

An exploration of teachers' assessment literacy in Iran

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In recent years, assessment literacy has been increasingly considered a proper focus for teachers' professional development programs. As assessment literacy can develop the understanding of the significant role of assessment in classroom setting for both teachers and students, teachers' assessment literacy is required to employ ongoing and meaningful assessment. This is not only beneficial for teachers and students but also for all educational authorities. Accordingly, this study sought to investigate teachers' assessment literacy in the classroom setting. For this purpose, 200 university instructors participated in the present study completing a developed questionnaire. The data were analyzed through parametric statistical analysis. The findings of this study signify that teachers' assessment literacy development needs to be a precise component of teacher education programs. Additionally, practical professional development can help teachers to enhance the quality of their assessment which is expected to show the growth in students learning achievement. Therefore, assessment literacy must be an essential content area for any present and future development attempts for both teachers and administrators.

Keywords: Assessment Literacy, Education Authorities, Assessment, Professional Development, Teachers' Assessment Programs.

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