to define the multiple dimensions of assessment literacy and yield important recommendations for measuring teacher assessment literacy.

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DeLuca, C., LaPointe, D., & Luhanga, U. (2016). Teacher assessment literacy: a review of international standards and measures. *Educational Assessment, Evaluation, and Accountability*, 28(3), 251-272.



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