



## **ÖĞRETMEN DEĞERLENDİRME OKURYAZARLIĞI: TÜRKİYE'DEKİ MEVCUT DURUM, SORUNLAR VE ÇÖZÜM ÖNERİLERİ**

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### **ÖZET**

Öğretmen değerlendirme okuryazarlığı, son yıllarda uluslararası alanyazına benzer bir eğilimle Türkiye'de giderek daha fazla önem kazanmaktadır. Ancak, mevcut veriler, Türkiye'deki öğretmen adaylarının ve öğretmenlerin değerlendirme okuryazarlığı düzeylerinin yeterli seviyelerde olmadığını göstermektedir. Bu durum iki açıdan dikkate değerdir; öncelikle öğretmenlerin değerlendirme okuryazarlığının düşüklüğü öğrencilerini doğru bir şekilde değerlendirememesi sorununu ortaya çıkarabilir. İkinci olarak ise öğretmen yetiştirme programlarında sunulan ölçme ve değerlendirme derslerinde kazanılan yeterliklerin üzerine düşünülmesi gerekliliğidir. Bu makalede, Türkiye'deki öğretmenlerin değerlendirme okuryazarlığına ilişkin mevcut durum analiz edilmiş, sorunlar ele alınmış ve çözüm önerileri sunulmuştur. Bu makalede kullanılan yöntem bir sistematik derlemedir. Bu kapsamda dahil etme ve hariç tutma ölçütleri çerçevesinde 20 çalışma incelenmiştir. Literatür taramasında Türkiye'deki değerlendirme okuryazarlığı alanında yayınlanan çeşitli akademik çalışma ve raporlardan yararlanılmış ve elde edilen bulgular değerlendirme okuryazarlığının mevcut durumunu anlamak için kullanılmıştır. Türkiye'deki öğretmen değerlendirme okuryazarlığı üzerine yapılan çalışmalarda genellikle sahadaki öğretmenlerin yerine öğretmen adaylarının katılımıyla gerçekleştirildiği ve çoğunlukla 1990 standartlarına göre geliştirilmiş, Türkçeye uyarlanmış ölçme araçlarının kullanıldığı gözlemlenmiştir. İncelenen çalışmalar, öğretmenlerin genellikle güncel eğitim hedefleriyle uyumlu olmayan geleneksel değerlendirme uygulamalarına sıkça başvurduklarını ve değerlendirme kavramları konusunda sınırlı bilgiye sahip olduklarını göstermektedir. Sonuç olarak Türkiye'de öğretmenlerin değerlendirme okuryazarlığını geliştirmeye yönelik bazı ilerlemeler kaydedildiğini, ancak hala ele alınması gereken önemli zorlukların olduğu söylenebilir. Sonuçlar değerlendirme okuryazarlığına odaklanan daha kapsamlı mesleki gelişim programlarına ve öğretmenlere sürekli destek sağlanmasına olan ihtiyacı vurgulamaktadır.

**Anahtar Kelimeler:** öğretmen değerlendirme okuryazarlığı, mesleki gelişim, öğretmen eğitimi, öğrenci katılımı, iş birliği ve geri bildirim

## **TEACHER ASSESSMENT LITERACY: CURRENT SITUATION, PROBLEMS AND SOLUTIONS IN TÜRKİYE**

### **ABSTRACT**

In recent years, assessment literacy has been gaining increasing significance in Türkiye, following a trend similar to that observed in the international literature. However, current data indicate insufficient pre- and in-service teachers' assessment literacy levels in Türkiye. This situation is noteworthy in two aspects; firstly, teachers are not evaluating their students accurately. Secondly, it highlights the necessity of contemplating the adequacy of measurement and evaluation competencies provided in teacher education programs. In this article, the current situation regarding

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teachers' assessment literacy in Türkiye will be analysed, and problems will be addressed. In addition, solutions will be proposed. The method used in this article is a systematic review. In this context, 20 studies were examined within the framework of inclusion and exclusion criteria. The literature review draws upon a range of academic studies and reports published in the field of assessment literacy in Türkiye and analyses the findings to understand the current state of assessment literacy. In studies on teacher assessment literacy in Türkiye, it has been observed that the participation is generally conducted with prospective teachers instead of practising teachers, and predominantly, measurement tools developed and adapted to Turkish based on the 1990 standards are employed. The reviewed studies indicate that teachers often resort to traditional assessment practices that are not in line with current educational goals, showcasing limited knowledge of assessment concepts. As a result, some progress has been made in enhancing teachers' assessment literacy in Türkiye; however, it can be stated that there are still significant challenges that need to be addressed. Furthermore, the results emphasize the need for more comprehensive professional development programs focusing on assessment literacy and continuous support for teachers.

**Keywords:** teacher assessment literacy, professional development, teacher education, student involvement, collaboration and feedback

## 1. INTRODUCTION

### 1.1. The Concept of Teacher Assessment Literacy

Assessment is a process which facilitates and enhances student learning. When it comes to assessment in education, broad applications are considered. In recent years, classroom assessment approaches towards the core of learning that is in class. Classroom assessments are important for improving student learning, especially when they include formative feedback and help students understand their learning strategies (Kitchen et al., 2019). In order to carry out classroom assessments effectively, it is necessary for the teachers to have knowledge and skills in assessment. This competence is named “*assessment literacy*” in the literature.

Assessment literacy was first introduced by Stiggins in 1991. According to Stiggins (1991), teachers who have assessment literacy are those who know what and how they measure, can develop the assessment and assessment tools necessary in the assessment process or can choose the appropriate ones, can present examples that can reveal the success of their students, can realize the problems and produce solutions to these problems. Based on the definition, teachers are expected to be individuals who have the knowledge and skills to make sense of the data obtained in measurement and evaluation processes in every field, from classroom assessment to large-scale tests. Webb (2002) also defined assessment literacy as the knowledge of what students know, how it can be assessed, and how the results can be analyzed to improve both student achievement and curriculum development. In addition to these definitions, Popham (2004) advocated that assessment literacy and accountability in education are inseparable, highlighting the need for the accurate evaluation of student's performance on tests.

Newer concepts of assessment literacy have shifted away from constraining the knowledge and skills required for proficiency in assessment, and instead towards being a contextual and social practice that requires teachers to negotiate assessment knowledge in relation to their pedagogy, curriculum, and

classroom (DeLuca ve Braund, 2019). Popham (2018) stated that assessment literacy will both make teachers better educators and enable students to receive a better education.

## **1.2. The Importance of Teacher Assessment Literacy**

Assessing student performance is one of the most critical responsibilities of classroom teachers (Mertler, 2003). Teachers must have a high level of assessment literacy to support learning and teaching, determine best practices in classroom assessment and use standardized test knowledge. Assessment literacy has become an important topic in education as it plays a critical role in improving the quality of teaching and learning. This situation leads to teachers not being able to assess their students accurately, and therefore, questioning the effectiveness of the education system.

Despite the standards-based paradigm for over two decades, teachers still have low levels of assessment literacy (DeLuca & Braund, 2019). A strong understanding of educational assessment forms the basis of high-quality assessment practices in the classroom. It is estimated that teachers spend 50% of their teaching time on assessment-related activities (Plake & Impara, 1996). From this point of view, the expectation and desire of teachers to have high evaluation literacy can be seen as a basic professional requirement in education systems. Popham (2004) drew attention to this need by describing assessment illiteracy as "*professional suicide*". Therefore, measuring and supporting teachers' assessment literacy has been a primary focus for the past two decades (DeLuca et al., 2016). Only by using adequate assessment techniques and grading practices, teachers can improve their teaching, increase students' motivation and increase their success levels (Mellati & Khademi, 2018). Despite the importance of assessment literacy, research indicates that many teachers lack adequate knowledge and skills in this area (Popham, 2011).

In the report "Assessment and Assessment in Education: Student Evaluation in Türkiye" prepared by the Organization for Economic Cooperation and Development (OECD), what is a formative assessment for teachers in Türkiye, how it should be embedded in teaching practice, and how results should be used in teaching-learning process, including adjustments in teaching. they do not show a consistent understanding of how to inform; It was observed that some teachers whom the review team spoke with described continuous summative assessment practices when asked to explain how they conducted formative assessment (Kitchen et al., 2019).

In a recent study in Türkiye (Acar-Erdol & Yıldızlı, 2018), teachers were asked to use questionnaires for the purpose they used to evaluate, as well as classroom observations. Based the findings; it can be said that more than half of the teachers make assessments to provide feedback to students, increase learning, determine the level of success and monitor the progress of students, in other words, they adopt the "assessment for learning" approach for assessment. However, the results of the observations made in this study showed that a significant part of the teachers did not give adequate or explanatory feedback, which is an important component in the assessment for learning. This finding shows that teachers have

difficulties in fulfilling the requirements of the evaluation objectives or that they do not have sufficient awareness of the objectives of in-class evaluations. In addition, it is seen that teachers cannot include in-class assessments in their teaching processes due to systemic pressure elements such as excessive course load, crowded classrooms and central exams.

A teacher who is assessment literate can improve and enhance both the teaching process and student learning. In his study examining the impact of assessment literacy on teachers impact on students' education, Popham (2018) stated that assessment literacy would make teachers better educators and enable students to receive a better education. According to Popham, an assessment-literate teacher uses the right tests for the right purposes when making educational decisions. They prevent the misuse of tests for assessing student achievement and use useful tests tailored to students' needs throughout the educational process.

### 1.3. Challenges in Developing Assessment Literacy

In Türkiye, several structural problems in the education system contribute to the challenges related to teacher assessment literacy. One of the main issues is the lack of adequate training for teachers on assessment methods and practices. The majority of teacher education programs do not provide comprehensive training on assessment, leaving many teachers ill-equipped to design and implement effective assessment strategies. Many programs prioritize other aspects of teaching, such as pedagogy and content knowledge, over assessment and evaluation skills. In Türkiye, teacher candidates are required to pass the Public Personnel Selection Exam (KPSS) after completing their undergraduate education to be assigned as teachers. The questions directed towards teacher candidates in this exam are in a multiple-choice format and primarily aimed at assessing the candidate's knowledge level rather than practical application. Consequently, teacher candidates tend to prioritize the knowledge aspect over the practical application, even in courses that involve hands-on practice.

Another problem is the emphasis on exams and student achievement in Türkiye can hinder the development of assessment literacy skills. This approach to assessment can limit teachers' creativity and ability to use a variety of assessment methods, resulting in a narrow understanding of assessment among teachers. Teachers and students may not be adequately informed about alternative assessment methods that are necessary to measure student achievement beyond exams and grades. Additionally, the focus on high-stakes exams can lead to teaching strategies that prioritize test preparation over learning outcomes.

The hierarchical structure of the education system in Türkiye is another factor that affects teacher assessment literacy. The centralized approach to curriculum development and assessment can limit teacher autonomy and creativity, making it difficult for teachers to develop assessment strategies that are tailored to their students' needs and abilities.

Finally, the lack of resources and support for teachers also contributes to the challenges related to teacher assessment literacy in Türkiye. Teachers often have large class sizes and limited access to technology, making it difficult to implement effective assessment strategies that take into account the diverse needs of their students.

Addressing these structural problems in the education system will be critical to improving teacher assessment literacy in Türkiye. Providing comprehensive training on assessment methods and practices, promoting a more diverse approach to assessment, and increasing teacher autonomy and support can help to create a more effective and equitable education system.

Given the challenges mentioned above, analysing the current state of assessment literacy among teachers in Türkiye is considered crucial for improving their assessment literacy. Teachers require more practical professional support to help them use assessment practices more effectively in the classroom and integrate assessment practices into their classroom teaching. Heitink et al. (2016) highlighted the importance of investing in teachers' professional development as a necessary requirement for the reflection of assessment for learning in classroom assessment practices. Therefore, it is important to conduct studies that will increase teachers' assessment literacy levels to promote the use of best practices in classroom assessment and standard test information. In this article, an analysis of the current situation regarding assessment literacy among teachers in Türkiye will be conducted, and the problems will be addressed. Additionally, solutions will be presented. The purpose of this article is to explore a comprehensive literature review of teacher assessment literacy in Türkiye.

## **2. METHOD**

The method used in this article is a systematic review. This review was conducted by first utilizing the sources of previous research on teacher assessment literacy in Türkiye. A systematic review is a method used to gather, classify, summarize, and analyze all available evidence related to a specific research topic or hypothesis.

### **2.1. Eligibility Criteria**

In order to determine the eligibility criteria for the studies, inclusion and exclusion criteria were initially defined based on the relevant literature. The selection of studies was conducted considering this inclusion.

#### **2.1.1. Inclusion criteria**

This review encompasses peer-reviewed research articles and thesis examining Teacher assessment literacy in Türkiye, published between 2010 and 2023. Since the first study on Teacher Assessment Literacy in Türkiye was conducted in 2010, the starting point has been set as the year 2010. The literature search was conducted in both Turkish and English languages. Only nationally and internationally published studies conducted on Teacher Assessment Literacy within the sample of Türkiye were included in the research.

The reason behind this is to comprehensively understand the studies conducted in this field in Türkiye and analyze the topic within the context of the country.

### 2.1.2. Exclusion criteria

In the research, national and international studies conducted outside the sample of Türkiye, studies written in languages other than English and Turkish were excluded. Another exclusion criterion was “language assessment literacy.” Studies related to "language assessment literacy" were not included in the research as it is distinct from teacher assessment literacy. In research studies where theses were transformed into articles, only articles were used in the analysis.

### 2.2. Information Sources

Social science databases were utilized in the literature search. The theses were searched at the National Thesis Center in Türkiye. The National Thesis Center is a center affiliated with the Council of Higher Education in Türkiye. It is responsible for collecting, organizing, and providing access to postgraduate theses prepared in Türkiye in electronic format, and all theses must be registered in this system. The article search was conducted in two stages. Firstly, the article search was carried out on Dergipark, which is the common platform for journals in Türkiye. In addition, an examination was conducted on Türkiye's research on teacher assessment literacy, with a focus on scholarly articles available in the EBSCOhost and Web of Science databases.

### 2.3. Search Strategy

The keyword strategies are "assessment literacy", “assessment and evaluation literacy”, and “literacy levels of assessment and evaluation”. The search was done on 9 April 2023. Figure 1 indicates Mascarenhas et al. (2018) proposed study protocol.

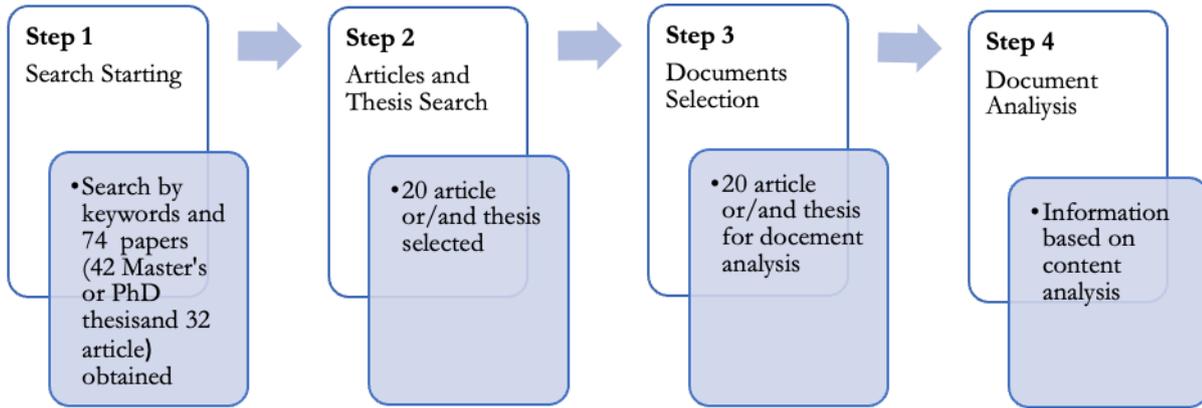


Figure 1. The systematic literature review process

When searched with keywords, 72 studies were retrieved. A total of 42 Master's or PhD theses were reached. 32 of these theses were on language assessment literacy. These studies were excluded and a total

of 10 theses were included in the study. The article search was carried out on Dergipark, EBSCOhost and Web of Science databases. A total of 32 articles were reached. Articles on language assessment literacy were excluded from these trowels. The majority of the articles consist of studies produced from the thesis. Due to studies being articles generated from a thesis, these studies were included under a single title. The studies were not presented as two separate studies. The research was carried out on 20 studies. As a result of the literature research, the studies on teacher assessment literacy in Türkiye are listed in Table 1.

**Table 1.** Studies on teacher assessment literacy in Türkiye

Article	Year	Method/Type	Sample	Sample Size
Bütüner, Yiğit & Çimer (2010)	2010	Scale Adaptation (Mertler & Campbell (2005) Assessment Literacy Inventory)	Pre-service teacher	260
Gül (2011)	2011	Scale Adaptation (Plake & Impara (1993) Assessment Literacy Questionnaire)	Pre-service Teachers	180
Ogan Bekiroğlu & Suzuk (2014)	2014	Quantitative and Qualitative Article	Pre-service Physics Teachers	28
Karaman (2014) Karaman & Şahin (2014)	2014	Survey Model PhD Thesis & Thesis' Article	Pre-service teachers	289
Akdağ (2015) Gürsoy & Aydoğdu (2020)	2015-2020	Mixed Method PhD Thesis & Thesis' Article	Pre-service teachers	90+6
Yalvaç (2016)	2016	Relational Model Master Thesis	Science Pre-service teachers	149
Gürsoy (2017)	2017	Conceptual Analysis Article	-	-
Çambay & Kazancı (2018)	2018	Survey Model Article	Pre-service teachers	105
İzci, Çalışkan & Aktürk (2018)	2018	Survey Model Article	Pre-service teachers	203
Ergül (2019) Ergül&Çetin (2021)	2019-2021	Survey Model Master Thesis & Thesis' Article	Secondary School Teachers	189
Azrak (2017) Azrak & Yalçinkaya (2019)	2017-2019	Survey Model Master Thesis & Thesis' Article	Social Studies Pre-service teachers	282
Tünkler (2019)	2019	Survey Model Article	Social Studies Pre-service teachers	90
Koç (2019) Koç&Bulut (2020)	2019-2020	Mixed Method Master Thesis & Thesis' Article	Science Pre-service teachers	290
Natır (2020)	2020	Qualitative Master Thesis	Mathematics Teachers	6
Acar Güvendir & Özer Özkan (2021)	2021	Relational Model Article	Pre-service Teachers	126
Korkut (2019)	2019-2021	Qualitative	Science Teachers	4

Demirdöğen & Korkut (2021)		Master Thesis & Thesis' Article		
Berk (2021)	2021	Survey Model Master Thesis	Pre-service Computer and Instructional Technologies	188
Akçolat & Genç (2022)	2022	Relational Model Article	Pre-service teachers	216
Atasoy (2022)	2022	Relational Model Master Thesis	High school chemistry teachers and pre-service teachers	119 teachers and 56 pre-service teachers
Dinçer (2023)	2023	Scale Adaptation (DeLuca, et al. (2016) Approaches Classroom Assessment Inventory)	In-service Teachers	405

As shown in Table 1, the first study on teacher assessment literacy in Türkiye was published in 2010, and the studies were published between 2010 and 2023. In Türkiye, three studies were found related to the adaptation of scales (Bütüner et al., 2010; Gül, 2011; Dinçer 2023) for teacher assessment literacy. The first scale adaptation study (Bütüner et al., 2010) holds the distinction of being the initial investigation conducted on assessment literacy in Türkiye. The majority of the studies are descriptive and based on comparisons of different groups regarding assessment literacy.

### 3. FINDINGS

#### 3.1. Teacher Assessment Literacy Among Teachers in Türkiye: Analysis of The Current Situation

In recent years, the issue of assessment literacy among teachers in Türkiye has been gaining increasing importance. While the concept of assessment literacy, which emerged in 1991, was considered the basic concept of measurement and evaluation studies carried out abroad, this concept started to take place in studies in Türkiye with delay (Gürsoy, 2017). One of the first studies on assessment literacy in Türkiye was the adaptation of the Assessment Literacy Inventory developed by Mertler and Campell (2005) into Turkish by Bütüner et al. (2010). In the adaptation study of this inventory, data were obtained from pre-service teachers. The literacy of teachers and teacher candidates was tried to be determined by using the related inventory. A year later, Gül (2011) adapted the scale developed by Plake and Impara (1993) Teacher Assessment Literacy Questionnaire into Turkish in her master's thesis. Similar to the previous study, the scale data were obtained from pre-service teachers. In nearly all studies conducted after 2011, the assessment literacy of teachers or teacher candidates has been determined using a scale adapted by Bütüner et al. (2010).

Although the concept of assessment literacy has entered Türkiye late compared to the international arena, studies have been carried out on the knowledge, skills and proficiency perceptions of teachers about measurement and evaluation methods, which can be related to assessment literacy.

In these studies, conducted at various levels, it has been observed that teachers do not have sufficient knowledge, skills and proficiency in the field of assessment and evaluation (Aksu, 2012; Birgin & Baki, 2009; Çakan, 2004; Gelbal & Kelecioğlu, 2007; Özsevgeç, Çepni & Demircioğlu, 2004; Kuran & Kanatli, 2009; Ulutaş, 2003). In addition, when the studies on teacher assessment literacy in Türkiye are examined, it is seen that pre-service teachers (Akdağ, 2015; Azrak & Yalçınkaya, 2019; Çambay & Kazanç, 2018; Gül, 2011; Acar Güvendir & Özer Özkan, 2021; İzci et al., 2018; Karaman & Şahin, 2014; Tünkler, 2019; Yalvaç, 2016) and in-service teachers (Ergül, 2019; Korkut, 2019; Natır, 2020) assessment literacy levels were found to be low and needed to be improved.

When the sample of studies on teacher assessment literacy is examined, pre-service teachers (Acar Güvendir & Özer Özkan, 2021; Azrak & Yalçınkaya, 2019; Bütüner, et al., 2010; Gül, 2011; Karaman & Şahin, 2014; Ogan-Bekiroglu & Suzuk, 2014; Tünkler, 2019; Yalvaç, 2016) and it is seen that there are studies on secondary school teachers (Ergül, 2019) and high school chemistry teachers and pre-service teachers (Atasoy, 2022). The majority of studies on assessment literacy in Türkiye have been conducted on students enrolled in teacher education programs at the university level (pre-service teachers), while the scarcity of studies conducted on in-service teachers is noteworthy. The sample selection specifically targeted fourth-grade students who had taken the measurement and evaluation course. While their completion of the course and enrollment in an education faculty are significant criteria, it may not be appropriate to draw conclusions regarding teacher assessment literacy based on the data obtained from this sample. This is due to the influence of the Teacher Selection and Placement Examination (KPSS) in Türkiye, which affects these students' perspectives on measurement and evaluation. The examination primarily assesses their knowledge levels in measurement and evaluation, in addition to their assessment literacy.

Furthermore, another important deficiency is the lack of studies conducted on primary school teachers, who are expected to be the most competent in terms of assessment literacy. In the studies conducted on pre- and in-service teachers, it was observed that their assessment literacy was low in general.

One of the compilation studies dealing with the concept of assessment literacy in Türkiye in detail was carried out by Gürsoy (2017). The author conducted a conceptual analysis of assessment literacy in his research. It examined how the concept was defined by different researchers, the importance of being assessment literate, the reasons that affect teachers' assessment literacy, and teachers' attitudes towards the concept. The author analyzed the historical development of the standards based on assessment literacy and compared them with the standards set by the Ministry of National Education in Türkiye. In this respect, it is an important compilation in terms of conceptually addressing the concept of assessment literacy.

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In addition to the quantitative study (Korkut,2019) examined the assessment literacy levels of science teachers who graduated from the faculty of science, literature and education through qualitative research in the literature. Teachers graduated from two different faculties; It was observed that they differed in providing feedback to students. It has been observed that while teachers who graduated from the faculty of education play a supportive role in providing feedback to the students, teachers who are graduates of the faculty of science and literature cannot provide effective feedback.

In studies on assessment literacy in Türkiye, it is seen that it is generally carried out with the participation of pre-and in-service teachers and mostly measurement tools developed according to 1990 standards and adapted to our language are used. Deluca et al. (2016) developed the “Approaches Classroom Assessment Inventory” (ACAI), which can be used to measure assessment literacy according to the "Classroom Assessment Standards", due to the criticisms directed at the 1990 standards and the suggestion that these standards show weak psychometric properties. According to the Joint Committee on Standards for Educational Assessment (JCSEE), 2015, these standards aim to provide principles and guidelines for the effective assessment of students by teachers. Compared to the 1990 standards, it is seen that the "Classroom Assessment Standards" define teachers' assessment and evaluation competencies in a more comprehensive way. This inventory was adapted into Turkish by Dinçer (2023) in his master's thesis and examined its measurement invariance across gender groups. According to this study, it can be concluded that valid and reliable measurements and comparisons for gender groups can be carried out by using the Approaches to Classroom Assessment Inventory (ACAI).

#### **4. CONCLUSION and DISCUSSION**

Assessment is an essential part of teaching and learning, and teacher assessment skills play a key role in ensuring that assessment is effective and accurate. While the concept of assessment literacy, which emerged in 1991 by Stiggins, was considered the basic concept for measurement and evaluation studies carried out abroad, this concept only found its way into studies in Türkiye with a delay. In studies on assessment literacy in Türkiye, it is seen that it is generally carried out with the participation of teachers or teacher candidates, and mostly measurement tools developed according to 1990 standards and adapted to our language are used.

In Turkish studies on teacher assessment literacy, it is observed that it is usually conducted with the participation of pre-in-service teachers, and mainly measurement tools developed according to 1990 standards and adapted to our language are used. The review reveals that while there has been some progress in improving teachers' assessment literacy in Türkiye, there are still significant challenges that need to be addressed. The studies reviewed show that teachers have limited knowledge of assessment concepts, and they often rely on traditional assessment practices that do not align with current educational

goals. The review also highlights the need for more comprehensive professional development programs that focus on assessment literacy and provide ongoing support to teachers.

In conclusion, addressing the issues related to teacher evaluation literacy is crucial for improving the quality of education in Türkiye. Policymakers, educational institutions, and individual teachers should take steps to develop and implement effective solutions. Providing adequate resources, improving teacher training programs, and promoting a culture that values a variety of assessment methods are some of the key measures that can be taken. By enhancing teacher assessment literacy, educators will be better equipped to accurately measure and evaluate student learning, which can lead to improved academic outcomes and increased educational equity.

#### **4.1. Solution Proposals: Policies and Practices to Enhance Assessment Literacy in Türkiye**

In order to improve assessment literacy among teachers in Türkiye, there are several policies and practices that can be implemented. The researcher has categorized these policies and practices under four main headings and discussed them in detail below.

##### **4.1.1. Professional development**

One of them is to provide professional development opportunities for teachers based on their individual needs in the area of assessment. Providing regular and ongoing professional development opportunities for teachers to improve their assessment literacy skills can be an effective strategy. It is important to provide teachers with opportunities to learn about various assessment tools they can use to evaluate students' performance in a way that is flexible and self-paced, regardless of time and location constraints. Plake et al. (1993) conducted one of the first studies on teacher assessment literacy in the literature. In this study, it was observed that teachers who had received education in measurement and evaluation obtained significantly higher scores on the Teacher Assessment Literacy Scale compared to those who did not receive such education. Similarly, the study conducted by Koh (2011) aimed to determine the effects of enhancing teachers' assessment literacy on students through a longitudinal and quasi-experimental design. The research findings demonstrated a significant increase in assessment literacy among teachers who received long-term and continuous training compared to those who received short-term training. This study is valuable in drawing attention to the significant impact of educational interventions in the field of measurement and evaluation on teachers' assessment literacy. Another critical consideration is that these training opportunities should offer teachers experiential learning in small-group settings. Workshops conducted in small groups, allowing for ample time, enhance teachers' assessment skills more effectively than in large-group settings with time limitations.

##### **4.1.2. The Role of school administrators in promoting teachers' assessment literacy**

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An important contribution to improving teachers' assessment literacy is the support provided by school administrators. School leaders can encourage teachers to develop their assessment literacy skills and provide them with the necessary support. This can include training opportunities, access to resources, and ongoing feedback and mentoring. School administrators can establish policies and guidelines at the school level to promote assessment literacy. These policies and guidelines can encourage teachers to adopt effective assessment strategies, ensure consistency in assessment processes, and provide guidance for better-evaluating student learning outcomes. By prioritizing and investing in the development of teachers' assessment literacy, school administrators can help create a culture of effective assessment practices within the school. This can encourage teachers to share their experiences, exchange best practices, and engage in collaborative projects.

#### **4.1.3. Curriculum revision**

Revising the national curriculum to include more emphasis on assessment literacy can help teachers develop a stronger understanding of assessment principles and practices. This can also include the integration of assessment literacy into teacher training programs. To enhance teachers' assessment literacy, updating teacher education programs and providing more detailed coverage of assessment topics is necessary. Before embarking on curriculum revision, it is imperative to conduct a thorough needs assessment to identify the specific areas where teachers require support and development in assessment literacy. This assessment can involve surveys, interviews, and analysis of student performance data to determine the existing gaps and challenges faced by teachers. In their study conducted in 2010, DeLuca and Klinger found that teacher candidates expressed a desire for a more comprehensive and practice-oriented curriculum in the measurement and evaluation course during their undergraduate education.

#### **4.1.4. Collaboration and feedback**

Encouraging collaboration and feedback among teachers can also be effective in improving assessment literacy. This can involve opportunities for teachers to share assessment strategies, provide feedback on each other's assessments, and engage in peer coaching. Engaging students in the assessment process can also be beneficial for improving assessment literacy among teachers. This can include involving students in self-assessment and peer assessment activities and providing them with feedback on their assessments. Overall, a comprehensive approach that involves professional development, curriculum revisions, collaboration and feedback, and student involvement can help improve assessment literacy among teachers in Türkiye.

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\*Investigated articles within the scope of the research are denoted with an asterisk (\*).