Presentation proposal

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**Abstract**:

Despite the importance of Writing Assessment in ESL/EFL classrooms, it is not getting enough attention either from teacher education program designers or from teachers themselves. It is commonly believed that assessment courses do not have much to offer to classroom teachers compared to high stake tests. Some classroom teachers avoid learning Writing Assessment skills and knowledge because they are against their beliefs or because they simply feel overwhelmed with the technical issues related to assessment. As for teacher education courses and graduate programs, they include either limited or no instructions about writing assessment literacy. This paper investigates second language teachers’ knowledge, practices, and beliefs about writing assessment and the role of teacher education in improving teachers’ writing assessment literacy. The paper shows that classroom teachers have some beliefs and knowledge about writing assessment and that these beliefs may influence their classroom practices. It also throws light on the importance of assessment literacy in improving teaching and learning and therefore calls for including assessment literacy in teacher education programs.

**Title:** Assessment literacy in second language writing

**Description**:

*Learning objectives*

-To get an overview of assessment literacy and its importance in second language writing.

-To find out some of teachers’ knowledge, practices, and beliefs about second writing assessment.

-To examine and discuss the role of second language teacher education, and training programs in improving writing assessment literacy.

*Questions*

* What is writing assessment literacy and why is it important?
* What are second language writing teachers’ knowledge, practices, and beliefs about writing assessment?
* What is the role of teacher education in improving writing assessment literacy?