Knowledge and Practice of Teacher Assessment Literacy in English as Second Language Reading: A Conceptual Framework

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Abstract
Ongoing policy changes in the educational assessment necessitate greater extent of assessment knowledge among teachers. Understanding of teacher assessment literacy enables teachers to adapt to the dynamic teaching and learning environment and effectively meet the students' needs. However, previous studies indicate that ESL teachers' knowledge of assessment, particularly in English reading skills, remains unsatisfactory, suggesting a lack of mastery and skills in assessment students' learning. This concept paper aims to discuss the conception of assessment literacy among ESL teachers, specifically in relation to ESL reading skills. The paper will propose a theoretical integration of relevant theories concerning assessment literacy and models of reading, synthesizing the strengths of multiple teacher assessment literacy frameworks and aligning them with unique requirements of ESL reading skills. By comparing the dimensions within these frameworks, a new conceptual framework of teacher assessment literacy in ESL reading skills is developed. This new framework offers a comprehensive and feasible understanding of the implementation of effective assessment strategies and support ESL teachers in making informed decisions regarding teaching and learning. This study is hoped to shed lights on the possibility of future evidence-based research in assessment literacy and further pave the way for effective practices in ESL reading assessment, empowering students to become independent and autonomous readers.
Keywords: Reading Skills, English as Second Language (ESL), Assessment Literacy, Assessment Framework, Assessment in ESL Reading.

Introduction
Teacher's understanding of assessment explores the concept of knowledge and skills needed to carry out a mechanism of designing a form of systematic measurement process. In the education field, many opinions are directed towards this notion to such an extent that the stakeholders are even partake in the debate. The ever changing policies prove to be a spur to

some of the decisions made by the Malaysian Ministry of Education (MOE) as an effort to realize these views. A number of studies in the past have shown that Malaysian education system have experienced many significant changes over the past few decades (Idris and Osman, 2009; Rethinasamy et al., 2021; Marzaini et al., 2023). However, changes that are taking place are seen to be more focused on designing intricate assessment approaches, in line with the current change in the education ecosystem. More efforts are being put in looking into the student achievement gap which is still considered wide. Notably, government through MOE has introduced the Classroom-based Assessment (CBA) to replace a renowned summative examination system in the form of *Ujian Pendidikan Sekolah Rendah* (UPSR) and *Penilaian Tingkatan 3* (PT3) as a key step to displace the exam-oriented culture (MOE, 2019).

Malaysia's performance in the PISA international assessment continues to be one of the main setbacks in exhibiting the success behind these changes. For instance, the achievement of Malaysian students in reading literacy is still seen to be lagging behind compared to the students in other developed and developing countries. In PISA 2018, the average score obtained by Malaysian students which was 415 are found to be lower than the overall Organization for Economic Cooperation and Development (OECD) average score of 487. On the other hand, percentage of low-achieving students; 27.8% is still higher than the high achieving students which is 2.7% (OECD, 2019). There are many aspects that could possibly contribute to this achievement trend, but teacher assessment literacy is one thing that should not be overlooked. Studies by Quyen and Khairani (2017) pointed out that many English for Second Language (ESL) teachers are lacking in the knowledge of assessment literacy. Similarly, low literacy among ESL teachers can create problems for teachers to assess their students accurately and effectively (Lian and Yew, 2016). Teacher's low level of assessment literacy may well hinder the process of developing reading skills among students and attain their full potential. ESL reading requires different processes and skills as students need to integrate two skills simultaneously; creating an understanding of language structure and synthesizing information through reading materials. English has achieved the status as a second language in Malaysia and been made a compulsory subject in school (Thirusanku and Yunus, 2017). Emphasis on the mastery of ESL reading is seen as an important agenda in addressing the problem of language mastery and knowledge acquisition.

Changes in educational policies will always bring concerns to teachers who play the role as agents of the curriculum (Keddie, 2018). This concern has led to many studies are conducted and various forms of solutions are offered by many researchers. However, the issue remains among the forefront topic being discussed in the education field. Wyatt-Smith and Looney (2016) believed that the flawed professional standard of teachers as assessors is attributed to low level of assessment literacy among teachers. In Malaysia, one significant finding from Abdul Manap et al (2020), showed that the level of the context dimension in assessment, which include knowledge, skills, training and facilities, is at a moderate level even though the process dimension, i.e. monitoring, coordination and administrator support, is at a high level. A study specifically focused on ESL teachers by Lim and Wun (2017) found out that teachers are less skilled in assessing students effectively due to the less satisfactory level of assessment literacy. Although there are efforts from various parties to meet the needs of teachers in implementing effective assessment, however, the literacy aspect of assessment continues to be the main challenge. Students, on the receiving side, continue to suffer as many of them are still lacking in the language upon entering higher education level or even the working field.

Several studies conducted on the proficiency level among students in this country ascertained that the level of English proficiency is generally still at a moderate level (Low, 2004; Azman, 2016; Yaacob et al., 2017). All these has suggested that assessment literacy continues to be the mythical tenet which has yet to put people on the same page. The phrase 'assessment literacy' itself is often interpreted with different connotations such as endless statistical jargons, normal curve representation, error bars, testing constructs, rubrics or learning standards interwoven with measurement principles such as validity and reliability. However, an important element in the understanding of the concept is seen to be increasingly neglected, which are the knowledge and practice among teachers. As asserted by Najib Muhammad and Bardakçı (2019), low level of assessment literacy is a result of misconception of assessment practice and its role in the classroom. Teacher assessment literacy is a crucial factor that ensures effective implementation of assessment as teachers' beliefs regarding assessment and the nature of learning can have an impact on students' performance (Llosa, 2008). Thus, central to the entire discipline of teacher assessment literacy, knowledge and practice in the assessment of ESL reading is an important topic to focus on. Neglecting the importance of setting a proper guideline in assessing ESL reading may dry out necessary ideas that can pave the way for understanding the concept of assessment literacy, particularly the close connection of its knowledge and practice to assessment, teaching and learning.

Literature Review
Assessment Literacy
The teacher's role in facilitating student's learning process goes beyond the aspect of delivering curriculum content. Teachers are also seen as mediators between students and learning content who can simultaneously act as assessors of the students' level of development. Hamamorad (2016) posited that in addition to acting as information and knowledge provider, teachers are also responsible in assessing and evaluating the students' progress throughout learning. Having an in-depth knowledge of assessment literacy, monitoring and evaluating process may be effortless. The understanding of assessment literacy concept has a close connection to the teacher's understanding of the education system and its use of skills and knowledge to measure the students' achievement and eventually determine results (Stiggins, 1991; Xu and Brown, 2016; Lam, 2019). Asserting the claims from these studies may prompt us to note the importance of the elements of knowledge and practice of assessment literacy. On the other hand, Coombs et al. (2018) describes assessment literacy as the approach taken by teachers towards the assessment system concerning conceptual understanding and practical knowledge about the context of assessment in student learning.

Discussing teacher assessment literacy while disregarding teachers' assessment beliefs and relevant theories pertaining to individual development will not go hand in hand. Vygotsky (1978) sociocultural theory, which emphasizes social interaction and cultural context in cognitive development, provides valuable insights into assessment literacy. Key concepts connecting teacher assessment literacy and Vygotsky's theory include the Zone of Proximal Development (ZPD), which recognizes students' potential development with appropriate assessment challenges. Similarly, social interaction allows students to engage in collaborative assessment practices, fostering reflection and deeper understanding. Scrutinizing some of the assessment challenges may prompt ESL teachers to be conscious of the appropriate

assessment methods, strategies and procedures in the context of language learning (Latif and Wasim, 2022). Teachers' knowledge, skills and understanding of assessment practices are also closely connected to Bandura (1977) self-efficacy theory. Teachers' beliefs about their abilities and the impact of assessment affect their motivation and achievement. Teachers with high assessment self-efficacy are more likely to engage in effective assessment practices, leading to positive student outcomes. One key finding from a study by Sharp et al. (2016) has suggested that a teacher's sense of self-efficacy plays a crucial role in their ability to teach effectively. Additionally, the study found that self-efficacy is reliant on a perceived belief in one's ability to be successful.

Assessment, on its basis, is an integrated process to determine the level of student achievement and development. This integration can determine the effectiveness of an adopted assessment technique by adhering to some identified assessment principles in order to safeguard the quality and credibility of instruments or testing tools being used. Miller et al. (2009) mentioned about *validity* as the accuracy of assessment process in measuring student achievement. This principle emphasizes the importance of the assessment is testing what it supposed to test and listing down the validity criteria that must be attained. The second principle is *reliability.* Rust (2001), emphasized that an assessment with high reliability is determined through a consistency standard which signifies an indication that an instrument or a test can be used repeatedly to produce a consistent result. Reliability is often associated with test scores where accurate scores are produced even if the test is assessed by different assessors. Apart from that, an assessment should have the sense of balance in the process of implementation, administration and scoring. This explains the principle of *practicality*. Miller et al. again believe that a good assessment should be easy to administer, have a clear rubric and facilitate the interpretation of the results.

The principle that focuses on student aspects in assessment is *fairness*. Fairness in assessment gives an indication of how an instrument does not discriminate students and has a high equity value (Gould and Roffey-Berentsen, 2014). When students take the test, the instrument barely shows a bias towards a certain group of students with backgrounds. The essence of justice comes in play when an assessment upholds this principle. The principle that is just as important as others is *authentic*. Authenticity in assessment enables students to experience new approaches and circumstances during the process of gaining knowledge. Gould and Roffey-Berentsen also stated that a practical instrument provides meaningful learning elements to students where the knowledge gained by students has important uses in their lives. The last principle in order is *adequacy*. The adequacy element in assessment is established by determining evidence that is able to reflect the actual level of student competence in achievement (Ollin and Tucker, 2008). Assessment that complies with this principle can produce students who are skilled and capable, as illustrated by the goals and standards of the learning content. In this paper, these principles will be at the focal point of discussion to how their role will take place in the integration of a new conceptual framework of teacher assessment literacy.

Reading Skills

Reading stands among the most important academic skills in the learning context and plays an integral part to determine students' academic success. In reading, information is obtained through the interaction between students and reading materials. During reading process, students can perform the process of synthesizing information and evaluating the knowledge learned (Ismail & Nor, 2008). Reading requires students to carry out the process of receiving

information which subsequently prompts other sociocognitive elements into play such as reading strategies, metacognitive analysis and reader's previous knowledge. Progress in International Reading Literacy Study (PIRLS) provides a definition of reading skills as the ability to understand and use written forms of language that are required by society and/or valued by individuals (Mullis and Martin, 2019). Reading skills can also be described as a process of individual communication with texts and can be dictated by an individual's experience (Balanadam and Jamaluddin, 2021). In Malaysia, ESL reading achieved its esteem as a result of continuous efforts of uprooting the mastery of English language. English is a compulsory subject taught at school and is one of the subjects tested in the national assessment system. ESL reading is one of the integrated skills emphasized in the new Common European Framework of References (CEFR)-aligned curriculum which now stands on its own together with other skills such as writing, speaking and listening (MOE, 2013).

Several models of reading skills have been developed by researchers based on relevant theories. The Bottom-Up Theory model introduced by Phillip Gough (1972) explains that meaning in reading is absorbed from the bottom (text) to the top (head/brain). Harris and Sipay (1980) mentioned that this model visualize reading as a process that involves accuracy, details, perceptual networks and recognition of letters, words, spelling and other language units. The Top-Down Theory model is a psycholinguistic reading model introduced by Goodman (1967). This model involves the reading process that starts with the formation of a hypothesis and then certain expectations that cause whether the hypothesis is to be accepted or rejected. The reading material is not the main subject in this process, rather, the reader himself. Language skills as well as knowledge or past experience also play a role in forming the meaning. There is also another model that combines these two reading models which is the Interactive Theory Model (Rumelhart, 1977). In this model, the reader uses a combined approach of the Top-Down Model in forming the meaning and switches to the Bottom-Up Theory Model to test whether the meaning is really conveyed by the writer. Rubin (1982) stated that reading through the Interactive Model approach is a complex intellectual process and includes two main skills, which are the skills of meaning in words and thinking about verbal concepts.

Existing Frameworks
Teacher Assessment Literacy Framework (TAL)
This framework, developed by Lam (2019), underlines the teacher conceptions, knowledge base and practices as the three main domain that shape teacher assessment literacy. The knowledge base domain entails relevant dimensions, namely L2 assessment knowledge, feedback knowledge, grading, alternative assessments, assessment purposes and ethics. The teacher conception domain dwells on cognitive and affective dimensions of belief system where the teachers characterize themselves as an assessor. Meanwhile, the practices domain emphasize the knowledge about 'what' and how' assessment is carried out. Many researchers believe that the strength of this framework lies upon the knowledge dimension where the framework seeks to provide understanding and interpretation of key assessment principles. The prominence of theoretical aspect in assessment literacy is what the framework offers to the extent this framework is said to be an ideal use for many teacher training programs (Gan and Lam, 2020). The aspect of knowledge base in teacher assessment literacy also allows teachers to be illustrated with a variety of alternatives and new approaches in assessing students. Stiggins (1995) mentioned that teachers with assessment knowledge are able to

integrate an understanding of the content and learning outcomes for the purpose of determining learning-related decisions. Despite this, there has been some concerns being raised on the feasibility of this framework regarding contextual settings. In an environment with diverse backgrounds and limited resources, this framework prove to be difficult to adopt. Another critical viewpoint is directed towards the complexity of the framework. There is a conflicted understanding of perceived level of TAL framework for experienced teachers with relevant academic qualifications. In addition, due to its theoretical aspect prominence, this framework is more suited within preservice teachers context rather than in service teachers.

Teacher Assessment Literacy in Practice (TALiP)
Developed by Xu and Brown (2016), this triangular model framework illustrates the hierarchical integration of dimensions with an overview of its own importance through each level. Places at the base of the pyramid hierarchy, the knowledge base dimension serves as the foundation that strengthens the overall concept of assessment literacy, followed by the dimension of teacher conceptions of assessment. The definition of assessment literacy by Xu and Brown (2016) was drawn from Stiggins (1991) definitions to encompass a blend of cognitive dimensions, such as teachers' conception of assessment and their beliefs regarding assessment principles (as described in Stiggins' definition), as well as affective dimensions such as teachers' inclination and attitudes towards different aspects and application of assessment (Ayalon and Wilkie, 2020). Thus, cognitive, affective and epistemological perspectives are the following domain climbing up the hierarchy. Literacy practice domain is to be found further up, emphasizing understanding to action of the teachers and decision making. Xu and Brown (2016) has used the phrase 'compromising' in detailing this dimension that plainly describes the determination of actions and decisions that tend to be viewed as a 'trial and error' process. On top of the hierarchy, lies the ultimate dimension that brings about self-actualization and attainment of the concept of teacher as assessor.

Among the importance of TALiP framework is how this framework puts the flexibility of teachers to return to the knowledge base or conceptions. Encountering difficulty when they are on the higher hierarchical level enables them to revisit the lower level when they feel the need to. As Atjonen et al (2020) pointed out, the 'assessor identity' developed by Xu and Brown is important for teachers who would find certain assessment strategies to be ineffective as they can always go back to their knowledge to improve them. Critics of this framework has argued that TALiP Framework needs to be compared and professionally evaluated across different contexts. De Luca et al (2016) believes that there is a lack of research on the use of this framework in the contextual assessment ecosystem across time and culture that still needs attention. In addition, the perceptions of teacher identities may vary as practices are influenced by the context (Larenas and Brunfaut, 2022). Differently-trained teachers bring different school of thought and different assessment approaches to the table and divergent perspectives on assessor conception may emerge as teachers struggle to find unison among themselves.

PISA Reading Skill Framework
To explore the aspect of ESL reading in this study, this section will look into well-established reading frameworks often used as a reference in the assessment of ESL reading. The PISA 2018 Reading Framework (OECD, 2018) serves as the primary reference for the development of this conceptual framework. This framework identifies text processing skills and task

management as the two principal dimensions. Within the text processing skills dimension, the framework emphasize the integration of reading skills with the abilities to locate information, understand and evaluate and reflect. Two fundamental skills namely, information retrieval and comprehension, form the foundation for the development of reading skills. Each domain within this framework aids teachers in designing skill-based assignments through effective planning and monitoring, which is an essential component of task management dimension in the framework. Each domain listed can assist teachers in setting skill assignments through planning and monitoring which is a component in the task management dimension. The detailed breakdown of each domain is set to assist teachers to perform reading assessment effectively, such as selecting accurate and diverse texts and assigning tasks that cater to students' needs. One particular study by Haw et al (2021), results from the 2018 PISA Reading Assessment highlights the importance of teacher's role in facilitating students reading skills. Attention should greatly be drawn to emphasizing significance effective teaching methods as a catalyst to enhance students' achievement. Furthermore, the framework acknowledges the progression of reading skills from low to high ability, encompassing evaluation and reflection. However, criticism of this framework may originate from its perceive to overlook the influence of cultural and contextual factors on students' reading skills. Mo (2019) has also pointed out that PISA 2018 reading assessment has used adaptive testing to provide a more precise measurement of students' proficiency which may be perceived unfeasible for teachers to replicate in the classroom settings.

PIRLS Reading Framework
Another reading framework used as reference in this study is the framework developed by IEA PIRLS (Progress in International Reading Literacy Study). Rooted in various theories concerning language development, this framework encompasses psychological theory, cognitive theory and Emergent Literacy Theory (Kintsch, 2013). The framework integrates the two dimensions; purpose of reading and processes of comprehension. In purpose of reading, this dimension breaks down literary experience and skills in acquiring and using information. On the other hand, processes of comprehension entails domains such as retrieving information, making inferences, integrating ideas and evaluating content and textual elements. These two dimensions are interdependent and require integration within the context of assessing students' reading skills (Mullis and Martin, 2019). While the PIRLS framework underscores fundamental skills such as decoding and recognizing the basic structure of words to derive meaning, its implementation is contingent upon ideal setting. The implementation process of assessment practices often requires careful planning such as including the section of texts tailored to students' needs. Because of this, this framework is exclusively used in the TIMMS reading skills assessment. Marôco (2020) carried out a study on this framework and some of the key findings suggested that PIRLS framework-adopted reading assessment has proved to give some contributing factors to groups of students with disadvantaged background, students with confidence in reading, early literacy tasks and those with parents involvement. Teacher perception of instruction quality was important although no consistent teaching strategies emerged.

To conclude this section, the literature identifies the aspect of knowledge and practice in assessment as the backbone of teacher assessment literacy framework. Vygotsky's sociocultural theory and Bandura's self-efficacy theory possess similarities in their emphasis on recognizing the role of social context in learning and the influence of beliefs on behaviour.

However, they differ in their focus, with Vygotsky highlighting external support and cultural tools, while Bandura focuses on self-beliefs. Blending these two into the context of teacher assessment literacy is important to understand how social interactions, beliefs, and self-perceptions impact assessment practices. This knowledge can inform the development of effective assessment strategies and interventions for teachers to enhance their assessment literacy. Relevant dimensions from renowned reading frameworks are brought to the surface in accordance to their relevancy and importance. Notably, the aspects of task, material, rubric and scores are cherry-picked and incorporated in the domain of practice. Teacher assessment literacy framework is a comprehensive anatomy of guidelines and point of reference that has been studied from various theoretical perspectives. However, the existing frameworks often offers a partial understanding, emphasizing only specific aspects and have limited practicality across different contextual settings. In an effort to address these limitations, a new conceptual framework that combines the strengths of the aforementioned framework and dimensions in its domain will be proposed in the next section of the paper.

Conceptual Integration
Understanding and utilizing both Lam's (2019); TAL et al (2016) TALiP frameworks is crucial for educators and researchers aiming to enhance teacher assessment literacy. Lam's framework provides a comprehensive theoretical foundation, encompassing the cognitive and affective dimensions of assessment literacy, while Xu and Brown's work offers practical insights and examples of effective assessment practices. By considering these perspectives collectively, educators can gain a deeper understanding of assessment literacy and its impact on teaching and learning. The closely connected theories of Vygotsky's sociocultural theory and Bandura's self-efficacy theory serve as the foreground basis of understanding students' learning conception and teachers' self-beliefs. Underpinning social and cultural contexts in which learning takes place, sociocultural theory recognizes the influence of interactions and cultural relevancy and relationships on students' development. Self-efficacy theory, on the other hand, focuses on individuals' beliefs in their capabilities to succeed in specific tasks and domains. The precedence for teachers is to understand and adapt assessment practices to meet the unique needs and contexts of their students. Self-efficacy theory complements sociocultural theory by emphasizing teachers' beliefs in their own assessment capabilities. Teachers with high self-efficacy in assessment are more likely to engage in effective assessment practices and have a positive impact on student learning. They are confident in their ability to design and implement assessments that are aligned with instructional goals, provide constructive feedback and support students' progress.

To safeguard assessment practices, key principles must be adhered to. Assessments should be valid, measuring what they are intended to measure. They should also be reliable, able to produce consistent results. Additionally, assessments should be practical and fair, ensuring that all students have equal opportunities to demonstrate their knowledge and skills while making use of the learned information to good use. Finally, assessments should be authentic and adequate, in the sense that the assessment is aligned with the curriculum and instructional goals, reflecting real-world contexts and promoting meaningful learning experiences. Husin (2020), reported that the assessment tools such as test questions should always be of high quality which have the characteristics of administrability, ease of interpretation, high validity, reliable and practical. Reading models, including the top-down, bottom-up and interactive models, help teachers to understand the different strategies of assessing students' reading skills. The top-down model of reading emphasizes higher-level

cognitive processes, such as comprehension and meaning-making, while the bottom-up model highlights essential foundational skills like decoding. The interactive model integrates both approaches, recognizing the complex interaction between reader and text. These models offer teachers a framework to assess students' proficiency in comprehension, decoding, fluency, and vocabulary. With this knowledge, teachers can design individualized reading activities and interventions that address students' specific needs, helping them develop the necessary skills to read independently.

In the domain of practice, establishing a well-constructed domain that highlights the framework's clarity and objectivity is rather vital. Analysis of the existing reading skills frameworks has put together crucial elements as vital aspects to serve the premise of feasible assessment practices. In the task dimension, teachers, as assessors, require knowledge in selection of tasks that are pertinent, practical, aligned with assessment principles, foster student engagement and matches the theory of reading model. By possessing this profound knowledge, teachers can effectively design tasks that seamlessly exhibit their identity as skilled assessors. The items crafted in the instrument must also be in line with the students' abilities and help them to understand, master and answer the questions presented objectively (Husin, 2020). The reading materials holds equal significance in this context. Careful consideration should be given to selecting appropriate and high quality reading materials that can foster a deeper understanding of students' reading skills. Teachers will also gain insight on how to improve their understanding of the teaching and learning process. Findings from a study by Lim (2007) found that teachers' teaching relies heavily on textbooks while disregarding relevant activities to accommodate assessment as a result of not taking into account the level of development and students' abilities. Within the aspect of rubric, teachers' proficiency in selecting appropriate assessment methods is paramount. A key aspect of this proficiency lies in their ability to develop effective rubrics. Well-defined rubrics holds immense significance as it ensures clarity in the assessment and streamlines the process of scoring and grading the students. By prioritizing robust rubrics, teachers can also enhance the accuracy and consistency of the assessment, thereby facilitating a more reliable scoring of student performance. An effective scoring system can help teachers to determine decision related to student learning.

What emerges from the analysis of this concept paper is that a comprehensive conceptual framework, known as the English Assessment of Reading Literacy (EARLy) Framework, has been developed based on the elements discussed above. This new framework integrates relevant literacy theories and encompasses the essential aspects of assessment literacy and the understanding of the basic aspects of assessment that form the scope of knowledge domain for ESL teachers. Illustrated with different models of reading, several key principles of assessment are also highlighted. Additionally, this framework establishes a clear link to the concept of assessment literacy detailing the domain of practice through incorporation of four main elements: tasks, materials, rubrics and results. These aspects are fundamental in understanding and implementing effective assessment practices. While the EARLy framework has not yet been empirically validated, this conceptual framework may well be a solid foundation for further research exploration on assessment literacy and related matters. Figure 1 below shows the interrelationships and visual connections between the dimensions and domains within this conceptual framework.
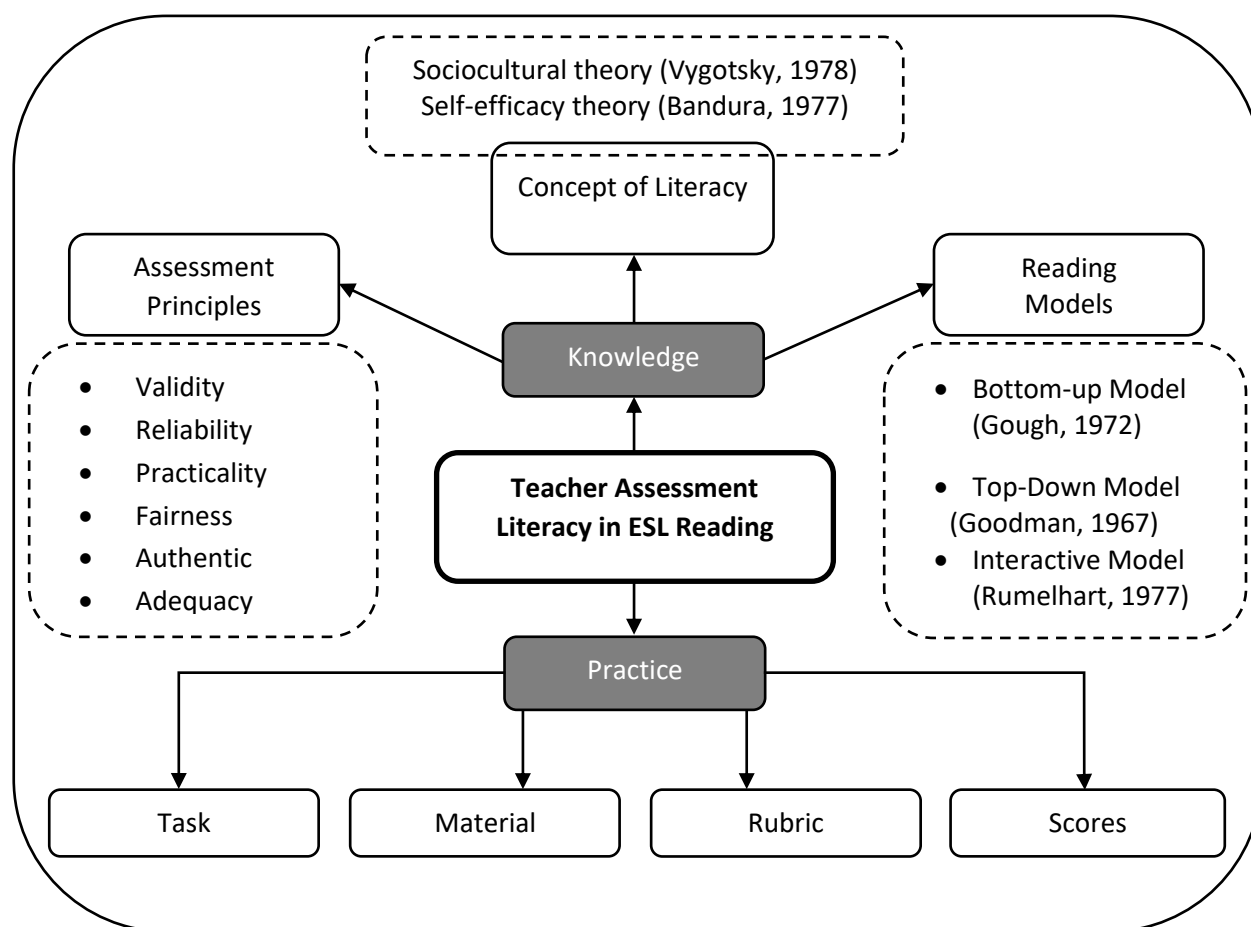
Figure 1: English Assessment Reading Literacy Framework (EARLy)

Conclusion

This study sets out to establish the practical use of the EARLy framework in assessing ESL reading skills. The aspects of knowledge and practice are the main considerations for the development of the framework which further draws attention to the understanding of the whole concept of teacher assessment literacy. One of the more significant findings from this concept paper is that the domains and dimensions in several existing frameworks of assessment literacy and reading skills are critically pointed out and integrated resonantly into a more pragmatic and practical approach. With the understanding of TAL framework's theoretical foundation that highlights the interconnectedness of assessment knowledge, practices and beliefs, TALiP framework illustrates the practical insights and examples that can be directly emulated by teachers to carry out assessment practice. In addition, through some of the reading models presented, ESL teachers have a range of alternatives in adopting compatible reading strategies, with diverse students' language needs in mind, in the assessment process. The understanding of assessment concept is a fundamental aspect that can have a significant influence on the effectiveness of ESL reading assessment practices. To ensure that all ESL teachers possess the desired understanding, having an inclusive assessment literacy framework that can be adapted to students' needs, particularly in the context of ESL reading, is vital.

Since this study is primarily conceptual, some limitations are worth taken into consideration. First, future research should focus on empirical validation and further refinement of this proposed framework. In addition, the exploration of improvement measures especially to the development of this framework can be identified and further increase the enrichment of knowledge in this field of study. Second, this study is only looking at some of the prominent teacher assessment literacy frameworks and reading frameworks. Further studies need to incorporate other recent models and frameworks in order to gain more insight into other dimensions and domains pertaining to the knowledge and practice of reading assessment. Construct research can also be developed from the aspect of literacy and knowledge to the aspect of perception, teacher attitudes and best practices in the implementation of assessment. Brown (2004) emphasized the importance of studying teachers' opinions, attitudes and beliefs about assessment if new policies and policies are involved because these matters have a significant influence on teachers' practices.

Findings from this kind of study are seen to be able to contribute to the exploration of knowledge in the concept of assessment, especially related to teachers and learning practices in the classroom. This framework is expected to be a useful reference for all stakeholders in the education field, especially in this country. Teacher training programs, ESL enrichment courses and professional development workshops should consider incorporating this framework. The hope is that this study would open the path for greater debate on this topic and eventually benefit every single ESL teacher when it comes to ESL reading assessment. At the level of students' development, this framework should inform revisions to reading lessons and assessment strategies to ensure adequate attention to the aptitude and sociocontextual dimension of students' assessment. ESL teachers with strong possession of knowledge of reading assessment practice will ultimately create a constructive setting to empower students to become independent and autonomous readers which can be crucial for their overall academic success and lifelong learning.

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