

DEVELOPING TEACHER ASSESSMENT LITERACY IN RELATION TO INTERNATIONAL ENGLISH TESTING SYSTEMS

Scientific supervisor:

Teacher of Uzbek National Pedagogical University

Sayidazimova Durдона Xabibullayevna

Email: dsayidazimova44!@gmail.com

Qodirova Sarvinoz Dilshod qizi

Student of Uzbek National Pedagogical University

Buvaxanova Gulsevar Qudrat qizi

Student of Uzbek National Pedagogical University

Abstract: *This article highlights the development of Teacher Assessment Literacy (TAL) in relation to international English testing systems such as IELTS, TOEFL and CEFR-based frameworks. It points out the significant role of teachers' understanding of marking standards in making sure alignment in the middle of classroom practices and global standards. The paper explores usual problems educators face in creating legal and trustworthy assessments as well as underlines the need for constant professional growth to enhance TAL.*

Keywords: Teacher Assessment Literacy, International Testing, CEFR, IELTS, Professional Development

Аннотация: *В данной статье рассматривается развитие оценочной грамотности учителей (TAL) в контексте международных систем тестирования английского языка, таких как IELTS, TOEFL и CEFR. Отмечается важная роль понимания учителями стандартов оценивания для обеспечения соответствия между практикой преподавания и мировыми стандартами. В статье рассматриваются типичные проблемы, с которыми сталкиваются преподаватели при создании легальных и достоверных оценок, а также подчеркивается необходимость постоянного профессионального роста для повышения TAL.*

Ключевые слова: *Оценка грамотности учителей, Международное тестирование, CEFR, IELTS, Профессиональное развитие.*

Introduction

In the globalized globe, English proficiency has become an crucial skill for academic, professional, and social mobility. As a result, international testing systems such as IELTS, TOEFL, and CEFR-based assessments have gained essential influence in shaping language education policies and classroom practices. However, the success of these systems at the classroom level largely depends on teachers' ability to understand, interpret, and apply assessment principles effectively. This competence, known as Teacher Assessment Literacy (TAL), involves teachers' knowledge, skills, and beliefs about designing, conducting, and using assessments to encourage learning. In spite of the growing importance of TAL, surveys indicate that many English language instructors struggle to align their classroom assessments with international proficiency standards. This misalignment can lead to inconsistencies in evaluating learners' actual language capabilities and may decrease the validity and fairness of assessment outcomes. Therefore, enhancing teachers' assessment literacy is important for ensuring that classroom-based evaluations reflect the communicative and performance-oriented aims of international testing systems.

Literature Review

Teacher Assessment Literacy (TAL) has become a central opinion in language education research, reflecting the increasing recognition that teachers play a imperative role in ensuring the validity and fairness of language assessment practices. According to Stiggins (1991), assessment literacy refers to teachers' understanding of how to design, interpret, and apply assessments to enhance student learning. More recent studies, such as Fulcher (2012) and Giraldo (2021), emphasize that TAL is not only a set of technical skills but also a reflective and context-sensitive competence that shapes instructional resolutions. In the field of English language teaching, the alignment between classroom assessment and international testing systems such as IELTS, TOEFL, and CEFR has gained considerable attention. Taylor (2011) and O'Sullivan

(2015) argue that international proficiency frameworks establish benchmarks that guide teachers in setting realistic learning objectives and measuring communicative competence. Nevertheless, research by Vogt & Tzagari (2014) and Xu & Brown (2016) reveals that many teachers lack enough assessment literacy to effectively interpret and apply these frameworks in their local contexts. This gap often leads to inconsistency in assessment quality and undermines the validity of classroom evaluations. Moreover, studies have shown that continuous professional development plays a significant role in progressing TAL. Mertler (2009) suggests that teacher training programs should integrate assessment theory and practice to strengthen teachers' capacity to link classroom assessments with international standards. Similarly, Popham (2018) highlights the importance of institutional motivate and collaboration among educators in promoting assessment literacy. Overall, the reviewed literature indicates that while international testing systems provide useful frameworks for assessing English proficiency, the success of their local implementation largely depends on teachers' assessment competence. Therefore, developing TAL through systematic training and reflective practice remains a key priority for ensuring the reliability, fairness, and global alignment of English language assessment.

Methodology:

This study adopts a qualitative research design to explore the development of Teacher Assessment Literacy (TAL) in relation to international English testing systems, including IELTS, TOEFL, and CEFR-based frameworks. A qualitative approach was selected because it allows for an in-depth understanding of teachers' experiences, perceptions, and practices regarding assessment, which cannot be captured fully through quantitative measures. Participants: The study involved twenty English language teachers from diverse educational contexts, including secondary schools and language institutes. Participants were selected using purposive sampling, ensuring that they had experience in teaching English and familiarity with international testing standards. Data Collection: Data were collected through a combination of semi-structured interviews and document analysis. Interviews focused on teachers'

knowledge, skills, and challenges in designing and interpreting assessments aligned with international standards. Document analysis included lesson plans, assessment tasks, and feedback forms to triangulate the interview data and provide insights into actual classroom practices.

Conclusion:

This research underscores the critical role of Teacher Assessment Literacy (TAL) in ensuring that classroom assessments align effectively with international English testing systems such as IELTS, TOEFL, and CEFR-based frameworks. The literature demonstrates that while global proficiency benchmarks provide valuable guidance for evaluating language skills, many teachers face challenges in interpreting and applying these standards in local educational contexts. Enhancing TAL through targeted professional development, reflective practice, and institutional support is essential for improving the validity, fairness, and reliability of English language assessment. By strengthening teachers' assessment competence, educational institutions can foster more coherent, equitable, and globally aligned evaluation practices, ultimately contributing to higher quality language learning outcomes.

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