

## PRESERVICE TEACHERS' ASSESSMENT LITERACY: A SYSTEMATIC REVIEW

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Assessment literacy (AL) is important for teachers in developing education quality. Teachers can use their assessment competence to improve their teaching and students' learning, and to respond to accountability purposes. Although much research has been reviewed, few studies focused on the development of preservice teachers' AL. Thus, a review of preservice teachers' AL is very relevant in the current literature. The aim of this study is to review past studies on what measurements have been used to assess preservice teachers' AL and how their AL is conceptualized. To identify empirical studies, describe their characteristics, summarize findings, and formulate recommendations for future research, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol was followed. Scopus and EBSCOHost databases were used for electronic searches. Two researchers retrieved, screened, and evaluated the articles to determine their eligibility. The search yielded 712 records, of which 38 empirical studies met the inclusion criteria. Based on the descriptive analysis of the included studies, two main themes emerged: (1) measuring the overall and subcomponents of AL, and (2) investigating factors influencing the development of AL in teacher education programs. The findings of this review were as follows: First, mainly tests and questionnaires were used to measure preservice teachers' AL. These instruments were mostly the same as those used among practicing teachers. Only a few measurements have been newly developed to assess preservice teachers' AL. The findings also indicated that researchers assessed preservice teachers' AL based on three main sources, including the 1990 Standards, updated assessment guidelines, and the curriculum of the research contexts. Furthermore, they tend to change the way they measure preservice teachers' AL from testing the participants to asking them to self-report their assessment confidence. It is also evident that some researchers failed to report the psychometric properties in their studies. Second, empirical studies revealed that preservice teachers' AL is a developing competence that is being formed and shaped by their assessment training and prior experiences as students. Their assessment knowledge and skills can effectively be developed in teacher education programs in relation to other psychological factors such as efficacy, mindset, attitude toward assessment, and the cultural factors of the assessment context. AL is significantly mediated by preservice teachers' assessment conceptions, which are also influenced by other related factors such as their assessment practices, efficacy, teaching conceptions, contextual factors, and assessment agencies like teachers as supervisors. The findings of this study have implications for the development of preservice teachers' assessment competence in teacher development programs and research in the field of educational assessment.

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