

## SYSTEMATIC REVIEW OF TEACHER SELF-EFFICACY REGARDING CLASSROOM ASSESSMENT

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**Amira Mezrigui \*, Edit Tóth \*\***

*\* Doctoral School of Education, University of Szeged*

*\*\* Institute of Education, University of Szeged*

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**Title:** Systematic Review of Teacher Self-Efficacy Regarding Classroom Assessment Over the last twenty years, significant accomplishments have been made in the assessment of student learning, with a focus on past progress, present research, and future considerations (Weisler, 2015). Assessment continues to be a fundamental pillar of educational systems across the world. As assessments evolve with new educational technologies and ideas, it becomes crucial for teachers, school leaders, and students to enhance their understanding of these changes (Pastore & Andrade, 2019). They need to be “assessment literate”. Assessment literacy in this context refers to the knowledge and skills required for effective assessment practices in the classroom (Pastore, 2023). For successfully implementing and conducting assessment tasks, teachers should possess a fundamental belief in their ability to understand and execute them. This systematic review investigates the relationship between teacher self-efficacy and classroom assessment practices in primary education. Most research on this topic has historically focused on university teachers, making this study particularly important for addressing the gap in understanding primary school teachers’ self-efficacy in classroom assessment. The study aims to identify how self-efficacy influences various assessment types (eg., formative assessment, summative assessment) and the contextual factors impacting this relationship. Studies included were published in English between 2014 and 2024, focusing on primary school teachers’ self-efficacy in classroom assessment, with both qualitative and quantitative methodologies considered. A literature search conducted in February 2024 using Scopus and Web of Science databases resulted 1787 articles, with 11 studies meeting the inclusion criteria after screening which only focus on primary school teachers and address teacher self-efficacy in their assessment practices. Methods to assess the risk of bias included evaluating the peer-reviewed status, relevance, and adherence to established measurement techniques. The selected studies span various methodologies and geographic contexts, including countries such as Hong Kong, the US, Greece, New Zealand, South Africa, Italy, and several European nations. The review found that high teacher self-efficacy positively correlates with the effective implementation of formative assessment practices and inquiry-based instructional strategies. However, discrepancies were noted between perceived and actual efficacy in classroom management and assessment practices. External factors such as school environment, technological changes, and crises like the COVID-19 pandemic also significantly influence this relationship. The strengths of the evidence include a diverse range of studies and methodologies, while limitations involve a focus on open-access sources and primary education settings only.

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