




## PREPARING FUTURE EDUCATORS: ASSESSMENT LITERACY AND RUBRIC USE AMONG PROSPECTIVE TEACHERS

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KEYWORDS	ABSTRACT
Formative Assessment, Assessment Criteria, Evaluation, Prospective Teachers, Teacher Training Programmes, TPD, Educational Standards	<p>This paper discusses important need to emphasize a greater understanding of assessment literacy and rubrics for prospective teachers. It presents the current level of assessment literacy in the teacher preparation programmes, with emphasis on areas of weakness and implications arising from them for practice. A focus on the rubrics in educational assessment is made, and the advantages &amp; disadvantages of their application are considered. The paper discusses perspectives concerning that how teachers train their students and themselves to use assessment literacy and rubrics and comes up with new ideas for improvement. Closely related to this, we stress the role of teacher educators as role models and key learners of the professional development. System perspectives, including accreditation requirements &amp; collaboration amid postsecondary and PK-12 institutions, are explored. The study suggests further research in the areas of long-term effects of the implementation and training in assessment literacy and culturally sensitive assessment practices. There is a need for shared work in preparation of teachers to advance their ability for assessment literacy, that has great potential to promote positive educational achievement.</p>  <p><b>2024 Journal of Social Sciences Development</b></p>
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### INTRODUCTION

The teachers need to be knowledgeable about assessment and have meaningful strategies for using rubrics in context of the modern educational environment. Depending on the roles emerging from different demands, the solid and valid assessment of students' learning and feedback is crucial to teachers (Brown & Harris, 2016). As bounded scoring systems, the rubrics have recently become effective means to improve the assessment and learning processes (Andrade, 2020). Despite this, a

fairly serious concern is emerging about the state of readiness of prospective teachers in terms of assessment literacy and competencies in working with rubrics. This paper looks at various teacher preparation programmes and their training in assessment literacy and use of rubrics and proposes that more can be done to develop these important skills for teachers of tomorrow. In this study, the researcher aimed to enhance the pre-service teachers' assessment literacy related to principles of assessment and ways to design and use appropriate rubrics so that pre-service teachers can better prepare for the needs of the diverse learners in the context of 21st-century classrooms (DeLuca & Klinger, 2010).

### LITERATURE REVIEW

The subsequent sections of the work will discuss the various current state of prospects' assessment competencies, the use of rubrics in the assessment process, and present understanding of how these competencies are being taught. We will then review ways of enhancing assessment literacy and rubric use professional development, drawing into focus novel solutions and teacher educators. It discusses institutional and policy implications and directions for the research agenda in this area of teacher education.

#### Assessment Literacy in Preparation of Prospective Teachers

Assessment literacy has been described as the knowledge and proficiencies related to assessment required by the teachers to design, use and understand assessment for the learning (Stiggins, 2002). Nonetheless, the body of work shows that many prospective teachers start the profession with low assessment literacy (DeLuca, McEwan & Luhanga, 2015). It has been established that pre-service teacher possess limited understanding in areas like assessment construction, analysing assessment data, and integrating test scores for learning purposes (Hamacheck, 2011). For instance, Campbell and Evans (2000) reported that prospective teachers' knowledge of the assessment purposes was limited, especially in distinguishing the formative and summative purposes, and their knowledge of reliability and validity was negligible. The promising teachers' misconceptions are also the use of traditional testing methods, lack of understanding of different ways of assessing performance and challenges in associating assessments with learning achievements (Volante & Fazio, 2007). Further, the lack of confidence and self-efficacy in conducting assessments is common amongst many pre-service teachers, thus limiting their desire to practice the multiple-choice assessments (DeLuca & Klinger, 2010).

As Gardes and Hrynkiw (2000) pointed out, the failure to acquire an adequate level of assessment literacy can have various effects upon practice. Less experienced teachers may be confused when presenting the feedback and do not know how to use the results of the assessment for instructional purposes; they may also donate to either directly reinforcing or indirectly maintaining educational inequalities (Hart, 2011). In addition, the lack of ability to translate the results of assessments fully and clearly to learners, parents & other stakeholders can deny teacher's credibility and efficiency (Popham, 2009). Mitigating these gaps in assessment knowledge and practise of the prospective teachers is a critical endeavor towards raising the quality of teaching and learning, and student performance. As future teachers shall discover in subsequent sections, improvement of assessment literacy training, together with a better focus on the use of the rubrics, can go a very long way in

preparing future educators for the unfavourable assessment terrain they are likely to meet in their teaching practice.

### Role of Rubrics in Educational Assessment

They are developmentally based assessment tools in the form of a table consisting of criteria and achievement levels ranging from the exemplary to unsatisfactory (Andrade & Du, 2005). They are indeed used as major aids in the assessment of achievements in the education, and they are of great significance to both the tutors and learners. Rubrics typically fall into three main categories: global, which gives students' performance as the general picture; formative, which offers the criteria and performance into the individual factors; and referential, which addresses only the standard level of performance (Brookhart 2013). In this drive, the incorporation of rubrics in education has some important benefits, as discussed below. Firstly, rubrics enhance the clarity of proposed expectations to students. In this way, the assessment criteria and performance levels described in rubrics provide students with information about what work is of high quality (Jonsson & Svingby, 2007). It can help if learning targets are transparent so that anxiety is not created, and students' endeavors are better supported. Second, it claimed that rubrics improve feedback quality. What they do is to afford teachers the opportunity to give standardized, directed feedback to learner and offer information specific to the set objectives to enhance formative assessment and promote learning (Panadero & Jonsson, 2013).

In other words, the feedback provided by this strategy is more beneficial to students than general comments and the numbers, which are only without more explanation. Thirdly, rubrics mean that assessments are much more standardized where there are several graders involved. Again, in that sense, rubrics help to minimize subjectivity and, at the same time, increase interobserver agreement (Reddy & Andrade, 2010). This is important to reduce bias and foster student's confidence in process. Teaching rubrics facilitate self-assessment & peer assessment of students. Self and peer assessment through rubrics enable students to reason on their work or that of their counterparts and enhance their knowledge of quality standards in their specialization (Panadero & Romero, 2014). That said, stakeholders encounter issues with the development and use of rubrics in assessment. Writing good quality rubrics always takes time, knowledge, and planning about the learning outcomes. Teachers should always be able to find the middle ground amid being extremely specific and rigid when designing rubrics while at same time ensuring that they allow for creativity alongside uniqueness in learning approaches (Dawson, 2017). Also, guaranteeing that rubrics are applied uniformly and that all stakeholders will similarly interpret the rubrics presents difficulties, especially in a large educational context.

### Current Approaches to TAL & Rubric Use

In teacher preparation programmes, assessment literacy and rubrics have recently been prioritized and addressed in some ways. Today, it is becoming common to find institutions providing specialized assessment courses as part of their curriculum on the teacher education (DeLuca & Klinger, 2010). Common topics taught in these classes include general assessment principles, classes of assessment tools, assessment data analysis, and construction and application of rubrics. However, most current and new courses are characterized by combined assessment topics across the curriculum as well. In

this linking, their purpose is to provide pre-service teachers with practical context for assessment knowledge they are acquiring in subject didactics to show them how it is used in their areas of specialization in the particular context (Willis, Adie & Klenowski, 2013). For instance, a science education course may include lessons focusing on creating a rubric for writing a laboratory report or evaluating the use of scientific inquiry. Other parts of current approaches involve the practical experiences that student teachers acquire when implementing the assessments and rubrics during field placements.

These experiences enable pre-service teachers to practise what they learn in the classroom and grow mastery in constructing and managing formative and summative assessments by using rubrics in the presence of the supervising teacher (Ogan-Bekiroglu & Suzuki, 2014). To INSET teachers, professional development endeavours include a better understanding of the formal assessment and how to score. Some of these may be workshops, online courses or professional learning communities where teachers can share experiences and ideas (Koh, 2011). Preparing future educators with the skills necessary for the effective classroom assessment is crucial for their success in fostering student learning. They are designed to meet ongoing professional learning needs of teachers for assessment skills in their careers. However, some challenges and gaps are associated with current approaches to AD and cognitively related diseases. Teacher preparation programs must prioritize training in these areas to prepare educators for dynamic demands of contemporary classrooms. Unfortunately, a great many teacher preparation programmes continue assigning a poor dose of time to assessment literacy, which, in many cases, is relegated towards the status of an elective instead of a requirement (Popham, 2009).

The extent of coverage offers the differences in the coverage of ideas between institutions, hence differing preparations of the pre-service teachers. Further, it is possible to notice that links between theoretical & practical aspects of assessment are not always distinct and therefore, some prospective teachers find themselves unable to convert the assessment theory to practice (DeLuca et al., 2016). Developing assessment literacy and mastering use of rubrics equips teachers to evaluate student performance more accurately and fairly. Additionally, given the dynamic nature of equipment and assessment in the educational field and the constant improvements in educational technologies, some programs for the preparation of teachers may be outdated. This gap can result in new teachers being unprepared towards deal with the digital assessment that forms part of the current learning environment that they face in classrooms (Hoover & Abrams, 2013). Teacher education programs must integrate comprehensive training on assessment literacy, including hands-on experience in designing and applying rubrics. Meeting these demands calls for critical analysis and possibly revision of assessment literacy and the use of rubrics in teacher preparation programmes and for in-service teachers.

### **Increasing Assessment Literacy & Improved Training**

The author conveys the message that there is a need for training on the assessment literacy to be improved through the titles of article. The argument for assessment literacy to be a focus in teacher preparation is well grounded then. In the current world of complex and more intensified forms of assessment, teachers should possess a very sound knowledge of assessment principles and methods

and their application (Popham, 2011). Informed assessment literacy allows teachers to accurately gauge their learners' progress and facilitate stakeholder communication for the overall betterment of learning institution (Xu & Brown, 2016). Areas of deficient assessment literacy training concern assessment purposes and types of assessment as well. Thus, prospective teachers should be aware of the forms of assessment, use of which is possible and allowed, or even required, for teacher (Bennett, 2011). Another important domain is data interpretation, as used to make the instructional decisions. Teachers are required to be well-equipped with skills in evaluating outcomes of the assessment to determine students' learning requirements and modify instructions to match them (Mandinach & Gummer, 2013).

Other areas that warrant coverage in instructional approach to assessment include ethical issues, such as neutrality or fairness, and ability to provide for diversity among learners. This is comprised of understanding the possible ramifications of assessment decisions on students' learning pathways (Brookhart, 2011). Moreover, the issues of multiculturalism require culturally sensitive assessments in modern classroom setting. The following needs to be noted to help teachers in task of designing and administering culturally sensitive assessments: Teachers have been called upon to acquire the competencies in the formation of culturally appropriate assessments (Hood, 1998). The benefits of raising teachers' and students' assessment literacy are invaluable since it helps them to benefit in following ways. Expert teachers' assessment skills are accurate & meaningful in informing students' learning processes and boosting their motivation (Hattie & Timperley, 2007). Teacher preparation programs must prioritize training in these areas to prepare educators for the dynamic demands of contemporary classrooms. They are likely to integrate into practice the use of data for instruction & learning; this involves coaching and guiding the learner based on achievement level (Mandinach & Gummer, 2013).

The advantages for students are increased awareness of the goals and requirements for learning, fairer forms of assessment, and better skills on how to control the process of assessment and learning on their own (Andrade & Valcheva, 2009). In addition, where teachers are assessment literate, they can help student prepare for high-stakes assessments without regressing to crass 'preparation for test' or monetized 'teaching to the test' practices (Popham, 2009). However, there are several challenges that come with the implementation of enhanced assessment literacy training. Such is limited time in the already full teacher preparation programmes, opposition to change from some faculty or institution, and the need for recurrent formative in order to stay current in a dynamic assessment climate (DeLuca et al., 2016). Moreover, it is also realized that practice in assessment literacy training must be guided in ways that fit different contexts and subject areas in education. Nonetheless, need to train teachers on best practices in assessment literacy cannot be compromised. Given these changes in the educational environment, it is necessary to equip future teachers with a good knowledge of this issue to improve the teaching and learning processes in classrooms of the XXI century.

### **Strategies for Improving Rubric Use Among Prospective Teachers**

The effectiveness of the assessments that prospective teachers continue to perform lies in improving the rubric use among the prospective teachers. One such best practice is the integration of rubric

development into lessons and coursework. This practical work also lets pre-service teachers acquire direct experiences in composing rubrics referring to learning outcomes (Reddy & Andrade, 2010). Through this process, they get to sharpen their understanding of how to define different assessment gears and performance levels. Another strategic approach in students' assessment is opportunity for the rubric assessment and improvement. In service of this project, pre-service teachers should be fortified to critically examine models of existing rubrics, recognize advantages & disadvantages. Strategies for the best use of learning tool for the students in classroom are crucial. These comprise directions on how to envisage, implement, and consistently administer rubrics to pupils, and ways of applying them for the resultative feedback (Panadero & Jonsson, 2013). When using rubrics, the following areas of difficulty and mistakes need to be addressed to reach the level of proficiency. Some of these may be, for instance, stressing the use of score counts, failure to factor in use of non-numeric student feedback, developing assessment forms that are unnecessarily bulky & confusing (Popham, 2007).

Through these discussions, TE can bring significant awareness to pre-service teachers regarding the complexities of using a rubric. The use of critical reflection questions about rubric use and efficacy is one of the most effective techniques that support broadening and ongoing learning. They should be encouraged to analyze their past experiences with rubrics based on extent to which they foster student learning and fairness (Brookhart, 2013). They can best be achieved by journaling or group discussion; reflection. Training use of rubrics through technology education advances pre-service teachers' knowledge and practice in developing, using and disseminating rubrics. Introducing them to the available digital rubric tools and sites may help streamline the process of creating and using the rubrics (Dornisch & McLoughlin, 2006). Finally, it is essential to stress the link between the expanded use of rubrics and assessment literacy in general. Special emphasis should be placed on how rubrics might take their rightful place in such a framework and on how rubrics are compatible with one another and with other forms of the assessment (DeLuca & Klinger, 2010). Through these strategies, it would be possible for teacher preparation programmes to improve the overall quality of pre-service teachers as far as their mastery of the rubrics is concerned with their future diverse teaching assignments.

### RESEARCH METHODOLOGY

Through a comprehensive literature review, this study conducted a literature review to determine assessment literacy and rubric use among the prospective teachers. In this research, peer reviewed articles, journals, books & policy documents on assessment literacy, teacher preparation programs, and rubrics in context of education settings published between 2000 and 2024 was methodically analyzed. Therefore, search terms, "assessment literacy," "teacher preparation," "rubric use" "pre-service teachers," and "educational assessment" – were used to identify relevant literature from key databases such as ERIC, JSTOR, and Google Scholar. The study focused specifically upon empirical studies, theoretical frameworks and policy analyses regarding prospective teachers' assessment competencies, the role of the rubric in the educational assessment and innovative approaches to teaching assessment literacy. The focus on the review process was to locate the patterns, gaps, and emerging trends in the training of assessment literacy, and to examine the interface between the

assessment practices and technological development along with the cultural responsiveness in the educational settings.

### RESULTS & DISCUSSION

#### Assessment Literacy & Rubric Use Instruction

In response to these differentiated needs of prospective teachers, new strategies for teaching assessment literacy and the use of rubrics are also required. When it comes to improving learning experiences, amicable technology-enhanced learning practices suggest viable pathways forward. Access to Web Modules and Simulations allows pre-service teachers to create learning modules that facilitate self-paced, no-risk environment where they are introduced to concept of assessment and then can practise developing rubrics for an assignment or task (Koh, 2011). These can present feedback, further chances for corrections and practice instantly, adding to reception and assurance. Another technology-enriched assessment practice is video analysis of valuation practises. The pre-service teachers might learn that how assessments, rubrics are done and what problems might be met when they view recorded performances of experienced teachers using them (Danielowich & McCarthy, 2013). Developing collaborative learning communities where prospective teachers can observe experienced educators using rubrics and assessments can be highly beneficial. This method helps make the contents learned more real and more likely to be implemented in the society as well as daily life.

Rubistar specifically provides links to existing rubrics that can be used when working with students or where pre-service teachers will likely encounter them in their future classrooms, as well as a rubric builder tool in the format of a Word document. LMS that support the concurrent creation of rubrics & ease of sharing can contribute to formation of informed assessment community (Dornisch & McLoughlin, 2006). The effective use of assessment and rubrics, as well as assessment literacy, requires collaborative learning environments. Pre-service teachers' peer review and feedback on assessments and rubrics can enhance content knowledge and skills, as well as increase perceptions of diverse perspectives (Sluijsmans et al., 2004). This approach mirrors the nature of teamwork in most schools and puts teachers in a professional discussion about assessment. Assessment PLCs can continue beyond pre-service phase, making them a model for continuing learning. The discussions in it can be either face-to-face or online, so that the assessments and rubrics can be discussed as best practices (DeLuca et al., 2016). Real-life issues that involve the pre-service teachers playing out real-life practical situations in the case and micro-teaching situations are what best judgements in assessment take.

On one hand, these approaches can address assessment challenges in a variety of ways concerning diverse learners and high-stakes testing contexts (Shepard et al., 2005). The inquiry can teach pre-service teachers who are involved in action research projects on assessment and rubric use about assessment practises. By this means, they become a graduate of qualitative research and perform small-scale projects in research. They get additional knowledge and are better able to understand the assessment issues better, as they actively build a knowledge base for this field (Mertler, 2009). Continuous professional development opportunities should be provided to the prospective and in-service teachers to enhance their skills in the assessment and rubric use. In this connection, when

implemented in the meaningful way in the preparation of teachers, these innovations can address prospectively quite a bit about teachers' assessment literacy and to use of rubrics. Using technology, cooperation, and in situ training, these approaches equip prospective teachers with the necessary knowledge and skills of how to successfully approach along with the diverse assessment context of contemporary classes.

### Role of Teacher Educators in Promoting Assessment Literacy

Teacher educators provide some of the key influential sets of experiences in building prospective teachers' assessment literacy & suitable use of rubrics. It goes beyond simply providing instructions on assessment and instead incorporates co-generative mentoring and reflection into the process. It may be argued that demonstration and implementation of proper assessment strategies and usage of the rubrics is one of most influential things a teacher educator can do. It is now highly appreciated by the MES that they help the pre-service teachers to familiarise themselves with the high-quality assessment over their performance in designing various assessment methods and well-constructed rubrics incorporated in their courses. This should involve the justification of the types of assessments that have been chosen, the process of showing how the chosen assessments relate to the constructed learning objectives and how and when the use of rubrics formative and summative is appropriate. This feedback should be accurate, prompt, and congruent with the principles of assessment being espoused, as highlighted by [Hattie and Timperley \(2007\)](#). Through feedback on specific elements of everyday assessment work that pre-service teachers in process of sympathetic, teacher educators promote improvement of the work and reiteration of the key concepts in assessment literacy in the particular context.

Resources are valuable in helping teachers engage in reflective practice on assessment and rubrics for enhanced knowledge and improvement. Teacher educators must offer the pre-service teachers with the chance to reflect on their assessment practicum by making them ask questions and look at things from different perspectives ([Brookhart, 2013](#)). Such a process of reflection can be facilitated through affordances of structured discussion, reflective writing journals, or collaborative analysis of samples of their assessments. Working collaboratively with K-12 schools to match the assessment training to actual practice is essential for integrating assessment literacy instruction within courses ([DeLuca & Klinger, 2010](#)). They can be used to help shape what is taught in numerous assessment courses to reflect current issues and trends in K-12 assessment. Thus, teacher educators also have professional growth responsibility for research and assessment practises, which must be current for them as well. In this linking, this may include advocating for the expansion of assessment training in the DVR process to advance the quality of preparation they offered to the prospective teachers, participating in the formation of policies to grimly and fairly evaluate the qualities of assessments of and for the learning, as well as working for the development of a culture of assessment literacy among teachers.

### Institutional & Policy Considerations

The cultivation of assessment literacy or the capability to apply a range of academic proficiency assessment practises, especially rubrics, amongst future teachers, is not just individual, programme organizational growth task, but it is a task that needs support in Institutions and Policy formation and implementation. The standards for assessment literacy across teacher preparation programmes



serve important purpose in maintaining coherence & sufficient coverage of assessment preparation across institutions. Essential assignments like goal setting by CAEP have recently placed growing importance on putting into the practice various competencies needed in assessment (CAEP, 2013). Specifically, state & national policies on competencies for teacher licensure assessment also affect the prioritization of assessment literacy in teacher preparation. Since policymakers have come to realize that assessment skills are vital factor of teacher performance, there is now a tendency toward inclusion of certain assessment-specific requirements in teacher certification (DeLuca & Klinger, 2010). Such policies could act as means for change by pressuring institutions to align curriculum with these reforms.

Another important consideration is the sources of training funds and resources for the certification programmes that will provide assessment literacy training. Faculties require funding for formation of strong assessment courses, the application of technology-integrated learning, and the provision of the regular professional development to all faculties involved in assessment practises (Popham, 2009). The investment strategies through which specific resource 'chunks' have been earmarked to support assessment literacy enhancement have been known to either raise or heighten the quality & intensity of training for prospective teachers. Collaborations amid higher education institutions and K-12 schools can play a critical role in addressing the divide between theory and practice in appraisal literacy training. Such partnerships may offer benefits for pre-service teachers to develop real-life assessment practices or for teacher educators to identify the demand for new assessment practices in K-12 classrooms (Darling, 2006). Offering formative feedback about the prospects' assessment abilities is another important role of teacher educator. Better policies and practices that cultivate such partnerships can help develop effective and contextually appropriate assessment literacy training.

The explicit workplace policies that encourage and support collaboration across subject areas in relation to assessment literacy can broaden and deepen education. Otherwise, through professional development and research on the assessment literacy, they can continue to keep their instruction effective and relevant. Finally, it is up to teacher educators to promote assessment literacy in the institutions where they work, as well as in the larger school community. Rubrics allow teachers to provide targeted, constructive feedback, helping students improve their performance over time. The promoting cross-department/other discipline partnerships means that the institutions could enhance the contextually based patterns of assessment literacy as perceived by multi-subject and multi-grade pre-service teachers that they will engage with throughout their profession (Willis et al., 2013). Finally, institutional support is needed to maintain continuing research on assessment literacy and the extension of its programmes. Through the analysis of their practises' efficacy and regular updates of the obtained results compared to the recent advancements in area, institutions improve their assessment literacy training and substantially encompass the overall development of this field.

### Future Directions and Research Needs

Several areas of emphasis develop as implications for future research & development as assessment literacy and rubric use in teacher preparation advances. Consequently, the longitudinal effect of

various assessment literacy training programmes can be effectively ascertained over consequent research. Such longitudinal studies should follow cohorts of PSTs from their preparation programs to the beginning years of their teaching to investigate the evolution of their assessments and their effects upon students' learning over time (DeLuca et al., 2016). Another important avenue of future research is to examine the connection between assessment literacy and working with teachers and students. A paucity of assessment literacy research supports relationship amid teacher assessment knowledge or skills and the effects on students' performances or learning processes (Popham, 2011). This research may be useful in identifying strategies for perfection in assessment literacy training initiatives as well as policies that inform them. Researching culturally sensitive ways of integrating assessment literacy and the use of rubrics is thus becoming more relevant in comprising educational environments.

The next research studies should aim to identify and define methods on how to train teachers on the kind of the assessments that are fair for students from different cultures (Hood, 1998). This includes exploring how various features of the rubrics can be incorporated into designing for diverse forms of knowing and learning. The standing of creating and refining literacy for assessment instruments for pre-service teachers is to establish stable & reliable methods to assess the programme outcomes and to determine vital areas for improvement. Many traditional assessment literacy frameworks for pre-service teachers are either not aligned or not comprehensive for the skills needed in today's classrooms (DeLuca et al., 2016). For 21st-century learners' different skills are needed today focused in the textbooks (Jamil, Ain, et al., 2024; Jamil, Arif, et al., 2024; Jamil, Hassan, et al., 2024; Jamil, Jabeen, et al., 2024). Rubrics ensure that all students are graded according to the same standards, reducing bias in the evaluation process. It will be desirable to conduct more studies that would point to the development of the strong, standardized, and psychometrically sound assessment literacy instruments that could be applied across different types of learning contexts & many developmental phases of teachers.

Also, there's a research gap regarding utilizing technology in the assessment literacy training and incorporation into teacher preparation programmes. With the increasing use of digital assessment instruments and applications, it is important to know how to properly train the teachers for their utilization and the analysis of results obtainable there (Hoover & Abrams, 2013). Finally, directions for future research that link assessment literacy to other fields of educational theories and practises, theorization and practise of cognition, educational psychology, and subject specialities could be promising. Well-designed assessments foster student growth by identifying areas of strength and areas that need improvement, promoting the deeper learning. This could extend to a more holistic approach to fostering assessment literacy that might be more effective when adopted by the pre-service teachers. To investigate these promising future directions for research, we have potential to attain a better evaluation of assessment literacy and rubric use within most teacher preparation programmes and, as result, better overall training programmes for teachers to improve educational opportunities for students.

### CONCLUSION

Promoting for and within prospective teachers the assessment literacy and use of rubrics is a matter

of profound necessity regarding an increase in quality of teaching and learning in the 21st century. As this paper has shown, current understanding of assessment literacy among PRE teachers is not ideal to meet challenges of modern classrooms. Systematic competence in assessment development and a unique understanding of how to operationalize that development with rubrics is critical for facilitating student growth, providing fair and accurate results of students' performance (Stiggins, 2002). In response to these challenges, this paper has presented major recommendations on how to increase training and practice in the assessment literacy and rubrics. These include deepening and widening instruction assessment courses in teacher preparation programmes, integrated assessment throughout the curriculum, offering more possibilities for experience with creation of rubrics and their application, more application of innovative technologies, for instance, using assessment and evaluation in technologically enhanced learning or Solow evaluation (DeLuca & Klinger, 2010; Andrade, 2020). Teacher educators bear vast responsibility for both demonstration of formative assessment and feedback practises that are positive and timely, and scaffolding reflection amid the student teachers.

Further, it is noted that institutional and policy considerations, such as accreditation standards, funding allocation, and partnerships between higher education and K-12 schools, play crucial roles in supporting and advancing assessment literacy development (CAEP, 2013). What we will be looking at as we move forward is more research around how ongoing training with students using assessment literacy is going to impact in long term, and relationship between teacher assessment competency & student outcomes, but also with culturally responsive assessments. Future work will further contribute to our understanding and improvement of this critical area in form of developing more robust measures of assessment literacy and exploring integration of emerging technologies in assessment practices (DeLuca et al., 2016). In conclusion, the call to action for all stakeholders in teacher education is clear: It's not just an academic exercise to prioritize and improve assessment literacy, and rubric use training is necessary to invest in education's future. If we invest in helping future teachers gain the knowledge, skills and confidence to manage the dizzyingly complicated world of educational assessment, we can make a big difference in quality of teaching and learning in our schools. These impacts go much further than individual classrooms, with promise to improve educational outcomes and equity and better prepare students for realities of world that is changing and changing fast.

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