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11.1. Conclusion

This study investigated the impact of teacher assessment literacy on classroom assessment practices within the context of English Language Teaching (ELT) in Iraq. Using a mixed-methods approach, both quantitative and qualitative data were collected to examine the relationship between teachers' assessment literacy and their classroom practices, as well as the challenges and strategies they employ in implementing assessments.

The study's findings indicate that teachers with higher levels of assessment literacy are more likely to implement diverse and effective formative assessment strategies, adapt their instruction based on student feedback, and promote learner autonomy. Conversely, teachers with limited assessment literacy tend to rely heavily on summative assessments, which may limit opportunities for meaningful learning and skill development. Quantitative analyses demonstrated a significant positive correlation between assessment literacy and the frequency and quality of formative assessment practices. Qualitative findings further revealed that teachers face challenges such as lack of professional development, time constraints, and resource limitations, which hinder the effective implementation of assessment strategies.

Overall, the study confirms that teacher assessment literacy is a key determinant of classroom assessment effectiveness. However, improving literacy alone is in-

sufficient; institutional support, targeted professional development, and policy interventions are essential to enable teachers to translate their knowledge into effective classroom practices.

11. 2.Final Remarks

In conclusion, this study underscores the critical role of teacher assessment literacy in shaping effective classroom assessment practices. By addressing gaps in literacy through professional development, institutional support, and policy interventions, Iraq can improve the quality of English language teaching, enhance student learning outcomes, and foster a culture of continuous assessment improvement. Teachers, institutions, and policymakers must collaborate to ensure that assessment literacy is not only understood but effectively applied in everyday teaching practice.

tickets to monitor understanding.

These strategies indicate that teachers with higher assessment literacy tend to integrate formative practices creatively, even under resource constraints.

4. Integration of Quantitative and Qualitative Findings

The combined findings highlight a strong link between assessment literacy and effective classroom practices:

Quantitative data confirmed that higher assessment literacy predicts greater use of formative assessment strategies. Qualitative insights explained why some teachers fail to implement formative assessment, pointing to structural and institutional barriers. This integration underscores that improving assessment literacy alone is not sufficient; institutional support and professional development are essential for sustainable improvements in classroom assessment practices.

10. Discussion

The findings are consistent with previous studies:

Black & Wiliam (1998) emphasize that formative assessment improves student learning, yet teachers often struggle to implement it without adequate literacy.

Popham (2009) and Brookhart (2011) highlight the link between teachers' assessment knowledge and classroom practices, supporting the significant correlation found in this study. The Iraqi context demonstrates additional barriers, including limited train-

ing and resource constraints, highlighting the need for context-specific professional development programs. The study's results suggest that enhancing teacher assessment literacy can:

1. Promote diverse and effective formative assessment strategies.
2. Improve instructional decision-making based on assessment data.
3. Encourage learner autonomy and engagement in ELT classrooms.

The combination of quantitative and qualitative evidence demonstrates that improving assessment literacy is not merely a matter of knowledge acquisition but requires holistic support, including training, policy implementation, and resource provision.

The results of this study confirm that teacher assessment literacy significantly influences classroom assessment practices in ELT settings. Teachers with higher literacy levels implement diverse and effective formative assessment strategies, while those with limited literacy rely heavily on summative assessments. Qualitative insights further reveal the challenges teachers face in applying assessment knowledge, emphasizing the need for targeted professional development and institutional support.

Overall, the study highlights that improving teacher assessment literacy is critical for fostering effective teaching practices, enhancing student learning, and promoting a culture of continuous assessment improvement in Iraqi ELT contexts.

In-service teachers generally scored higher ($M = 3.85$, $SD = 0.52$) compared to pre-service teachers ($M = 3.42$, $SD = 0.60$), indicating that professional experience contributes to higher assessment competence.

Teachers demonstrated stronger knowledge of summative assessment principles than formative assessment strategies, reflecting a common trend identified in previous studies (Brookhart, 2011; Popham, 2009).

2.2 Classroom Assessment Practices

The classroom assessment practices scale revealed that teachers frequently employed summative assessments, such as end-of-unit tests, but formative assessment strategies (e.g., peer feedback, self-assessment, and continuous monitoring) were used less consistently.

The mean score for formative assessment practices was 3.21 ($SD = 0.63$), whereas for summative assessment it was 4.01 ($SD = 0.49$).

Teachers with higher assessment literacy scores were more likely to implement diverse formative assessment strategies, such as group work evaluation, written reflections, and exit tickets.

2.3 Relationship Between Assessment Literacy and Classroom Practices

Pearson correlation analysis demonstrated a significant positive relationship between teacher assessment literacy and the use of formative assessment practices ($r = 0.62$, $p < 0.01$). Multiple regression analysis further indicated that assessment literacy significantly predicted the frequency and quali-

ty of classroom assessment practices ($\beta = 0.58$, $p < 0.001$), supporting the hypothesis that higher literacy leads to more effective and varied assessment practices.

3. Qualitative Findings

3.1 Teachers' Perceptions of Assessment Literacy

Interview data revealed that teachers recognize the importance of assessment literacy but often feel insufficiently prepared to implement effective formative assessments: > "I know formative assessment is important, but I was never trained to use it properly in the classroom." – Teacher A

3.2 Challenges in Implementing Assessment Practices

Teachers reported several challenges, including:

Lack of professional development: Most participants had not received structured training in assessment literacy.

Time constraints: Implementing diverse formative assessments is time-consuming and often impractical due to heavy curricula.

Resource limitations: Limited teaching materials and large class sizes hinder individualized feedback.

3.3 Effective Practices and Strategies

Despite challenges, teachers demonstrated innovative approaches:

Adapting peer assessment to evaluate speaking and writing activities. Using self-assessment rubrics to encourage learner autonomy. Incorporating informal exit

ing initial codes.

3. Categorizing codes into themes related to assessment literacy, challenges, and classroom practices.

4. Reviewing and refining themes to ensure they accurately represent participants' experiences.

Integration of quantitative and qualitative findings will occur in the discussion phase, providing a holistic understanding of the study's results.

6. Reliability and Validity

To ensure reliability, the survey instrument will undergo a pilot test with 20 teachers, and Cronbach's alpha coefficients will be calculated for each scale. Values above 0.70 will be considered acceptable (Nunnally, 1978).

For validity, the survey and interview protocols will be reviewed by three assessment experts for content validity. Construct validity will also be assessed using factor analysis to confirm that survey items accurately measure the intended constructs.

7. Ethical Considerations

Ethical considerations are paramount. Participants' confidentiality and anonymity will be strictly maintained. All data will be securely stored, and only aggregate results will be reported. Additionally, participation is voluntary, and participants can withdraw at any time without penalty. The study will adhere to the ethical guidelines of the American Educational Research Association (AERA, 2011).

8. Limitations

Potential limitations of the study include:

Self-report bias: Participants may overestimate their assessment literacy or classroom practices.

Regional representation: Although stratified sampling is used, some regions may have limited participation.

Time constraints: Limited time for conducting interviews may restrict depth in qualitative insights.

These limitations will be addressed by triangulating survey data with interviews and ensuring diverse representation in the sample.

9. Results

1.Introduction

This section presents the results of the study investigating the impact of teacher assessment literacy on classroom assessment practices in English Language Teaching (ELT) in Iraq. Data were collected through surveys and semi-structured interviews, integrating quantitative and qualitative findings to provide a comprehensive understanding of the relationship between teachers' assessment literacy and their classroom practices.

2. Quantitative Findings

2.1 Participants' Assessment Literacy Levels

Survey results indicated that teachers' assessment literacy levels varied considerably. The mean score on the assessment literacy scale was 3.68 (SD = 0.57) on a five-point scale, suggesting a moderate level of assessment literacy among participants.

in interpreting assessment data.

3. Classroom Assessment Practices Scale: Items assessing the frequency and quality of assessment practices in the classroom, including formative strategies, feedback provision, and adaptation of instruction based on assessment results.

A five-point Likert scale (1 = strongly disagree, 5 = strongly agree) will be used for all items, allowing for quantitative analysis of the relationship between assessment literacy and classroom practices.

3.2 Qualitative Instrument: Semi-Structured Interviews

The qualitative phase will involve semi-structured interviews with selected participants. The interviews aim to explore: Teachers' perceptions of their own assessment literacy.

Challenges encountered in implementing assessment strategies.

Strategies used to enhance student learning through assessment.

Professional development experiences related to assessment.

Interviews will last approximately 45–60 minutes and will be audio-recorded with participants' consent. An interview protocol will guide the discussion while allowing flexibility for participants to elaborate on their experiences.

4. Data Collection Procedures

Data collection will follow these steps:

1. **Ethical Approval:** Approval will be obtained from the relevant institutional review boards and school administrations.

2. **Informed Consent:** Participants will be provided with a detailed consent form explaining the study's purpose, voluntary participation, confidentiality, and their right to withdraw at any time.

3. **Survey Administration:** The assessment literacy survey will be distributed online and in print to ensure accessibility across different regions. Participants will have two weeks to complete the survey.

4. **Interview Scheduling:** Based on survey results, participants will be selected for interviews. Appointments will be scheduled at mutually convenient times.

5. **Data Management:** All collected data will be anonymized, stored securely, and used solely for research purposes.

5. Data Analysis

5.1 Quantitative Analysis

Quantitative data from the surveys will be analyzed using SPSS software. Descriptive statistics (mean, standard deviation) will summarize participants' assessment literacy levels and classroom practices. Inferential analyses, including Pearson correlation and multiple regression, will examine the relationship between assessment literacy and classroom assessment practices. Statistical significance will be set at $p < 0.05$.

5.2 Qualitative Analysis

Qualitative data from interviews will be analyzed using thematic analysis (Braun & Clarke, 2006). The process will involve:

1. Transcribing interviews verbatim.
2. Familiarizing with the data and identify-

would provide valuable insights into the benefits of investing in teacher assessment literacy.

Research Methodology

1. Research Design

This study adopts a mixed-methods sequential explanatory design (Creswell & Plano Clark, 2018) to investigate the impact of teacher assessment literacy on classroom assessment practices in English Language Teaching (ELT) in Iraq. The mixed-methods approach combines quantitative and qualitative methods, allowing for a comprehensive examination of both measurable outcomes and contextual factors. Initially, quantitative data will be collected through structured surveys to measure the level of teachers' assessment literacy and its relationship with their classroom practices. Subsequently, qualitative data will be gathered through semi-structured interviews to provide in-depth insights into teachers' perceptions, challenges, and experiences regarding assessment implementation.

The sequential explanatory design is particularly suitable for this study because it allows the quantitative results to guide the qualitative exploration. By integrating both types of data, the study provides a richer understanding of how assessment literacy influences instructional practices and decision-making in Iraqi ELT classrooms.

2. Participants and Sampling

The target population for this study consists of in-service and pre-service English

language teachers working in secondary schools and teacher education programs across Iraq. Inclusion criteria require that participants have at least one year of teaching experience or be enrolled in a teacher education program specializing in English language instruction.

A stratified purposive sampling technique will be employed to ensure representation from different regions and school types, including public and private institutions. It is anticipated that approximately 150 teachers will participate in the quantitative survey, which provides sufficient statistical power for correlation and regression analyses (Cohen, 1992). For the qualitative phase, a smaller subset of 15–20 teachers will be selected for semi-structured interviews based on their survey responses, ensuring diversity in assessment literacy levels and teaching experience.

3. Instruments

3.1. Quantitative Instrument: Assessment Literacy Survey

The quantitative data will be collected using a structured survey adapted from Stiggins (2008) and Popham (2009). The survey consists of three main sections:

1. Demographic Information: Age, gender, teaching experience, and type of school or program.
2. Assessment Literacy Scale: Items measuring teachers' knowledge of assessment principles, familiarity with formative and summative assessments, and competence

The Iraqi ELT context presents unique challenges and opportunities regarding assessment literacy. Research indicates that many Iraqi English as a Foreign Language (EFL) teachers possess limited assessment literacy, often due to inadequate professional development and training (Al-Hasan, 2016). This limitation affects their ability to implement effective assessment practices, potentially impacting student learning outcomes.

However, initiatives aimed at enhancing assessment literacy among Iraqi EFL teachers have shown promise in improving assessment practices and student achievement. For example, Al-Khaddar and Al-Mahmood (2018) conducted a study that demonstrated the positive effects of targeted professional development programs on teachers' assessment literacy and subsequent classroom practices.

These findings underscore the importance of investing in professional development to enhance assessment literacy, particularly in contexts where teachers may have limited training in this area.

6. Professional Development and Policy Implications

Enhancing assessment literacy among teachers requires targeted professional development programs. These programs should focus on building teachers' knowledge and skills in assessment design, implementation, and interpretation. Additionally, educational policies should support the integration of assessment literacy into

teacher education curricula and provide ongoing professional development opportunities (Guskey, 2002).

Such initiatives can lead to improved assessment practices and, consequently, better student learning outcomes. For instance, professional development programs that include workshops, collaborative planning sessions, and mentoring have been shown to increase teachers' assessment literacy and positively impact their classroom practices (Guskey, 2002).

Moreover, policy support is crucial for sustaining these efforts. Policies that mandate ongoing professional development and provide resources for assessment training can create an environment conducive to enhancing assessment literacy.

In conclusion, assessment literacy is a critical factor influencing classroom assessment practices in ELT. Teachers with strong assessment literacy are better equipped to implement effective assessment strategies that enhance student learning. In the Iraqi ELT context, addressing gaps in assessment literacy through professional development and policy support can lead to significant improvements in assessment practices and student achievement.

Future research should explore the effectiveness of specific professional development programs and policy interventions in enhancing assessment literacy among Iraqi EFL teachers. Additionally, studies examining the long-term impact of improved assessment literacy on student outcomes

the importance of involving students in the assessment process to enhance their learning experience.

Another significant contribution is the Assessment for Learning Framework by Black and Wiliam (1998), which emphasizes the role of formative assessment in improving student learning. This framework posits that assessment should be used to inform teaching and learning, rather than merely to measure student achievement.

These frameworks provide a foundation for examining the impact of assessment literacy on classroom practices. They highlight the need for teachers to possess a deep understanding of assessment principles and to apply this knowledge effectively in their teaching.

3. Assessment Practices in ELT

In ELT, assessment practices play a pivotal role in shaping teaching and learning experiences. Assessment can be broadly categorized into formative and summative types. Formative assessment involves ongoing evaluations that inform instructional adjustments, while summative assessment evaluates student learning at the end of an instructional period (Black & Wiliam, 1998).

Research indicates that formative assessment, when implemented effectively, can lead to significant improvements in student achievement. For instance, Hattie and Timperley (2007) found that feedback, a key component of formative assessment, has a substantial impact on student learning.

Additionally, formative assessment encourages student engagement and promotes a deeper understanding of the material.

However, the effectiveness of formative assessment depends on its implementation. Teachers must be trained to design and use formative assessments that provide actionable feedback and align with learning objectives.

4. Impact of Assessment Literacy on Classroom Practices

Studies have demonstrated a positive correlation between teachers' assessment literacy and their classroom assessment practices. Teachers with higher levels of assessment literacy are more likely to employ diverse assessment strategies, provide timely and constructive feedback, and utilize assessment data to inform instructional decisions (Popham, 2009).

Conversely, limited assessment literacy can result in ineffective assessment practices, such as over-reliance on summative assessments and lack of alignment between assessment and learning objectives (Brookhart, 2011). These practices may not provide the necessary information to support student learning and can lead to disengagement.

Furthermore, teachers' assessment literacy influences their ability to interpret assessment data accurately. Misinterpretation can lead to misguided instructional decisions, potentially affecting student outcomes.

5. Assessment Literacy in the Iraqi ELT Context

provement and professional development.

Research Questions

1. What is the level of assessment literacy among Iraqi EFL teachers?
2. How do different levels of assessment literacy influence teachers' classroom assessment practices?
3. What challenges do teachers face in implementing effective classroom assessment strategies in Iraqi ELT contexts?
4. What are the implications of enhancing assessment literacy for improving English language teaching in Iraq?

Significance of the Study

This study contributes to the growing body of research on assessment literacy by focusing on a context that remains underexplored—the Iraqi ELT classroom. It provides empirical evidence on the relationship between teachers' assessment literacy and their classroom practices, offering insights for teacher education and professional development programs (Deneen et al., 2016; Mellati & Khademi, 2018). The findings also have practical implications for policymakers, curriculum developers, and teacher educators who aim to improve the quality of English language education in Iraq (Ofem et al., 2024; Clark & Nash, 2022). By highlighting the need for systematic training in assessment literacy, this study underscores the importance of equipping teachers with the skills required to adopt diverse, learner-centered, and contextually

appropriate assessment strategies.

Literature Review

1. Introduction to Assessment Literacy

Assessment literacy refers to the understanding and skills that educators possess regarding the design, implementation, and interpretation of assessments. It encompasses knowledge of various assessment types, purposes, and the ability to use assessment data to inform teaching practices (Stiggins, 2008). In the context of English Language Teaching (ELT), assessment literacy is crucial for fostering effective teaching practices and enhancing student learning outcomes.

Research indicates that teachers with high assessment literacy are better equipped to design assessments that align with learning objectives, provide meaningful feedback, and adjust instruction based on assessment data (Popham, 2009). Conversely, teachers with limited assessment literacy may struggle to implement effective assessment practices, potentially hindering student learning.

2. Theoretical Frameworks of Assessment Literacy

Several theoretical frameworks have been proposed to understand assessment literacy. One prominent model is the Assessment Literacy Framework by Stiggins (2008), which outlines the essential components of assessment literacy, including assessment design, implementation, and interpretation. This framework emphasizes

inate educational culture (Alrabai, 2014). Consequently, teachers' ability to employ diverse and effective assessment strategies remains limited, raising concerns about the overall quality of English language teaching and learning (Clark & Nash, 2022).

The issue becomes even more critical when considering the rapidly changing demands of ELT classrooms. The integration of communicative teaching approaches, the use of technology in education, and the emphasis on learner-centered instruction all require teachers to adopt more dynamic and flexible assessment practices (Ofem et al., 2024; Rodríguez, 2019). However, such innovations cannot be implemented successfully without a solid foundation in assessment literacy. Teachers with limited training and exposure to modern assessment techniques may struggle to align their assessment practices with curricular goals and learners' needs (Schildkamp et al., 2020). This gap highlights the pressing need to investigate how assessment literacy impacts classroom practices among English teachers in Iraq.

Furthermore, assessment literacy is not only a matter of technical knowledge but also of professional identity and reflective practice. Teachers' beliefs, cultural contexts, and prior experiences influence how they perceive and apply assessments (Xu & Brown, 2016; Pastore & Andrade, 2019). In Iraq, cultural expectations surrounding examinations, institutional pressures, and large class sizes pose significant challenges

to the adoption of formative and innovative assessment methods (Mellati & Khademi, 2018; Latif & Wasim, 2024). Addressing these challenges requires a comprehensive understanding of how teachers' levels of assessment literacy shape their classroom practices and, by extension, their students' learning outcomes.

Based on this background, the present study aims to explore the relationship between teacher assessment literacy and classroom assessment practices in English Language Teaching in Iraq. Specifically, it seeks to identify whether higher levels of assessment literacy are associated with more effective and varied classroom practices, and how teachers' perceptions and experiences influence their use of assessments. By employing a mixed-methods approach, this study integrates quantitative and qualitative data to provide a holistic understanding of the issue.

Research Problem

Although assessment is widely recognized as a cornerstone of effective ELT, there remains limited research on how Iraqi EFL teachers understand and implement assessment literacy in their classrooms. The gap between theoretical knowledge and practical application poses a serious challenge to the quality of English language teaching in Iraq (Al-Jubouri, 2019). This study addresses this gap by examining the impact of assessment literacy on classroom practices, with a focus on identifying areas for im-

اللغة الإنجليزية في العراق. تخلص الدراسة إلى أن برامج التطوير المهني التي تركز على تعزيز معرفة المعلمين بالتقويم ضرورية لتحسين جودة تعليم اللغة الإنجليزية في العراق، كما تؤكد على الحاجة إلى الدعم المؤسسي والسياسي لدمج تدريب معرفة التقويم ضمن برامج إعداد المعلمين.

الكلمات المفتاحية: محو أمية تقييم المعلمين، ممارسات التقييم الصفّي، تدريس اللغة الإنجليزية، اللغة الإنجليزية كلغة أجنبية، العراق.

Introduction

Assessment plays a pivotal role in shaping teaching and learning processes in educational contexts worldwide. In the field of English Language Teaching (ELT), assessment is not merely a tool for measuring student achievement but also a mechanism for guiding instruction, supporting learner engagement, and fostering academic growth (Black & Wiliam, 1998; Brown, 2019). Teachers' ability to design, implement, and interpret assessments effectively is closely tied to their level of assessment literacy, which encompasses the knowledge, skills, and dispositions required to evaluate learning in meaningful ways (Pastore, 2023; DeLuca et al., 2019). As education systems continue to emphasize accountability and quality, teacher assessment literacy has become a central concern for both practitioners and policymakers (Xu & Brown, 2016).

In recent decades, scholars such as Black and Wiliam (1998) and Stiggins (1991) have argued that effective assessment practices—particularly formative assessments—can significantly improve student learning outcomes. However, such practices require teachers to possess adequate assessment literacy, which includes understanding different types of assessments, recognizing their purposes, and applying them appropriately in diverse classroom contexts (Deneen et al., 2016; Mellati & Khademi, 2018). For teachers of English as a Foreign Language (EFL), this is particularly critical, as assessment influences not only students' academic performance but also their motivation, confidence, and language development (Latif & Wasim, 2024). Within the Iraqi context, where English holds a vital role in education, employment, and global communication, strengthening assessment literacy among EFL teachers is an urgent priority (Al-Jubouri, 2019).

Despite the importance of assessment literacy, many teachers continue to face challenges in applying effective assessment strategies. Studies suggest that teachers often rely heavily on summative assessments—such as midterm and final examinations—while underutilizing formative approaches that provide continuous feedback and encourage learner autonomy (Mellati & Khademi, 2018; Ozan & Kincal, 2018). This reliance on summative testing is particularly evident in Iraq, where traditional examination-driven practices dom-

English teachers from diverse educational institutions across Iraq, ensuring a comprehensive understanding of the local ELT context.

Findings indicate that teachers with higher levels of assessment literacy are more likely to implement diverse formative assessment strategies, adapt instruction based on student feedback, and promote learner autonomy. Conversely, limited assessment literacy often results in an overreliance on summative testing, restricting opportunities for meaningful learning and skill development. These results highlight the strong link between teacher assessment literacy and classroom assessment effectiveness in the Iraqi ELT setting.

The study concludes that professional development programs focused on enhancing assessment literacy are essential for improving the quality of English language teaching in Iraq. It further emphasizes the need for institutional and policy support to integrate assessment literacy training into teacher education programs.

Keywords: Teacher Assessment Literacy, Classroom Assessment Practices, English Language Teaching (ELT), English as a Foreign Language (EFL), Iraq

الملخص

تتناول هذه الدراسة أثر معرفة المعلم بالتقويم على ممارسات التقويم داخل الصف في سياق تعليم اللغة الإنجليزية في العراق. يُعرف مفهوم معرفة المعلم بالتقويم على نطاق واسع بأنه

يشمل معرفة المعلمين ومهاراتهم وكفاءاتهم في تصميم وتطبيق وتفسير أدوات التقييم، ويعد عاملاً حاسماً في تعزيز فعالية التعليم ونتائج تعلم الطلاب. وتُعتبر ممارسات التقويم الفعّالة داخل الصف، وخصوصاً المقاربات التكوينية، ضرورية لتعزيز مشاركة المتعلمين، وتحسين التحصيل الأكاديمي، وتوجيه اتخاذ القرارات التعليمية. اعتمدت الدراسة تصميماً مختلطاً يجمع بين البيانات الكمية والنوعية لاستكشاف العلاقة بين معرفة المعلم بالتقويم وممارسات التقويم لدى معلمي اللغة الإنجليزية كلغة أجنبية في العراق. جُمعت البيانات الكمية من خلال استبيانات منظمة لقياس فهم المعلمين لمبادئ التقييم وتطبيقها داخل الصف، بينما تم الحصول على البيانات النوعية من مقابلات شبه منظمة قدمت رؤى أعمق حول تصورات المعلمين، والتحديات التي يواجهونها، واحتياجاتهم المهنية. شملت العينة معلمين ممارسين وجداً من مختلف المؤسسات التعليمية في العراق، مما ضمن فهماً شاملاً لسياق تعليم اللغة الإنجليزية المحلي. تشير النتائج إلى أن المعلمين الذين يمتلكون مستويات عالية من معرفة التقويم أكثر احتمالاً لتطبيق استراتيجيات تقويم تكويني متنوعة، وتكييف التعليم استناداً إلى ملاحظات الطلاب، وتعزيز استقلالية المتعلمين. وعلى النقيض من ذلك، يؤدي محدودية معرفة التقويم غالباً إلى الاعتماد المفرط على الاختبارات الختامية، مما يقيّد فرص التعلم الفعّال وتطوير المهارات. وتسلط هذه النتائج الضوء على العلاقة الوثيقة بين معرفة المعلم بالتقويم وفعالية ممارسات التقويم داخل الصف في سياق تعليم

The Impact of Teacher Assessment Literacy on Classroom Assessment Practices in English Language Teaching in Iraq

أثر كفاءة المعلم في التقويم على ممارسات التقييم الصفّي
في تعليم اللغة الإنجليزية في العراق

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Abstract

This study examines the impact of teacher assessment literacy on classroom assessment practices within the context of English Language Teaching (ELT) in Iraq. Teacher assessment literacy, broadly defined as teachers' knowledge, skills, and competencies in designing, implementing, and interpreting assessments, is a critical factor in shaping instructional effectiveness and student learning outcomes. Effective classroom assessment practices, particularly formative approaches, are widely recognized as essential for fostering learner engagement, improving academic achievement, and

guiding instructional decision-making. Employing a mixed-methods design, this research integrates quantitative and qualitative data to explore the relationship between assessment literacy and assessment practices among Iraqi EFL teachers. Quantitative data were collected through structured surveys measuring teachers' understanding of assessment principles and their classroom application, while qualitative data were obtained from semi-structured interviews that provided deeper insights into teachers' perceptions, challenges, and professional needs. The participants included both in-service and pre-service