

НОВІТНІ ТЕНДЕНЦІЇ В ОСВІТІ: ОГЛЯДИ ТА ОБГОВОРЕННЯ

Tamara Kavytska (Ukraine)
ORCID ID: 0000-0002-1528-9439

LANGUAGE ASSESSMENT LITERACY IN CONTEXT: ACHIEVEMENTS, IMPACT, AND FUTURE DIRECTIONS

Review of the volume Kvasova, O., Kavytska, T., & Osidak, V. (Eds.). (2025). Transforming language teacher assessment literacy: Achievements, impact, way forward (multi-author monograph). PPC "Kyiv University".

This review examines "Transforming Language Teacher Assessment Literacy: Achievements, Impact, Way Forward," a volume commemorating the 10th anniversary of the Ukrainian Association for Language Testing and Assessment (UALTA) (Kvasova et al., 2025). It comprises 20 chapters organized into three parts: theoretical foundations and institutional achievements, innovative assessment approaches, and classroom-based practices. Featuring contributions from Ukrainian scholars and international experts, the work demonstrates how locally-focused professional associations can advance language assessment literacy through contextualized, collaborative approaches. The review highlights the volume's strengths – scholarly rigor, global-local balance, practical relevance, and comprehensive scope – while also identifying areas for improvement. Particularly significant are chapters addressing trauma-informed assessment and wartime teaching conditions, which extend language assessment literacy into new territory. The volume challenges universalist assumptions in language assessment literacy discourse, demonstrating that local contexts generate knowledge that enriches global scholarship. It serves as both a celebration of UALTA's achievements and a forward-looking resource for language assessment researchers, teacher educators, and practitioners worldwide.

Keywords: Language assessment, language teacher assessment literacy, UALTA.

Overview and Context

This volume represents a significant milestone in the field of language assessment literacy, commemorating the 10th anniversary of the Ukrainian Association for Language Testing and Assessment (UALTA). It brings together 20 chapters organized into three distinct parts, featuring contributions from both Ukrainian scholars and international experts from the UK, Germany, Greece, and Norway. With an estimated 109,000 words, this substantial work addresses the multifaceted construct of language assessment literacy (LAL) from theoretical, empirical, and practical perspectives.

The timing of this publication is particularly noteworthy. Over the past decade, LAL has evolved from a vague concept into a robust field of inquiry (Baker,

2016; Baker & Taylor, 2024 a; Baker & Taylor, 2024b; Coombe et.al., 2020; Fulcher, 2020; Green, 2016), as evidenced by the extensive growth in research publications, the establishment of specialised interest groups, and the proliferation of professional development initiatives worldwide (EALTA Guidelines, 2006; Green & Kvasova, 2015; Kvasova, 2021). This book captures this evolution while simultaneously documenting UALTA's unique contribution to advancing assessment practices in Ukraine – a context marked by both professional dedication and extraordinary resilience in the face of geopolitical challenges.

The editors have positioned the volume as more than a retrospective celebration. The subtitle "achievements, impact, way forward" signals an ambitious agenda: to assess accomplishments, demonstrate the

tangible effects of LAL development on educational practices, and chart future directions for the field. This focus is reflected in the organisational structure, giving the work both historical depth and forward-looking character.

The target audience is multifaceted, encompassing language assessment researchers, teacher educators, classroom practitioners, and education policymakers. This breadth of intended readership presents both opportunities and challenges, which will be discussed throughout this review. The volume's success will ultimately be measured by its ability to speak meaningfully to these diverse stakeholders while maintaining both scholarly and practical relevance.

Structure

The volume's three-part structure provides a logical framework for exploring LAL from multiple angles. Part 1, "Language assessment literacy development: From theoretical breakthroughs to institutional achievements," establishes the conceptual foundation and traces the LAL from early ideas to significant institutional developments. Part 2, "Rethinking language assessment: Integrated, inclusive, and context-sensitive approaches," explores innovative assessment constructs and practices. Part 3, "Classroom-based assessment and professional development," grounds the discussion in the practical realities of teaching contexts.

This organisational scheme demonstrates editorial foresight. The movement from theory to innovation and then to practice creates a coherent narrative that guides readers from foundational concepts through cutting-edge developments to practical applications. However, the boundaries between these sections are somewhat flexible, as themes often reappear across them. This feature reflects both the interconnected nature of LAL and potential opportunities for tighter editorial integration.

Luke Harding's introduction serves as an exemplary entry point to the volume. His opening reflection on the realities of conducting an online presentation to UALTA

members during wartime immediately establishes the human dimension of scholarly work and the remarkable context in which Ukrainian colleagues operate. Harding skillfully weaves together engaging personal narrative with the volume's contents, providing readers with both a roadmap and a critical frame for understanding the chapters that follow.

Harding's introduction accomplishes several essential functions. First, it provides a concise yet comprehensive overview of each chapter, highlighting key contributions and drawing connections between chapters. Second, it identifies recurring themes – contextualization, flexibility, capacity-building, sustainability, and collaboration – that unify the contributions. Third, it positions the volume within the broader context of LAL research, acknowledging both achievements and ongoing debates in the field. Finally, and perhaps most importantly, it celebrates the accomplishment while maintaining scholarly objectivity, noting areas where the field continues to grapple with unresolved questions.

The introduction's only limitation is its length and detail, which, while thorough, may have benefited from more explicit signposting of the volume's unique contributions to distinguish it from other recent publications in the field. Nevertheless, Harding's synthesis demonstrates the volume's editorial coherence, and his personal investment in UALTA's success adds warmth and credibility to the assessment.

Part 1: Language Assessment Literacy Development: From Theoretical Breakthroughs to Institutional Achievements

The five chapters in Part 1 provide both a historical perspective and a contemporary analysis of LAL as a field of study and practice. Lynda Taylor's opening chapter stands out as a cornerstone contribution. Drawing on her extensive experience as a language assessment professional and researcher, Taylor offers an intellectual autobiography that doubles as a disciplinary history. Her

account of the journey – from the 1970s, with its traditional examination practices, through the professionalization of language testing in the 1980s and 1990s, to the emergence of LAL as a distinct focus of inquiry in the 2000s – provides invaluable context for understanding current developments.

Taylor's chapter is notable for several reasons. First, it demonstrates the value of reflexive scholarship, showing how individual trajectories intersect with disciplinary evolution. Her discussion of moving from translation work to EFL teaching and then from test development to academic research humanizes the field while illustrating the diverse pathways through which assessment expertise develops. Second, her discussion of the term "literacy" versus "competence" engages with ongoing debates in the field and acknowledges concerns about deficit perspectives while recognizing the widespread acceptance of LAL terminology. Third, and most significantly for this volume, Taylor's concluding emphasis on "embracing more 'local', context-relevant perspectives" (Kvasova et al., 2025, p. 23) provides a theoretical justification for UALTA's work and frames subsequent chapters.

Dina Tsagari's chapter extends Taylor's contextualist argument by examining LAL specifically for language teachers. Tsagari's identification of "contextual variability" as a key feature of LAL and her presentation of five strategies for increasing teacher LAL provide both conceptual clarity and practical guidance. Her synthesis of the literature is comprehensive without being overwhelming; it makes the chapter accessible to readers less familiar with LAL research while offering depth for specialists.

Karin Vogt's analysis of LAL-related professional development initiatives in Ukraine represents a significant contribution that grounds the theoretical discussions in local reality. Vogt's conclusion that LAL training must be "flexible enough to cater to the specific needs and cultures within different language teaching fields" (Kvasova et al., 2025, p. 52) resonates strongly with

the volume's overall emphasis on contextualization. However, the chapter would benefit from a more explicit discussion of how insights from the Ukrainian context might transfer to other settings and which aspects are truly context-specific versus more generalizable.

Anthony Green and Olga Kvasova's survey-based chapter on UALTA members provides valuable empirical evidence for the impact of local associations on teacher LAL development. The emphasis on recognising locally based trainers as key resources for "sustainable, context-sensitive capacity-building" (Kvasova et al., 2025, p. 69) is well supported by the data presented. The chapter effectively demonstrates how grassroots professional organizations can fill gaps left by top-down training initiatives.

The final chapter in Part 1, by Vyacheslav Shovkovyi and Tetiana Shovkova, documents the collaboration between UALTA and Taras Shevchenko National University of Kyiv. This chapter serves as a case study in institutional partnership, demonstrating how universities and professional associations can work collaboratively to advance LAL. The chapter's strength lies in its demonstration of sustained collaboration over time, though it could be strengthened by more critical reflection on challenges encountered and how they were overcome.

Collectively, Part 1 establishes a strong foundation for the volume. The chapters work together to present LAL as a field that is simultaneously global in scope and necessarily local in implementation. The progression from Taylor's historical overview through Tsagari's conceptual framework to the three context-specific chapters creates a compelling argument for the value of locally-oriented approaches to LAL development.

Part 2: Rethinking Language Assessment: Integrated, Inclusive, and Context-Sensitive Approaches

Part 2 represents the volume's most diverse section, bringing together seven chapters that explore innovative

assessment constructs and progressive approaches. This diversity is both a strength and a challenge. The strength lies in the breadth of topics addressed; the challenge lies in maintaining coherence across such varied content.

The section opens with Carolyn Westbrook's chapter on mediation, a construct that has gained prominence with the publication of the CEFR Companion Volume (Council of Europe, 2020). Westbrook's discussion of alignment through the Handbook. Successfully bridging theory and practice, the chapter provides valuable guidance for practitioners seeking to incorporate mediation into their assessment practices.

Tamara Kavytska and Oksana Oliinyk's reflection on source-based writing tasks addresses a tension familiar to many assessment practitioners: the gap between theoretical elegance and practical implementation. Their honest acknowledgment of challenges in implementing such tasks in Ukrainian contexts demonstrates the kind of critical engagement that advances the field. The chapter would be strengthened by a more detailed discussion of potential adaptations or scaffolding approaches that might bridge this theory-practice gap.

The chapter on integrated listening-into-writing assessment by Yuliia Lavrenchuk and Tamara Kavytska extends the discussion of integrated skills assessment. Their argument that teachers require specific LAL to work effectively with such tasks is well-founded. The chapter makes a significant contribution by highlighting how assessment literacy needs vary depending on task types. However, the chapter could benefit from a more explicit connection to the broader literature on integrated skills assessment and more detailed guidance on professional development approaches.

Olga Kvasova's chapter on pragmatic competence tackles one of the most challenging constructs in language assessment. Kvasova effectively articulates why pragmatic competence is essential for

both teaching and assessment while acknowledging the conceptual and practical difficulties it presents. The chapter's discussion of the relationship between pragmatic competence and interactional competence is particularly valuable, as these constructs are often conflated in practice. The chapter's limitation is that it focuses heavily on construct definition without providing extensive guidance on assessment approaches. However, this may reflect the current state of the field rather than a limitation of the chapter itself.

Eleni Meletiadou's chapter on CLIL assessment introduces yet another specialised context requiring specific LAL. Meletiadou's emphasis on the need for dedicated, well-designed professional development echoes themes from Part 1 while extending them to the CLIL context. The chapter successfully demonstrates how CLIL's dual focus on content and language creates unique assessment challenges that require specialised knowledge.

Irini-Renika Papakammenou's exploration of inclusive assessment practices addresses a critically important but often underexamined topic. The chapter's focus on teacher practices in implementing inclusive assessments provides valuable insights into how theoretical commitments to inclusion translate into practice (or fail to do so). Papakammenou's acknowledgment that preparing teachers for inclusive assessment is challenging but vital reflects an appropriate balance between idealism and realism.

The section concludes with Hnapovska and Liamzina's powerful chapter on trauma-informed language assessment in Ukraine. This chapter stands out not only for its topical urgency but also for its conceptual innovation. The authors' argument that assessment can be transformed into a supportive and affirming experience by centering safety, agency, and healing extends LAL into new territory. This chapter exemplifies how local contexts can generate insights with potentially broad relevance –

trauma-informed pedagogy and assessment are increasingly relevant in many settings affected by conflict, displacement, or other forms of collective trauma.

This part's greatest strength is its demonstration that LAL must continuously expand to encompass new constructs, new contexts, and new perspectives. The chapters collectively argue that teacher LAL is not a fixed body of knowledge but an evolving competence that must respond to changing educational landscapes. However, the section's diversity also creates challenges for coherence. Stronger editorial framing might have more explicitly drawn connections between chapters.

Part 3: Classroom-based Assessment and Professional Development

Part 3 brings the volume's focus into the classroom, examining specific assessment practices and professional development approaches. The eight chapters in this section range from speaking assessment to self-assessment and peer assessment, covering many aspects of classroom-based assessment.

Chihiro Inoue's chapter on developing classroom-based speaking assessment provides highly practical guidance while maintaining theoretical grounding. Inoue's emphasis on avoiding the replication of high-stakes tests in classroom contexts is particularly important, as this is a common pitfall. The chapter's practical orientation makes it immediately useful for practitioners while raising important questions about the purposes and formats of classroom assessment.

The chapters by Viktoriia Osidak and Olha Drahinda on literary competence, and by Olha Datskiv on creativity, address constructs that receive insufficient attention in mainstream assessment literature. Both chapters provide in-depth discussions of construct definition and operationalisation. The work on literary competence is particularly valuable given the often-marginalized status of literature in communicative language teaching

approaches. Datskiv's treatment of creativity assessment tackles one of the most vague constructs in education. Both chapters would benefit from more extensive examples of assessment tasks and scoring approaches.

Olena Zhyhadlo's chapter on self-assessment in Legal English provides a valuable case study of how self-assessment can be implemented in a specialised context. The practical recommendations offered make the chapter valuable for teachers considering incorporating self-assessment into their practices. However, the chapter could be strengthened by a more critical examination of the limitations of self-assessment and how to address common challenges, such as student over- or under-rating.

Maryana Natsiuk and Liudmyla Babii's chapter on portfolio assessment offers another perspective on alternative assessment. The authors' reflection on their personal experience with portfolios provides authenticity and practical insight. The chapter effectively demonstrates both the potential benefits and the resource demands of portfolio assessment. More discussion of how to make portfolio assessment manageable in large-class contexts would enhance the chapter's practical value.

Tetiana Korol's discussion of peer assessment acknowledges a crucial prerequisite: "a comfortable and trustworthy class environment was an essential prerequisite for positive group dynamics." (Kvasova et al., 2025, p. 276). This insight, while seemingly obvious, is often overlooked in discussions of peer assessment. Korol's attention to the socioemotional dimensions of classroom assessment aligns with the trauma-informed approach discussed in Part 2.

Olga Ukrayinska's chapter on linguistic knowledge in assessment practices addresses an under-researched area. Ukrayinska's observation that "existing research recognises the linguistic challenges encountered by item writers but barely provides systematic solutions" identifies a genuine gap in the literature that

the chapter begins to address. This chapter would be strengthened by more extensive empirical evidence and more detailed practical guidance.

The volume concludes with Olha Kolominova and Liubov Zienia's reflection on the passive acquisition of language assessment competence among trainee teachers. This chapter brings the volume full circle by returning to questions of how LAL develops. The chapter raises important questions about the extent to which LAL can be acquired through experience rather than through explicit instruction.

Part 3 effectively demonstrates the breadth of knowledge and skills required for practical classroom-based assessment. The chapters collectively show that teacher LAL encompasses not only knowledge of assessment principles but also skills in designing tasks, developing criteria, providing feedback, and creating classroom environments for assessment.

Strengths of the Volume

The volume demonstrates several significant strengths, making it a valuable contribution to the LAL literature. It exhibits scholarly diligence across contributions. Chapters are well referenced, engage substantively with the relevant literature, and present arguments with appropriate nuance. The involvement of established scholars such as Lynda Taylor and Anthony Green, and others alongside emerging researchers, fosters productive international dialogue. The combination of Ukrainian and international authors enriches perspectives while maintaining focus on local contexts.

The volume achieves a good balance between global and local perspectives. Rather than simply importing international frameworks into Ukrainian contexts, contributors engage critically with how well these frameworks fit local realities. This critical engagement models how LAL research and practice can be simultaneously internationally informed and locally responsive.

The practical relevance of many chapters makes the volume valuable for practitioners.

While maintaining appropriate scholarly standards, many chapters provide concrete guidance, examples, and recommendations that teachers and teacher educators can implement. This practicality represents a significant accomplishment.

The collaborative nature of authorship—with many chapters co-authored by scholars at different career stages—suggests strong mentoring relationships and knowledge-sharing within UALTA. This collaborative ethos is evident in the volume's tone and approach, which emphasises building community and sharing expertise rather than establishing hierarchies of knowledge.

Finally, the volume's scope is ambitious and comprehensive. Not many edited collections attempt to cover such breadth, from theoretical foundations through innovative constructs to classroom practices. This comprehensiveness makes the volume valuable as a reference work and a course text for LAL programs.

Conclusion: Forward-Looking Perspective

As UALTA embarks on its second decade, this volume reconsiders both foundation and future developments in language assessment literacy. A number of essential themes arise from this collection that deserve further exploration and development.

First, the volume's groundbreaking work on trauma-informed assessment opens pathways for developing more humane and responsive assessment practices globally. As climate change, conflict, and displacement affect an increasing number of learners worldwide, the insights from Ukrainian experiences during wartime will become increasingly relevant across diverse contexts. Future research might explore how trauma-informed principles can be systematically integrated into teacher education programs, assessment design frameworks, and institutional policies beyond crisis situations.

Second, the emphasis on local knowledge production challenges the field

to reimagine the geography of expertise in language assessment. UALTA's success demonstrates that professional associations in regions historically positioned as knowledge consumers can generate innovative theoretical and practical contributions. This model suggests possibilities for collaboration and knowledge exchange that bypass traditional models. Future initiatives might focus on building networks among professional associations in Ukraine, other Eastern European nations, Latin America, Asia, and Africa to foster multilateral dialogue and mutual learning.

Third, integrating cutting-edge assessment constructs – mediation, pragmatic competence, creativity, and literary competence – with attention to practical implementation challenges points toward a more realistic, teacher-centered approach to LAL development. Future work might explore how teachers can be supported not just to understand these complex constructs but to adapt them creatively to their specific teaching contexts. This could involve developing open-access repositories of adapted assessment tasks, creating professional learning communities focused on construct operationalization, and investigating how technology might facilitate both understanding and implementation.

Fourth, the volume's treatment of alternative assessment approaches – portfolios, peer assessment, self-assessment – suggests the need for continued research on how these methods can be made sustainable in resource-constrained environments. Future studies might examine the conditions under which alternative assessments succeed or struggle, develop frameworks for selecting among assessment approaches based on contextual factors, and investigate how alternative assessments intersect with evolving technologies, including artificial intelligence.

The methodological landscape of LAL research also stands to benefit from UALTA's example. While this volume appropriately features survey research and

reflective practice accounts, future work might incorporate more longitudinal designs tracking teacher LAL development over extended periods, ethnographic studies examining assessment practices, and intervention studies testing the effectiveness of different professional development approaches. Mixed-methods designs that combine quantitative measures of LAL with rich qualitative accounts of how teachers experience and enact assessment principles could provide particularly valuable insights.

The role of institutional partnerships emerges as another promising direction. The documented success of UALTA's collaboration with Taras Shevchenko National University suggests models for how universities and professional associations can work effectively. Future initiatives might explore how such partnerships can be established and sustained in other contexts, how they might incorporate ministries of education to achieve policy impact, and how international networks of such partnerships might facilitate knowledge exchange and mutual support.

Technology's intersection with LAL deserves particular attention moving forward. While this volume touches on online teaching and assessment during COVID-19 and wartime conditions, the rapid evolution of artificial intelligence and other technologies requires ongoing engagement. Future work might examine how teachers can develop LAL specific to AI-assisted assessment, how automated tools can support rather than replace teacher judgment, and how technology might democratise access to sophisticated assessment approaches previously available only in well-resourced contexts.

The volume also implicitly raises questions about LAL's boundaries and evolution. As assessment expands to encompass more complex constructs, integrates with teaching and learning, and responds to diverse learner needs and

contexts, what competencies do teachers require? Future conceptual work might explore whether LAL, as currently conceived, adequately captures what teachers need or whether the field requires new frameworks that better integrate assessment with other aspects of pedagogical expertise.

UALTA's journey over ten years, documented in this volume, raises important questions about the sustainability and evolution of professional associations. How can associations maintain momentum beyond the initial energy of founding? How can they balance stability with responsiveness to changing needs? How can they navigate tensions between grassroots participation and professionalisation? Future research might examine these questions comparatively across different associations to identify factors supporting long-term vitality.

The chapters on assessment in wartime conditions prompt fundamental reflection on assessment's purposes and ethics in extraordinary circumstances. What is assessment for when normal educational progression is disrupted? How can assessment practices support resilience and recovery? What ethical principles should guide assessment when learners face unprecedented challenges? These questions are relevant beyond conflict zones and apply to any context where learners face significant adversity.

Looking ahead, this volume positions UALTA and the Ukrainian language assessment community to play leading roles in shaping the field's future. The combination of theoretical sophistication, practical wisdom, resilience in the face of adversity, and commitment to local contextualisation establishes Ukrainian scholars as essential voices in global conversations about language assessment.

For UALTA itself, the next decade might focus on several strategic directions: deepening research engagement through more systematic documentation and study of Ukrainian assessment practices; expanding international partnerships to

include institutions and associations in diverse global contexts; developing leadership in emerging areas such as trauma-informed and technology-enhanced assessment; contributing to policy dialogue to ensure assessment literacy principles inform national educational policy; and mentoring the next generation of Ukrainian assessment scholars to ensure continuity and growth.

The most profound contribution of this volume may be its demonstration that assessment literacy is not a fixed destination but an ongoing journey of learning, adaptation, and growth—for individual teachers, for professional communities, and for the field as a whole. Just as Lynda Taylor's opening chapter traces her personal journey toward assessment literacy, so UALTA's institutional journey, and the collective journey of contributors to this volume, remind us that expertise develops through sustained engagement, reflection, collaboration, and responsiveness to context.

As readers engage with this volume, they are invited not simply to absorb its contents but to join this ongoing journey. Whether located in Ukraine or any other country, in emerging or established centers of language education, all stakeholders in language assessment can learn from UALTA's example and contribute to the continuing evolution of more contextually responsive, pedagogically sound, and ethically grounded approaches to language assessment.

This volume thus serves multiple purposes simultaneously: celebration of achievements, documentation of practices, synthesis of knowledge, and invitation to future collaboration. In this sense, it embodies the spirit of professional community that has characterized UALTA from its foundation—generous in sharing knowledge, ambitious in vision, grounded in practice, and hopeful about what can be achieved when dedicated educators work together toward common goals.

The next chapter of UALTA's story, and of language assessment literacy more broadly, remains to be written. But this collection of works provides both inspiration and guidance for that continuing work. May the next decade bring continued growth, deeper understanding, expanded collaboration, and ever more effective approaches to language assessment that serve learners well across the diverse contexts in which they study and use languages.

References

- Baker, B. (2016). Language assessment literacy as professional competence: The case of Canadian admissions decision makers. *Canadian Journal of Applied Linguistics*, 19(1), 63-83. Retrieved from <https://journals.lib.unb.ca/index.php/CJAL/article/view/23033>
- Baker, B., & Taylor, L. (Eds.). (2024a). *Language assessment literacy and competence Volume 1: Research and reflections from the field*. Cambridge University Press.
- Baker, B., & Taylor, L. (Eds.). (2024b). *Language assessment literacy and competence – Volume 2: Case studies from around the world*. Cambridge University Press.
- Council of Europe. (2020). *Common European framework of reference for languages (CEFR): Learning, teaching, assessment – Companion volume*. Council of Europe. www.coe.int/lang-cefr.
- Coombe, C., Vafadar, H., & Mohebbi, H. (2020). Language assessment literacy: What do we need to learn, unlearn, and relearn? *Language Testing in Asia*, 10, 3. doi:10.1186/s40468-020-00101-6
- EALTA Guidelines (2006). *EALTA Guidelines for Good Practice in Language Testing and Assessment*. Retrieved on August 12, 2025, from <https://ealta.eu/ealta-guidelines-for-good-practice-in-language-testing-and-assessment/>
- Fulcher, G. (2020). Operationalizing language assessment literacy. In D. Tsagari (Ed.), *Language assessment literacy: From theory to practice* (pp 8-28). Cambridge Scholars Publishing. FulcherLAL2022.pdf
- Green, A., & Kvasova, O. (2015). *ILTA Report Kyiv Workshop. Enhancement of assessment literacy of university English language teachers in Ukraine*. ILTA. Retrieved on August 12, 2025, from https://cdn.ymaws.com/www.iltaonline.com/resource/resmgr/docs/Workshops/ILTA_Report_Kyiv_Workshop_20.pdf
- Green, A. (2016). Assessment literacy for language teacher. In Tsagari D. (ed.) *Classroom-based assessment in L2 contexts*. Cambridge Research Publishing, p. 8-28.
- Kvasova, O. (2021). Enhancing teachers' language assessment literacy via activities of a professional organization. *Ars Linguodidacticae*, 6(1), 4-9. <https://doi.org/10.17721/2663-0303.2021.6.01>
- Kvasova, O., Kavytska, T., & Osidak, V. (Eds.). (2025). *Transforming language teacher assessment literacy: Achievements, impact, way forward: contributed volume (multi-author monograph)*. PPC "Kyiv University".

Отримано редакцію журналу / Received: 21.10.25

Прорецензовано / Reviewed: 18.11.25

Схвалено до друку / Accepted: 17.12.25

Тамара Кавицька (Україна)
ORCID ID: 0000-0002-1528-9439

ОЦІНЮВАЛЬНА ГРАМОТНІСТЬ У МОВНІЙ ОСВІТІ В КОНТЕКСТІ ДОСЯГНЕНЬ, ВПЛИВІВ І ПЕРСПЕКТИВ РОЗВИТКУ

Огляд видання Квасова О., Кавицька Т., Осідак В. (ред.). (2025). Трансформація оцінювальної грамотності вчителя мови: досягнення, вплив, перспективи (колективна монографія). ВПЦ "Київський університет".

У рецензії розглядається англійськомовна колективна монографія "Transforming Language Teacher Assessment Literacy: Achievements, Impact, Way Forward" (за редакцією О. Квасової та ін.), присвячена 10-річчю Української асоціації з мовного тестування та оцінювання (ВУАМТО). Монографія містить 20 розділів українських науковців та їхніх зарубіжних колег з Великої Британії, Німеччини, Греції та Норвегії, об'єднаних у три частини.

Частина I "Розвиток оцінювальної грамотності: від теоретичних до інституційних досягнень" включає розділи Лінди Тейлор (особистий шлях та історія дисципліни), Діни Цагарі (залежність від контексту та стратегії розвитку), Карін Фогт (професійний розвиток вчителів), Ентоні Гріна та Ольги Квасової (дослідження ВУАМТО на основі опитування), В'ячеслава Шовкового та Тетяни Шовкової (співпраця з університетом).

Частина II "Переосмислення мовного оцінювання: інтегровані, інклюзивні та контекстно орієнтовані підходи" охоплює нові підходи до оцінювання: медіацію (Керолін Вестбрук), інтегроване оцінювання письма (Тамара Кавицька та Оксана Олійник, Юлія Лавренчук та Тамара Кавицька), прагматичну компетентність (Ольга Квасова), CLIL-оцінювання (Елені Мелетіаду), інклюзивне оцінювання (Іріні-Реніка Папакаммену) та оцінювання в умовах війни (Людмила Гнаповська та Наталія Лямзіна).

Частина III "Оцінювання для навчання та фаховий розвиток" зосереджена на практичних питаннях: оцінювання говоріння (Чіхіро Інуї), літературну компетентність і креативність (Вікторія Осідак та Ольга Драгінда, Ольга Дацьків), самооцінювання (Олена Жигадло), портфоліо (Мар'яна Нацюк, Людмила Бабій), взаємооцінювання (Тетяна Король), лінгвістичні знання (Ольга Українська), несвідоме набуття компетентності (Ольга Коломінова та Любов Зеня).

У рецензії виділено сильні сторони монографії: наукову обґрунтованість, поєднання світового досвіду з місцевими потребами, практичну цінність, спільну роботу авторів. Особливо цінним є внесок у теорію оцінювання з урахуванням травми та викладання під час війни. Монографія показує, як професійні спільноти на місцях розвивають оцінювальну грамотність з огляду на свій контекст, доводячи, що місцеві умови стають джерелом нових знань, які збагачують світову науку.

Ключові слова: мовне оцінювання, оцінювальна грамотність учителя мови, ВУАМТО.

BIO

Tamara Kavytska, PhD, Associate Professor, Department of Teaching Methodology of Ukrainian and Foreign Languages and Literatures, Taras Shevchenko National University of Kyiv, Kyiv, Ukraine. Her research interests lie in Translation Pedagogy, Cognitive and Rhetorical Grammar, and Language Testing and Assessment.

E-mail: kawicka_t@ukr.net

Авторка заявляє про відсутність конфлікту інтересів. Спонсори не брали участі в дослідженні, в аналізі й інтерпретації даних, в описі результатів дослідження, у схваленні публікації до друку.

The author has declared no conflicts of interest. Sponsors were not involved in the research, data analysis, interpretation, writing, or publication approval process.