



ASSESSMENT AND EDUCATIONAL POLICY: CREATING MEANINGFUL ASSESSMENTS AS THE BASIS FOR FORMULATING EDUCATIONAL POLICY

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Abstract

Assessment has a strategic position in modern education because it serves as a tool for measuring learning outcomes and as a basis for formulating evidence-based education policies. So far, assessment practices in many schools still emphasise accountability rather than their role as instruments for reflection and improvement of learning. This condition risks reducing the meaning of education and shifting the purpose of learning from a humanistic process to merely obtaining numbers. Teachers with low literacy tend to view assessment as merely an administrative obligation, so opportunities to use it as a diagnostic and student development tool are often overlooked. This study examines how assessment can be designed to be more meaningful while supporting equitable education policies. The method used is a qualitative literature review, which examines academic literature, research results, and relevant policy documents. The analysis was conducted descriptively and inductively to understand the reciprocal relationship between assessment and policy. The study results show a significant gap between ideal normative policies and actual practices in the field. Teachers still rely on traditional test-based assessments, even though policies encourage formative, diagnostic, and project-based assessments. Limited literacy, school culture, and accountability pressures reinforce this gap. The recommendations of this study are the importance of improving teacher assessment literacy through continuous training, formulating inclusive and fair assessment policies, strengthening multi-stakeholder participation in policy formulation, and balancing accountability with pedagogical functions so that assessment becomes a meaningful learning tool

Keywords: assessment, education, policy

