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Teacher Formative Assessment Literacy

The items below aim to understand how you perceive and perform formative assessment. Please respond based on your actual situation. Please fill the suitable choice. “1” means “strongly disagree”, and “6” means “strongly agree”.

"Teacher Formative Assessment Literacy" is defined as an interrelated set of knowledge, skills, and dispositions that a teacher can use to design and implement appropriate, context-based assessments with an aim to promote learning and improve teaching.

Teacher Formative Assessment Literacy has three main dimensions. A combination of the three dimensions maximizes the potential for teachers to conduct effective formative assessment. However, these dimensions can be differently prioritized within the nested cultural contexts of a classroom, school, and education system.

Conceptual dimension refers to the content knowledge and guiding principles regarding formative assessment, including its purposes and methods.

Practical dimension refers to the formative assessment practices a teacher uses to monitor, judge, and manage the teaching and learning process, assuring its soundness and quality, with an aim to promote learning and teaching.

Socio-emotional dimension refers to a teacher's awareness of the social and emotional aspects of formative assessment, and how they can affect it.

		1	2	3	4	5	6
		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Conceptual Dimension							
1	I can explain the rationale for formative assessment.	①	②	③	④	⑤	⑥
2	I know that students’ learning needs can be identified through formative assessment.	①	②	③	④	⑤	⑥
3	I think assessment activities should be aligned with learning goals.	①	②	③	④	⑤	⑥
4	I understand that formative assessment tasks should elicit evidences about students’ learning.	①	②	③	④	⑤	⑥
5	I know that formative assessment results are useful for teachers to cater for student learning needs.	①	②	③	④	⑤	⑥

		1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Slightly Agree	5 Agree	6 Strongly Agree
6	I think students should be engaged in the formative assessment in order to promote learning	①	②	③	④	⑤	⑥
7	I know diverse assessment methods that allow students to demonstrate their learning.	①	②	③	④	⑤	⑥
Practical Dimension							
8	I use a variety of assessment methods that allow students to demonstrate their learning.	①	②	③	④	⑤	⑥
9	I teach students to engage in peer feedback processes.	①	②	③	④	⑤	⑥
10	I help students to develop self-assessment skills.	①	②	③	④	⑤	⑥
11	I engage students in using feedback information in subsequent tasks.	①	②	③	④	⑤	⑥
12	Based on assessment results, I show students what they need to do in order to improve their learning.	①	②	③	④	⑤	⑥
13	I train students to act on assessment feedback information to improve their learning.	①	②	③	④	⑤	⑥
14	I clarify assessment purposes to students.	①	②	③	④	⑤	⑥
15	I share assessment criteria with students.	①	②	③	④	⑤	⑥
Social-emotional Dimension							
16	I am aware of the need to create a common understanding of formative assessment among teachers and students.	①	②	③	④	⑤	⑥
17	I attend to students' emotional responses to assessment.	①	②	③	④	⑤	⑥
18	I recognise that students' value, beliefs, and attitudes impact how they experience the process of formative assessment.	①	②	③	④	⑤	⑥
19	I am aware of the impact that assessment feedback information might have on students' learning motivation.	①	②	③	④	⑤	⑥

		1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Slightly Agree	5 Agree	6 Strongly Agree
20	I am sensitive to the ethical aspects of formative assessment, such as fairness and student privacy.	①	②	③	④	⑤	⑥
21	I am aware of my responsibilities to cater for students' well-being during the formative assessment process.	①	②	③	④	⑤	⑥
22	I am conscious of the fact that students have the right to benefit from formative assessment practices.	①	②	③	④	⑤	⑥