

Building Assessment Literacy Among Faculty in Higher Education Institutions: Implications for Teaching, Learning, and Evaluation Practices

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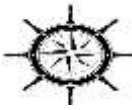
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Abstract

Assessment literacy has become a key factor of quality instruction, student learning and effective assessment in institutions of higher learning. Despite the fact that most policies emphasize on outcome-based education, assessment in most universities in the public sector is mainly traditional and exam-oriented. The study aims at exploring the assessment literacy of the faculty members and the implication of the same on the teaching, learning and evaluation processes in the identified public sector in the universities. The mixed-method approach of the research was adopted, as qualitative and quantitative for obtaining of the information. The participants were 75 faculty, working from lecturer to professor and also on the administrative position of the dean and directors. The quantitative data was analyzed with descriptive statistics and the qualitative data with the help of a thematic analysis to provide the data with a contextual richness. The results indicate that the faculty members have moderate assessment literacy levels with a good conceptual awareness but poor practical use. Even though majority of the respondents (75 percent) confessed to the importance of assessment in learning of students, only 40 percent of the respondents indicated that they employed different types of assessment on a regular basis. Further, 45 percent of the respondents were formally trained and 70 percent of the respondents mentioned absence of formal training and resources as a major challenge. It is also revealed that it is highly reliant on the traditional teaching and assessment methods with a slight application of formative and use of technology enhanced practices. Attitudes of faculty towards the use of digital tools were favorable though without proper training and institutional support, it is hard to implement properly. It is concluded that the assessment literacy of faculty in universities in the public sector is emerging but inadequate to support modern and student-centered teaching and learning methods. The results suggest the importance of systematic faculty development initiatives, institutional reinforcement, and incorporation of technology to empower the assessment practices.

Keywords: *Assessment Literacy, Higher Educational Institutional, Teaching, Learning, Evaluation.*



Introduction

Quality, accountability, and student-centered learning has become important in the context of the contemporary set up of higher education because it determines the educational outcomes, and, therefore, the role that assessment plays in this process (Chaniago et al., 2025). The process of assessment is no longer limited to measuring the student achievement; assessment is a dynamic process that directs the teaching practice, student learning, and student achievement to negate discrepancies existing between the curricular goals and the goal of an institution (Gil-García & Fernández-Guillamón, 2023). In this shifting paradigm, assessment literacy has been an emergent topic of scholarly focus, denoting those knowledge, skills and professional dispositions needed by faculty to design, apply, interpret, and use assessment in substantive and pedagogically-appropriate ways (Valentine, 2024).

Moreover, globally, the higher education systems are undergoing radical changes, around the outcomes-based education, competency-based education systems, and quality assurance and quality assurance systems (Giri, 2025). The targets of these reforms are consistency of the teaching, learning and assessment processes and therefore the faculty members should be very assessed literate. Faculty need not only to design the use of valid and reliable assessment tools but should also engage in formative assessment, provide constructive feedback and utilize assessment data to enhance the effectiveness of instruction (Niyibizi, 2025). As a result, assessment literacy has developed into a multidimensional construct comprising of a technical competence, ethical issues and pedagogical reflection practices.

Regulations and policies essential in the improvement of quality assurance and standardization of the academic operations although provided by the regulatory bodies such as the Commission Higher Education Commission (HEC) of Pakistan also, the real practice of the reforms is quite uneven (Oseredchuk et al., 2022). Many of the assessment practices embraced in the majority of the public sector universities are still based on traditional and summative assessment practices with little or no incursion into formative assessment practices, feedback-based assessment practices, and competency-based assessment practices (Carobene et al., 2025). The absence of alignment between the expectations of policy and classroom realities is indicative of a significant gap in the preparedness of faculty, especially in assessment literacy.

In the literature, faculty assessments literacy is arguably one of the key aspects of teaching performance and student accomplishments (Thomas, 2011). Those members of the faculty with high assessment competencies is more supportive of providing aligned assessments, applying various methods of evaluations, and provide relevant feedback that would enhance learner involvement and student performance (Iyanda, 2025). Conversely, low evaluation literacy might lead to the lack of mindful and orientational attitudes towards testing and evaluation and to less involved and reflective learning. In this regard, assessment literacy functions in the sense of mediating between teaching practices and learning outcomes and the quality of the overall assessment (Richards et al., 2017).

Assessment literacy cannot be merely a personal quality of faculties and it is integrated in institutional settings more so. Some of the factors that play an important role in faculty assessment practice include leadership, professional development programs, technological structure and organizational culture. Overall, assessment-based structured faculty development programs are only minimally practiced or occasional in most of the public sector



universities(Boud & Soler, 2016). This lack of systematic capacity-building limits the use of new modes of assessment and limits the effectiveness of teaching and learning.

The inclusion of technology is the other aspect that has adopted a new dimension in assessing higher education. Online assessment systems, learning management systems, and digital tools are potentially very useful to enhance transparency, efficiency and engagement with students(Hernandez-Martinez & Keane, 2025). However, application of these technologies requires technical competence and pedagogical knowledge, an aspect of assessment literacy. Potential benefits of technology-enhanced assessment are not utilized to the full extent in this case and in the situation when the faculty training and institutional support lacks(Hamdy et al., 2020).

Although assessment literacy has been identified as important, there is little empirical studies that investigate assessment literacy in the context of higher education at government sector institutions in Pakistan. The focus of the existing literature has given a lot of attention to the specific disciplines or type of the institutions with less attention being given to the general university which has a multidisciplinary environment. In addition, much-needed integrated analysis frameworks to study the role of assessment literacy on teaching effectiveness, student learning and evaluation practices are missing(Gotch & French, 2014).

To consider such gaps, the present research paper intends to discuss the problem of assessment literacy in the context of the faculty members of the chosen universities of Islamabad and Rawalpindi in the sphere of the public. Specifically, it needs to explore the levels of faculty assessment literacy, institutional and personal factors affecting assessment practices, and assessment literacy implications to the effectiveness of teaching, student learning, and assessment. The study, by being thoroughly implemented and empirically based, offers an addition to the overall knowledge of assessment practices in advanced learning and offers evidence-based policy and practice guidance(Isaacs & Lamprianou, 2020).

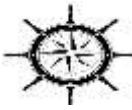
In the final analysis, the study is in line with the world in terms of improving the quality of higher education by having better assessment systems. The study also has valuable implications on how institutional leadership, policymakers and academic practitioners can improve teaching, learning and evaluation activities in the public sector universities through the evaluation of their attention to faculty assessment literacy as a major indicator of educational efficacy(Mulongo & Amod, 2019).

Literature Review

The study, on assessment literacy of higher education institutional faculty about implication on teaching, learning, and evaluation practices. The detail of all relevant materials on the given tile of the research and concept is as narrated below.

Conceptual Basis of Assessment Literacy

Assessment literacy is a concept that has found its way into the higher education discourse that suggests the skill of faculty to design, implement, interpret and use assessment in a way that fosters quality of education. It involves conceptualization of different notions of evaluation like validity, reliability, equity, transparency and alignments to the desired learning outcomes. The modern interpretation of this definition is that it pertains to the faculty members to engage in effective feedback, embrace assessment data to make instructional decisions and reflect on the teaching practices(Deneen & Brown, 2016).



Assessment literacy is no longer the technical ability in the designing of the test in the higher education environment. Instead, it is a multidimensional composition, and is inclusive of pedagogical know-how, morality and evidence-based research demonstrated decision-making. The members of the faculty become assessment literate, they can work to make assessment a lifelong learning process that can be used to facilitate student growth and academic achievement(Chan & Luo, 2021).

Literacy of Assessment and the Effectiveness of Instruction.

It is corroborated in literature that instructional effectiveness and assessment literacy have a correlation with each other. The practices of assessment play a critical role in the way the faculty plans the instructional process, provides the content and involves students in educational process. Having properly evaluated faculty themselves, they have more chances to correlate their assessment strategies with the learning objectives therefore leading to the alignment of learning and assessment(Chan & Luk, 2022).

Good assessment literate teachers use different assessment techniques such as formative, authentic and performance-based assessment techniques which help them to enhance the interaction of the classroom and student engagement with the classroom. On the other hand, in case there is low assessment literacy, then the old systems of examination is used which may not entail the use of senior order of thought, or promote adequate learning. The next very important predictor of the quality of teaching and effectiveness of pedagogy in upper system of education turns out to be assessment literacy(Kalajahi & Abdullah, 2016).

Test Literacy and Learning Results of students.

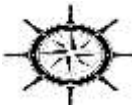
The role of evaluation is very important in assimilating learning behaviors and results of the students. Literature includes stating that assessment not only review is done on the learning but also directs focus, motivation and engagement of the students. Literacy in faculty assessment can lead to devising assessment which is aligned with learning outcomes thus enabling participation of meaningful and measurable student achievement(Iyanda, 2025).

Continuous feedback, low stakes evaluation and reflective activities are the formative assessment practices that have been proven to improve self-regulatory skills, critical thinking, and academics among students. Success of such practices however, is dependent on the skill of the faculty in designing and implementing such assessments. Without proper assessment literacy there is a mismatch of expectations on the part of the students, the criterion of evaluation can be confusing and they is denied the opportunity to correct(Boud & Soler, 2016).

Feedback/Formative Assessment.

The notion of feedback is not new either and is regarded as a crucial part of good assessment, as well as one of the elements of assessment literacy. The qualitative feedback is help sustain the students with the practical information of their performance and is inform the students how they can master and/or rebuke their weaknesses and how they can play to their strengths to enhance their learning performance. Faculty members who are assessment literate is in a better position to give timely, specific and in conjunction with learning objectives feedback(Winarno & Al Azies, 2024).

Closely connected with feedback, formative assessment helps to support the constant process of learning as it offers a chance to constantly assess and enhance. However, despite the proven importance, the literature discloses that formative assessment is not utilized widely in the



majority of the higher-education instances. It is probable that this weakness is connected with a failure in the faculty evaluation literacy particularly in the perceptions of how to build and program the formative approaches into instructional practices(Pervaiz & Hayat, 2021).

Teacher Training and Institutional Environment.

The institutional structures, policies and culture also dictate the level of the assessment literacy as well as personal faculty competencies. The universities play a critical role in promoting the movement of assessment literacy by offering professional development programs, training workshops, mentoring programs and quality assurance. Practices of assessment are also associated with Bloom focused faculty development institutes and are very reliable and efficient(Gaikwad et al., 2023).

On the other hand, faculty that are not supported by institutions in fostering such environment might not have access to training programs and materials that can help them transition to using innovative forms of assessment. It is a particularly relevant problem at those institutions of higher learning within the public sector where the administrative atmosphere, strain of resources and work pressure may hinder the creation of the assessment literacy. As such, a culture of effective and meaningful assessment cannot take place without institutional commitment(Kizlik, 2012).

Teaching and Assessment Technology.

Technology has transformed Higher education into a revolutionized study with the incorporation of technology in the assessment practices. The evaluation can be done internationally, be transparent, and interact with the students when digital tools include Learning Management System, online survey, e-portfolio, and online automated feedback. Nonetheless, there should be both technical and pedagogical knowledge to be able to effectively use these technologies(Valentine, 2024).

Literature suggests that most faculty members are generally conscious of the role that technology-enhanced assessment may potentially assume in assessments; however, in most cases, their abilities to effectively utilize technologies are still being hampered. The factors that have been quoted as having contributed to such disparity are that such areas are not sufficiently trained, they are not facilitated by institutions besides lacking technology at their disposal. This manner has made the digital assessment literacy a significant addition to the traditional assessment literacy of higher education(Jang & Sinclair, 2018).

Assessment in the Pakistani Higher Education.

In Pakistan, reforms in higher education has focused on assuring quality, outcome education and standardized education processes. HEC, of Pakistan has been on several undertakings in an attempt to enhance the practice in teaching and assessment in the universities. But the adoption of the reform is in a sporadic manner especially in the institutions of the public sector(Yorke & Vidovich, 2016).

The evidence is sufficient to inform that the practices of assessment remain more heavily entrenched in traditional, summative practices in most universities, where there seems to have been little discernible recourse being made to the practices of formative, feedback and competency-based practices. Opportunities and threats like lack of faculty training, resources and change resistance in institutions like National University of Modern Languages, Fatima Jinnah Women University, Pir Mehr Ali Shah Arid Agriculture University, International Islamic



University Islamabad, and Quaid-i-Azam University still persist to influence assessment practices.

Gap in Research and Rationality.

Despite the importance of assessment literacy as a decisive element that defines the quality of education being an increasing phenomenon, there is hardly any empirical research work focusing on whether or not assessment literacy is a multi-dimensional factor in the assessment of the quality in the Pakistani education sector including the higher education sector. Literature on the assessment has seldom looked at a specific region of assessment or even specific fields of research separately of the multidisciplinary university community (Mulongo & Amod, 2019).

Also, there are no clearly-structured analytical designs which study the relationships between assessment literacy, teaching effectiveness, student learning and evaluation, all in concert. This discontinuity demonstrates the value of empirically broad, empirically-grounded studies, which can be used to inform such particulars of how assessment literacy works in a complex institutional landscape

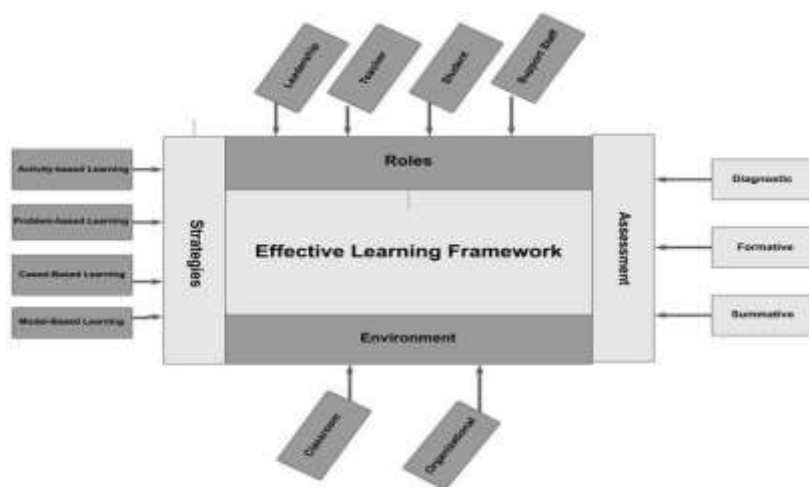
Conceptual Framework of the Study

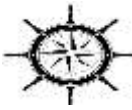
The present study relies on the premise that assessment literacy (AL) is a determinant of effective teaching, effective learning on the side of the students and effective evaluation procedures in institutions of higher learning. The ideated assessment literacy, based on the literature of the present times, involves faculty knowledge, skills, attitudes, and professional judgment in terms of assessment design, implementation and interpretation(Chan & Luo, 2021).

Assessment Literacy (AL), which is presented as the conceptual framework, is the primary independent variable that is influence Teaching Effectiveness (TE) which is in turn impact Student Learning Outcomes (LO).

This model is a sequential and mediating relationship whereby the intervening variables are teaching effectiveness and learning outcome in between evaluation practices and assessment literacy. The model is specifically applicable in the public sector universities in which the capacity of the faculty, institutional support, and the pedagogical practices, contributes to the quality of assessment. The conceptual framework of the study is as

Figure 1





Research Method

Population and Sample

Faculty members of the selected public sector universities in Islamabad and Rawalpindi is the study population as they are involved in teaching and assessment procedures. Faculty members are considered to be the most important actors as they are at the center of designing, implementing and evaluating higher education assessment practices. Additionally, the senior administrative academic officers including Deans and Directors are also regarded as key informants as they are the ones that develop a policy of the institution as well as make available faculty development programs regarding the facet of assessment literacy (Otzen & Manterola, 2017). The universities are selected as the following:

1. National University of modern languages.
2. Fatima Jinnah Women University.
3. Agriculture University, Pir Mehr Ali Shah Arid.
4. University Islamabad, International Islamic.
5. Quaid-i-Azam University.

The study involved 75 participants who were of varying academic ranks and administrative positions. This diversity provided the opportunity to get both the operational (faculty-level) and strategic (administrative-level) insights, which were a source of the enhanced contextual validity of the study and representativeness (Reddingius, 1970).

Research Design

The research design is adopting a mixed-method research design, that embraces a combination of quantitative and qualitative to provide a detailed meaning of the faculty assessment literacy. The data collection done through the use of the structured questionnaires is the quantitative component and the semi-structured interviews with the Deans and Directors is the qualitative component. This type of a mixed approach is offering a chance to triangulate data and achieve a more in-depth understanding of assessment literacy at individual and institutional levels (Ali, 2018).

Sampling Technique and data collection.

The sampling of the universities and the participants were done while using the purposive sampling method based on their appropriateness to the research purpose. The approach was applied to offer various academic environments and practices in teaching and assessment to a number of institutions. Furthermore, the members of the faculty who participated in assessment activities were invited to participate in the survey. In-depth interviews were conducted with Dean and Directors who are purposely chosen. This approach helped in gathering rich and contextual data and representation in various institutional contexts (Narayan et al., 2023).

Results

The results of the study were analyzed using both descriptive and inferential statistical techniques. Quantitative data were examined through frequencies, percentages, and mean values, while qualitative data were analyzed using thematic analysis. The findings are presented below along with their corresponding tables.

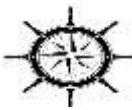


Table 1
Population of the Study

Region	Name of Universities	Population Description	Estimated Population Size
Islamabad	National University of Modern Languages, Islamabad (NUML)	Dean, Director, Faculty involved in assessment	15 faculty members (including Dean & Director)
Rawalpindi	Fatima Jinnah Women University, Rawalpindi	Dean, Director, Faculty involved in assessment	12 faculty members (including Dean & Director)
Rawalpindi	PMAS-Arid Agriculture University, Rawalpindi	Dean, Director, Faculty involved in assessment	20 faculty members (including Dean & Director)
Islamabad	Islamic International University, Islamabad	Dean, Director, Faculty involved in assessment	18 faculty members (including Dean & Director)
Islamabad	Quaid-i-Azam University, Islamabad	Dean, Director, Faculty involved in assessment	10 faculty members (including Dean & Director)

The above table 1, indicated about the population and universities taken for the current study. It reflects that the universities working in the public domain in Rawalpindi and Islamabad were taken. Further, the faculty and dean directors working as faculty and institutional heads are also taken on board for their opinion about the assessment, literacy, teaching learning and evaluation.

Table 2
Demographic Profile of Faculty Respondents (n=75)

Demographic Variable	Category	Frequency	Percentage (%)
Gender	Male	48	64%
	Female	27	36%
Age Group	25–34 years	20	27%
	35–44 years	30	40%
	45–54 years	15	20%
	55+ years	10	13%
Designation	Assistant Professor	25	33%
	Associate Professor	20	27%
	Professor	15	20%
	Lecturer	15	20%
Region/Universities	National University of Modern Languages, Islamabad	15	20%
	Fatima Jinnah Women University, Rawalpindi	12	16%
	PMAS-Arid Agriculture University, Rawalpindi	20	27%
	International Islamic University, Islamabad	18	24%
	Quaid-i-Azam University, Islamabad	10	13%

The above table 2 reflects the demographic characteristics of participants. The majority of participants were male (64%), with a significant proportion aged between 35–44 years (40%). Further, the participants were Assistant and Associate Professors, indicating experienced faculty.

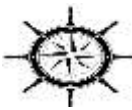


Table 3
Faculty Assessment Literacy – Key Questionnaire Findings (n=75)

Statement	Agree (%)	Neutral (%)	Disagree (%)
I understand different types of assessments (formative, summative)	60	25	15
Assessment is essential for student learning.	75	15	10
I regularly use diverse assessment methods beyond written exams.	40	30	30
I have received formal training in assessment literacy.	45	20	35
Institutional support for assessment training is adequate.	50	20	30
Major challenges include lack of training and resources.	70	20	10

The table 3 reveals that while faculty demonstrate awareness of assessment concepts (75% agreement), only 40% actively apply diverse assessment methods. Training gaps and resource limitations remain key challenges.

Table 4
Interview Themes & Evidence from Deans and Directors (n=5)

Theme	Summary from Interviews
Institutional Support	The higher education institutions offered limited workshop and others capacity building programs.
Faculty Development	Specialized training programs are required.
Assessment Practices	Traditional examination practices are in operation, which lack of the technology adaptation.
Challenges	Faculty are not willing to adopt technology.
Future Plans	Intentions to improve faculty training and adopt modern assessment tools

The table 4 reveals institutional challenges and leadership perspectives, emphasizing the need for structured faculty development and improved support systems.

Table 5
Mapping Assessment Literacy Attributes to Themes

Theme	Attributes	Evidence & Findings
Knowledge & Skills	Understanding assessment methods	Moderate knowledge; need for practical application
Attitudes	Valuing assessment literacy	Positive attitudes; some reluctance to innovate
Faculty Development	Availability of training	Inadequate and inconsistent programs
Institutional Support	Policy and resources	Varying levels of commitment
Challenges	Barriers to effective assessment	Training gaps, resistance, resource limitations

The table 5 reflects the alignment between faculty competencies and institutional factors, revealing inconsistencies that hinder assessment literacy development.

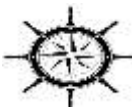


Table 6
Faculty Approach to Teaching Practices Related to Assessment (n=75)

Teaching Practice	Frequency of Use (%)	Rarely/Never (%)
Traditional lectures with written exams.	80	20
Small group discussions.	55	45
Objective Based Education (OBE).	40	60
Peer assessment.	25	75
Formative assessments (quizzes, assignments).	50	50
Providing timely feedback.	65	35

The table 6 indicates dominance of traditional teaching methods (80%), with moderate use of formative assessments (50%) and feedback practices (65%), while interactive methods remain limited.

Table 7
Trends in Assessment (n=75)

Technology Used	Frequently Used (%)	Occasionally Used (%)	Not Used (%)
Online quizzes/tests	35	30	35
Computer-based simulations	20	25	55
E-portfolios	15	20	65
LMS (e.g., Moodle)	40	30	30
Digital peer/self-assessment tools	10	15	75

Table 7 reveals moderate use of LMS (40%) but low adoption of advanced tools such as e-portfolios and simulations, indicating limited digital assessment practices.

Table 8
Faculty Perception of Technology in Assessment (n=75)

Statement	Agree (%)	Neutral (%)	Disagree (%)
Technology enhances assessment effectiveness	70	20	10
I feel confident using technology	45	25	30
Training on assessment technology is sufficient	30	25	45
Technology improves student engagement	65	20	15

Table 8 shows positive perceptions toward technology (70% agreement), but highlights insufficient training and confidence among faculty.

Discussion and Conclusion

Discussion

The study carried out on the faculty evaluation literacy in the backdrop of the private medical colleges in Pakistan raises some important trends. There is a demographic diversity of the faculty, mostly male and in their mid-career age, with a representative group of diverse academic ranks. Faculty assessment literacy awareness is moderate; faculty majority is familiar with the principles and significance of assessments but there exists another huge gap in the regular use of different and updated assessment methods. The above finding is in line with the earlier study (David et al., 2001) which established that faculty are given a chance to study the conceptual



aspects of assessment but they are often prevented by institutional barriers. Consequently, knowledge alone cannot suffice since it only requires the supportive systems so that any reforms that are undertaken in the assessment would not be superficial and short-lived (Morrell, 2021).

The teaching methods are still quite conventional with lectures and written tests as the most widespread ones to be applied. Less prevalent interactive and competency-based methods and peer assessments. These findings support the continuity of the traditional teaching frameworks in the Pakistani medical colleges in the private sector. Faculty members tend to resort to summative tests in most instances since they have never been trained or their schools have not promoted the use of new practices. This resonates with the international issues of moving towards competency-based testing, as opposed to knowledge-based testing, especially in situations where pedagogical flexibility is constrained by workload and curriculum inflexibility. The portion of the study also supported by the (Baartman & Quinlan, 2024).

Also, the use of technology in assessment is not that high; although the use of learning management systems and online quizzes is partially widely spread, such sophisticated tools as simulation or e-portfolios are not used frequently. Faculty attitudes depict a feeling of optimism on the benefits of technology yet simultaneously, low competence levels and lack of training on how to effectively use technology. The other prospect that has not been utilized but could be is the technological integration. The international literature and their stress on the notion that the successful process of digital transformation is not only infrastructural, but also in the faculty training and institutional determination are the positive reactions of the faculty. This also mapped with the study result of (Zoppo et al., 2020).

This would imply that the digital competence and confidence would have to be addressed as a single matter, in a manner that would make the faculty perceive technology as a pedagogical resource, and not as a technical liability, through capacity-building. These results are reinforced through the interviews with Deans, and Directors who reported that the institutions had discrepancies in terms of fostering the development of the faculty and the need to create organized training programs. Resistance to change, scarcity of resources, and time-constraints are the other challenges to the efforts of enhanced assessment literacy. The assessment literacy is also supported by the (Gotch & French, 2014).

The qualitative data showed that one of the factors of assessment culture is the leadership in an institution. The rise in faculty involvement in assessment innovation was extremely high at locations where Deans/Directors played an active educational leadership role and had time to educate the faculty. The institutions that perceived assessment to be fair management of examinations on the other hand, lacked a lot of innovation and feedback. That is why the change that is motivated by leadership is significant: the only way to achieve the long-term enhancement of the assessment literacy is the visionary administration with the seemingly inspiring drive of the policy and faculty. These discussion portion of the study also aligned with the (Medland, 2019).



The fact that the awareness of the principles of OBE was raised is a good thing in the sphere of the privatized medical sector in Pakistan. Faculty was now prepared to embrace formative assessment and feedback-based strategies when there was an institutional support and recognition system in place. It implies that the system is not resistant to change but it is only constrained by inertia of the organization and ineffective capacity-building infrastructure. In totality the findings indicate that the state of faculty assessment literacy is changing and it needs to be empowered on the multi-level level, including the leadership, professional development and technological empowerment. Through assessment literacy by institutionalizing assessment literacy by using systematic workshops, paradigms of mentorship, and tracking, the gap between knowledge and practice would be narrowed and yield to more genuine and competency-based evaluations. These also supported by the(Sounderajah et al., 2021).

Conclusion

The current research study had observed that the assessment literacy of the faculty of medical education, which is working as frontline force at the Pakistan. The practice, training and technological integration gaps were high and the private medical colleges were moderate. To deal with such problems, there is need to put concerted effort with regard to the improvement of the faculty development programs, promotion of the use of new and variety assessment procedures, and promotion of effective use of technology. This change of the assessment requires institutional support and clarity of the policies to make this possible. In addition, the quality of the output of the students in the medical fields depends on the literacy of the faculty with respect to the assessment.

The Pakistani faculty in the Higher Education Institution has been sensitized on the principles of assessment, and are in a continuous problem of putting them into practices at various levels of the curricula and institution. This disjuncture between the theory and the practicum conditions the urgency of the system interventions. The results support the idea that the main factors that is change the assessment culture are the involvement of the leadership, the systematic training of the faculty and access to technological equipment. Under such circumstances where faculty are enabled not only can assessment tools be put to a better use, but can be drivers of educational innovation.

The above challenges could be addressed through applying policies that are evidence-based, investing in digital infrastructure, and locating sustainable professional-development activities that is enhance the quality of assessment throughout the country. This integrative paradigm aligns with global principles of assessment and can be used to support fair and transparent assessment procedures and practices along with student-focused ones.

Lastly, the upward revision of the faculty assessment literacy isn't just help in increasing the student learning outcomes, but it is also reviving the quality of the medical-education in Pakistan in general. The implication of the study in the long term is that, it is the attractiveness of a national model of evaluation literacy that facilitates coherence, responsibility and continuous quality improvement of medical education, which is what the country requires.



Findings

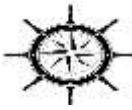
The survey of the faculty assessment literacy among the Pakistani private medical colleges shows some key patterns. The demographic data indicates that the sample population comprises a diverse group of faculties in the various private medical colleges in Pakistan, mostly males and in the mid-career age bracket, and of different academic ranks. Faculty assessment literacy knowledge is moderate; the vast majority of them are aware of the principles and meaning of assessment but there is still a serious gap between the knowledge and the practice of the various and up-to-date assessment methods. These results also supported by the findings of (Fletcher et al., 2012).

This is shown by the results which indicated that 64 percent of the respondents were males and 36 percent were females implying gender imbalance in the academic staffing in the private sector. The majority of participants were in the 35-44 age category, which is in line with the mid-career professionals in the teaching and assessment processes. This population composition indicates a fairly experienced but poorly trained teaching population, and professional development in assessment literacy is necessary. The form of teaching remains mostly traditional and the most common means are lectures and written exams. Less frequently, interactive and competency-based assessments, like and peer activities are applied. The same is also mentioned in (Steinemann et al., 2021) in study conducted.

The other outcome, which also substantiates the fact that written and viva examinations are still the most common forms of assessment, is that only 30 percent of faculty members resort to the use of formative assessment, such as reflective journals, portfolios, or peer evaluations. This is indicative of a reliance on summative methods that have remained consistent and indicates that, although faculty recognize the importance of formative assessment, institutional culture and resource limitations hamper the implementation of this method. Also, the use of technology in assessment is moderate at best; learning management systems, online quizzes, are quite widespread; at the same time, more sophisticated tools, such as simulation and e-portfolios, are not popular. The observations of the faculty show that they are optimistic on the advantages of technology and they also demonstrate a lack of confidence and training in the effective use of technology. The, support these findings as well(Noronha et al., 2022) study.

In the results of data analysis, only one-third of the respondents replied that they use digital assessment tools regularly, and infrastructure and training gaps were among the essential factors. Yet, almost three-fourths of them agreed that technology could improve objectivity and efficiency of feedback with regard to student evaluation. Such a mixture of optimism and uncertainty highlights a moment of transition in the field of private medical education, where there is theoretically the acceptance of digital adoption, but practically limited to functioning(Pedlow & Boud, 2025).

These results are supported by interviews with Deans and Directors, who note that the institutions are inconsistent in their support of faculty development, and that systematic training programs are necessary. Resistance to change, lack of resources, and limited time are some of the



obstacles that make further development towards increased assessment literacy difficult. Themes in the interviews reflected in the result indicated that there were three common challenges, which include; the lack of institutional policies, lack of time to develop faculty, and lack of budget to train the education. Deans and Directors admitted that operational support mechanisms are weak even though they have been aware of the reforms in assessment. The congruency of the faculty survey responses with the leadership interviews demonstrates a systematic problem, and there is a willingness to change assessment practices, yet there is a lack of institutional follow-through. Other researchers, such as also concur with these findings (Medland, 2019).

In another outcome their map assessment literacy attributes (knowledge, skills, attitudes) aligned with emergent qualitative themes as faculty members are highly motivated but technically poor in creating assessment blueprints, rubrics, and standardized tools. This supports the finding that the development of assessment literacy should incorporate conceptual training and practice to make long-term enhancement (Evans & Waring, 2020).

Overall, the results of all tables (1-8) indicate that the culture of assessment is partially developed in the context of the Pakistani private medical colleges: the faculty is aware of the main principles but does not have institutional frameworks that would allow them to be implemented regularly. Therefore, assessment literacy is at its early phases of development with a keen interest in making changes but hindered by the lack of institutional commitment and technological availability.

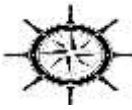
Implication for Higher Education.

The implications of the study have far-reaching policy, institutional, and faculty development implications in the institutions of higher learning particularly in the state sector universities. The implications are as follows:

Faculty Development: Structured and ongoing professional development programs, based on assessment literacy, are critically needed. The faculty members is given a methodological training on designing, implementation, feedback and assessment practices that can be aligned with contemporary educational trends.

Institutional Support: Universities are recommended to establish special assessment units, assessment committees or assessment centers of excellence that would mentor, standardize assessment practice and in addition give alignment to learning outcomes. The institutions should also have leadership that is involved in developing a culture of good assessment.

Technology Implementation: Digital literacy initiatives is need to be implemented to solidify the use of digital tools in assessment practices. Access to Learning Management Systems (LMS) and training workshops can be used to increase diversity, openness and efficiency of the assessment methods.



Policy Reforms: Higher Education Commission of Pakistan needs to have an assessment literacy benchmark included in institutional quality assurance and accreditation standards. This policy interventions can provide uniformity and standardization of higher education institutions.

Ongoing Research and Evaluation: Research and regular assessment of faculty development programs should be done to guarantee evidence-based improvements in assessment practices. Continuous monitoring can help in sustainable improvement of the systems of teaching, learning and evaluation.

Recommendations

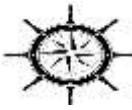
The findings of this paper indicate the significance of comprehensive and powerful practices to improve the assessment literacy levels of faculty members in universities and colleges. First, universities need to institutionalize routine and systematic programs of faculty development that can be directed towards the new assessment strategies and include formative assessment, outcome-based evaluation, and effective feedback practices. Such programs aren't only assisting the faculty members in harmonizing their assessment practices to the current pedagogical practices, but also enhance their capacity to promote student learning.

Moreover, development of mentorship programs in universities can be crucial in fostering assessment literacy. The elderly members of the faculty are in a position to mentor and guide junior academics on how to design, implement and evaluate assessment practices so that they can facilitate a collaborative learning environment. Personal competencies are not only enhanced in this peer-based model, but also a shared environment of good assessment in the institutions is developed.

Moreover, the necessity of sufficient financial and institutional resources allocation to facilitate assessment-related initiatives exists. Investment needs to be made on faculty training, assessment development workshops and technological infrastructure to enable the adoption of innovative and diverse methods of assessment. In particular, the efficiency, transparency, and effectiveness of the assessment practices could be significantly enhanced through enhancing the access to digital devices and Learning Management Systems.

The other significant suggestion is to encourage higher education institutions to engage in collaborative efforts in the sharing of best practice and resources in assessment. The inter-university collaboration can be used to share the innovative ideas, standardized strategies, and effective models of assessment, which is help in improving the overall quality of education on a national scale.

Finally, the participation of the faculty in the assessment-related professional development activities must be recognized and rewarded. Such involvement can be included into Continuing Professional Development (CPD) programs and faculty performance assessment systems to motivate teachers to participate in capacity-building programs. This isn't only maximizing the individual commitments but also make the process of assessing literacy development sustainable.

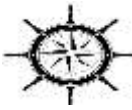


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