

Digital Assessment in Online Teaching and Learning

Ethical, Pedagogical, and AI-Mediated Perspectives

Editor: Dr. Elham ZARFSAZ



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ISBN 978-625-8656-38-1

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1st Edition: March 2026, Ankara

Publication-Project: Selcan Durmuş
Typesetter-Graphic Designer: Tuğba Kaplan
Cover Design: Pegem Akademi

Printed by: Sonçağ Yayıncılık Matbaacılık Reklam San Tic. Ltd. Şti.
İstanbul Street İstanbul Bazaar 48/48 İskitler - Ankara

Publishing House Certificate Number: 51818
Printing House Certificate Number: 47865

Contact

Pegem Akademi: Shira Trade Center
Macun Neighbourhood 204th Street Number: 141/A-33 Yenimahalle/ANKARA
Publishig House: 0312 430 67 50
Distribution: 0312 434 54 24
Preparatory Courses: 0312 419 05 60
Internet: www.pegem.net
E-mail: yayinevi@pegem.net
WhatsApp Line: 0538 594 92 40

PREFACE

The landscape of language assessment is undergoing a profound transformation. Over the past decades, Language Assessment Literacy (LAL) has evolved from a specialized concern within testing communities into a central component of teacher professionalism. Today, this transformation is accelerated by digitalization and the rapid integration of artificial intelligence (AI) into educational environments. As educators, researchers, and policymakers confront new pedagogical possibilities and ethical dilemmas, the need for construct-sensitive, theoretically grounded, and ethically responsible assessment practices has never been greater.

This edited volume brings together scholarly perspectives that examine assessment in English Language Teaching (ELT) at a critical historical juncture. It situates assessment literacy not merely as technical competence, but as a multidimensional professional capacity that integrates theory, design, ethics, technology, and policy. The chapters collectively explore how digital environments and AI-mediated tools reshape assessment practices—while reaffirming that validity, communicative competence, and pedagogical integrity must remain the guiding principles.

The opening chapter by **Dr. Reza Vahdani-Sanavi** traces the past trajectories, present realities, and future pathways of Language Assessment Literacy. By mapping theoretical developments and contextual shifts, it provides the conceptual foundation for the volume.

In *Ethical Digital Assessment in ELT in the Age of Artificial Intelligence*, **Dr. Elham Zarfsaz** addresses one of the most pressing concerns in contemporary education: academic integrity. Rather than framing AI primarily as a threat, the chapter advances a construct-sensitive design perspective, arguing that ethical digital assessment must prioritize validity over surveillance and integrity over restriction.

Building upon this foundation, **Dr. Zafer Susoy** explores AI-powered formative assessment in EFL classrooms, examining innovative practices, pedagogical affordances, and future-oriented implications. The chapter highlights how AI can support timely feedback, adaptive learning pathways, and data-informed instruction—while also raising critical questions about equity and teacher agency.

The dimension of feedback literacy is further examined by **Eda Eğilmez**, whose chapter compares AI-generated and teacher-provided feedback in EFL writing. The analysis underscores that technology-mediated feedback must be understood within broader frameworks of assessment literacy and learner development.

Extending the discussion into teacher education, **Emine Demir** investigates web-based digital assessment environments as platforms for enhancing assessment literacy among pre-service teachers. The chapter demonstrates how structured digital ecosystems can foster reflective practice, awareness of validity, and pedagogical coherence.

In *Designing Scenario-Based Assessments for Online Learning*, **Dr. Elham Zarfsaz** examines authentic evaluation in digital and AI-supported environments. By foregrounding scenario-based design, the chapter emphasizes applied competence, contextualized performance, and cyclical feedback processes that align assessment with meaningful learning.

Finally, **Dr. Züleyha Ünlü Çarlık** provides a comparative analysis of the integration of digital assessment into ELT curricula across high-English-proficiency contexts and Türkiye.

This comparative perspective situates digital assessment literacy within broader curricular and policy frameworks, offering insights for institutional development and reform.

Together, these contributions reflect a shared commitment: to reimagine assessment not as a mechanism of control, but as a pedagogical system grounded in construct integrity, ethical transparency, and professional literacy. Artificial intelligence, in this volume, is conceptualized not as a substitute for human judgment but as a mediating layer accountable to theoretical foundations and communicative constructs.

This book is intended for researchers, teacher educators, policymakers, and practicing language teachers who seek to navigate the evolving terrain of digital and AI-mediated assessment with scholarly rigor and ethical clarity. We hope that this volume contributes to ongoing conversations about how assessment can remain human-centered, learning-oriented, and validity-driven in technologically complex environments.

Dr. Elham Zarfsaz
Editor

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Editor: Dr. Elham ZARFSAZ

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Reza Vahdani-Sanavi, Social Sciences University of Ankara
ORCID ID: 0000-0001-6282-3377

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Dr. Elham Zarfsaz, Tokat Gaziosmanpaşa University
ORCID ID: 0000-0002-6172-6388

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Zafer Susoy, Tokat Gaziosmanpaşa University
ORCID ID: 0000-0002-6890-6007

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Eda EĞİLMEZ, Tokat Gaziosmanpaşa University
ORCID ID: 0009-0004-7533-4010

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Emine DEMİR, Tokat Gaziosmanpaşa University
ORCID ID: 0009-0000-8691-6762

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Dr. Elham ZARFSAZ, Tokat Gaziosmanpaşa University
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Züleyha ÜNLÜ CARLIK, Tokat Gaziosmanpaşa University
ORCID ID: 0000-0002-9119-7042

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PART I

THEORETICAL AND CONCEPTUAL
FOUNDATIONS

CHAPTER 1

LANGUAGE ASSESSMENT LITERACY: PAST TRAJECTORIES, PRESENT REALITIES, AND FUTURE PATHWAYS

Reza Vahdani-Sanavi, Social Sciences University of Ankara
ORCID ID: 0000-0001-6282-3377

Abstract

This chapter traces the evolution of Assessment Literacy (AL) and Language Assessment Literacy (LAL) from their psychometric origins to contemporary multidimensional and critical frameworks. Beginning with Stiggins' (1991) foundational call for teacher competence, the discussion examines how LAL emerged as a specialized construct addressing the unique theoretical, ethical, and sociopolitical complexities of language testing. Drawing on key theoretical developments—including Davies' tripartite model, Fulcher's sociopolitical framing, stakeholder differentiation, and recent multidimensional validation studies—the article synthesizes five major trajectories shaping the field: the psychometric era, the emergence of LAL, the practice turn, the socio-emotional and critical expansion, and the rise of Digital Assessment Literacy. It argues that current realities are marked by a persistent literacy–practice gap, accountability pressures, and technological disruption. The article concludes that the future of LAL lies in integrating technical rigor, digital competence, critical consciousness, and socio-emotional awareness within sustainable professional development frameworks.

Keywords: Language Assessment Literacy (LAL), Multidimensional Professional Competence, Developmental Trajectories, Digital Assessment Literacy, Socio-Emotional Competence