



Mapping the constellation of assessment discourses: a scoping review study on assessment competence, literacy, capability, and identity

Article Summary

Over the past three decades, policy and professional standards have repeatedly called teachers to integrate assessment continuously across their practice in various ways to identify, monitor, support, evaluate, and report on student learning. Educational researchers have conceptualized and operationalized multiple constructs to understand teachers' classroom assessment practice including 'assessment competency,' 'assessment literacy,' and later, 'assessment capability' and 'assessment identity.' The result of these multiple constructs presents a constellation of assessment discourses, which have influenced contemporary educational policies and professional development practices across systems, shaping understandings of teachers' assessment work. Yet of concern is the resulting confusion that ensues when multiple discourses related to the same professional responsibility proliferate in a short timeframe, arising from dissimilar historic foundations, and each replete with epistemological assumptions and unique connotations for practice. As such, our aim in this paper is to critically map the constellation of assessment capacity discourses through a scoping review methodology to examine how these related discourses have been conceptualized for pre-service or in-service teachers. Driving this analytic mapping was the following research question: How are assessment competence, assessment literacy, assessment capability, and assessment identity conceptualized in peer-reviewed research? Specifically, we were interested in analyzing the evolution of each construct over time (i.e. since the introduction of the construct into peer-reviewed literature) and space (i.e. geography), and in considering how the constructs contribute toward a current view of teachers' assessment work. To this end, our provides the basis for theorizing new directions and possibilities for supporting teachers in their assessment roles and responsibilities.

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