# Article information:

Mapping the constellation of assessment discourses: a scoping review study on assessment competence, literacy, capability, and identity | SpringerLink
<https://link.springer.com/article/10.1007/s11092-022-09389-9>

# Article summary:

1. Assessment has become a crucial aspect of education, leading to the development of multiple discourses on teachers' roles and responsibilities in assessment.

2. Researchers have conceptualized various constructs to understand teachers' classroom assessment practice, including assessment competence, literacy, capability, and identity.

3. A scoping review methodology was used to analyze how these constructs have been utilized by educational researchers when researching pre-service and in-service K-12 classroom teachers, uncovering geographic and temporal trends in publications.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article "Mapping the constellation of assessment discourses: a scoping review study on assessment competence, literacy, capability, and identity" provides a comprehensive overview of the various discourses related to assessment in education. The authors aim to critically map the different constructs related to assessment capacity through a scoping review methodology. They examine how these constructs have been conceptualized for pre-service or in-service teachers and analyze their evolution over time and geography.

The article is well-structured and provides a clear research question that guides the study. The authors use a rigorous methodology to identify relevant literature and select articles that meet specific inclusion criteria. They also provide detailed information on how they analyzed the data, including citation maps for each assessment construct.

However, there are some potential biases in the article that need to be considered. Firstly, the authors only focus on peer-reviewed publications in English-language journals, which may limit the scope of their analysis. There may be relevant literature published in non-peer-reviewed sources or in languages other than English that were not included in this study.

Secondly, there is a potential bias towards certain constructs over others. For example, assessment literacy has significantly more publications included in this study compared to assessment identity. This may reflect a bias towards certain constructs within the field of education research.

Additionally, while the authors provide an overview of how each construct has been conceptualized over time and geography, they do not explore potential reasons for these trends. For example, why has there been more research on assessment literacy compared to other constructs? Are there cultural or institutional factors that influence how these constructs are conceptualized?

Furthermore, while the authors provide evidence for the importance of high-quality assessment practices for student learning and achievement, they do not explore potential risks associated with assessments such as increased stress or anxiety among students or unintended consequences of high-stakes testing.

Overall, "Mapping the constellation of assessment discourses" provides valuable insights into how different constructs related to assessment capacity have been conceptualized in education research. However, it is important to consider potential biases and limitations in the study and to explore further questions related to the trends identified.

# Topics for further research:

* Risks associated with high-stakes testing in education
* Cultural and institutional factors influencing assessment practices
* Impact of assessment on student stress and anxiety
* Assessment as a tool for equity and social justice in education
* Assessment practices in non-Western educational contexts
* Role of technology in assessment and its impact on student learning and achievement

# Report location:

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