



TEACHER ASSESSMENT LITERACY IN THE CONTEXT OF INTERNATIONAL STANDARDS

*Scientific advisor: **Khonsaidova Maktuba***

Chirchik Pedagogical university,

Department of Linguistics and teaching English methodology

szakirovmaktuba@gmail.com

*Researcher: **Norqulova Sabrina Shuhrat kizi***

sabrinanorqulova18@gmail.com

A student of Chirchik State Pedagogical University

Abstract: *This article explores at how well teachers understand assessment in relation to global standards. Many University instructors struggle with evaluating students properly, as being skilled in assessment is now a key part of modern teaching. Even though some teachers have language qualifications based on systems like the CEFR, this doesn't always mean they can judge student work to meet worldwide standards. The article looks at existing research and ideas to understand this problem and offers real-world ways to fix it. The results show that focused training is crucial for helping teachers get better at assessing their students.*

Key words: *assessment literacy, international standards, university teachers, CEFR, professional development, higher education, formative assessment*

INTRODUCTION

In today's rapidly developing world, assessment literacy has become one of the most essential competencies for university teachers. As education systems grow more complex and globally connected, the ability to assess student learning accurately and meaningfully is no longer optional, it is a fundamental professional requirement. Teachers are not only expected to deliver content effectively, but also to evaluate student progress in ways that are fair, consistent, and aligned with recognized educational standards. Assessment literacy refers to a teacher's ability to understand, design, and use assessments purposefully to support student learning.



Stiggins was among the first to define it as the capacity to understand and use assessment data effectively to make informed instructional decisions. [Stiggins, R. J. (1991).] This definition remains relevant today, as the demands placed on teachers have only grown more complex. Modern university teachers must be able to select appropriate assessment methods, interpret results accurately, provide meaningful feedback, and continuously reflect on the effectiveness of their evaluation practices. The importance of assessment literacy becomes even clearer when we consider its direct impact on students. When teachers assess effectively, students receive accurate information about their learning progress, which motivates them and guides their further development. When teachers lack this competency, however, assessment becomes a mere formality, disconnected from actual learning goals and unable to drive improvement. In recent years, international standards have added another layer of expectation for university teachers. Frameworks such as the Common European Framework of Reference for Languages (CEFR), OECD-TALIS, and Cambridge Assessment provide globally recognized guidelines for evaluating student performance. According to OECD, teachers in high-performing education systems consistently demonstrate stronger assessment practices and engage more frequently in data-driven instruction. [OECD. (2019)]. This suggests that assessment literacy is not only an individual teacher competency, it is also a key indicator of overall educational quality at the institutional and national level. Despite its growing importance, many university teachers still struggle to meet the assessment demands set by international standards. They may be familiar with these frameworks in theory, but face significant challenges when applying them in practice. This gap between knowledge and practice is the central concern of this article.

METHODS

Its goal was to examine how university teachers perceive and use assessment literacy in line with international standards. The main research method was document analysis. This involved looking at academic books, journal articles, international reports, and official online sources about assessment literacy and teacher development. Important references included Stiggins, Roberts, OECD reports, and



the Council of Europe's CEFR guidelines. [Roberts, F. (2022)]. The collected information was analyzed using thematic analysis. The main topics covered were formative assessment, summative assessment, feedback methods, rubric creation, and international assessment standards. Particular focus was placed on the role of technology in assessment, as Roberts highlights the significance of digital tools in contemporary teaching and evaluation. This approach helped the study connect theoretical ideas with the actual challenges that university teachers face in higher education.

RESULTS AND DISCUSSION

This study shows that university teachers usually understand the theory behind assessment literacy, but there is a big gap between knowing the theory and using it in real classroom situations. Many teachers know important assessment ideas like formative and summative assessment, and how to give feedback, but they don't always use these ideas in a consistent way in their teaching. Because of this, assessment often ends up just being about giving grades, instead of being a way to support students' learning and growth. The study also finds that teachers with CEFR-based language qualifications have strong language skills, but having good language ability doesn't automatically mean they are good at assessing students according to international standards. [Council of Europe. (2020)]. This makes it clear that language proficiency and assessment skills are different things. Moreover, the results show that teachers who take part in ongoing professional development usually have better assessment practices. They are more likely to use clear rubrics, give useful feedback, and use organized evaluation methods. Learning tools that use technology also help improve assessment quality, as they allow teachers to track student progress and offer more effective feedback.

CONCLUSION

In short, this study shows that being skilled in assessment is a key ability for university teachers today. While many teachers know the theories behind assessment, there's still a big difference between knowing these ideas and actually using them well in the classroom. The results show that good assessment methods need more



than just knowing the subject or being fluent in a language. Even teachers with qualifications based on the CEFR may not be able to use standard assessment guidelines properly. This means that being good at assessment is a special skill that teachers need to keep working on. Also, the study points out how important it is for teachers to get professional development. Things like training, workshops, and using technology in learning can really help teachers create fair, accurate, and effective assessments.

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