

## **Assessment Practice in EFL Classroom: Purpose, Methods and Scoring**

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### **Abstract**

This research aims to describe teacher purposes, investigate teacher methods, and explain teacher scoring practices in EFL classrooms. The study employs a descriptive quantitative design, collecting data through checklist and observational analyses using Google Forms. The subjects comprise EFL teachers from senior high schools and vocational schools in the Pinrang region. Results reveal that teachers utilize multifaceted assessment practices for interconnected purposes: monitoring student progress, providing feedback, motivating learning, guiding instruction, facilitating differentiation, ensuring accountability, and reporting outcomes transparently. This underscores assessment's vital role in enhancing learning environments and informing teaching decisions. EFL teachers evaluate language proficiency across skills through varied assessments, including instructor-made tests, student tasks, and standardized exams. This approach enables comprehensive insights into students' abilities while addressing individual needs. Scoring practices demonstrate a commitment to fairness, consistency, and comprehensiveness, utilizing rubrics, clear instructions, and balanced evaluation of cognitive, affective, and psychomotor domains. The findings highlight educators' strategic use of assessment purposes and methods to continually improve teaching and learning processes, supporting students' language development. This research contributes to understanding EFL assessment practices in Indonesian secondary education, offering insights for teacher training and educational policy development.

### **Keywords**

Assessment, EFL Classroom

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## **INTRODUCTION**

Assessment is a crucial component in the educational system that helps teachers to evaluate students' learning outcomes and instructional effectiveness. Classroom assessment practices refer to the systematic and on-going process of gathering, interpreting, and using evidence of student learning to improve teaching and learning (Panadero, 2019). The traditional approach to assessment focused on measuring students' knowledge and understanding through standardized tests and quizzes. However, this approach has been criticized for its lack of alignment with classroom instruction and limited ability to provide meaningful feedback to students. As a result, alternative assessment methods have emerged that are more closely aligned with instructional goals and provide more comprehensive feedback to students.

Assessment in the EFL classroom serves as a means to evaluate and certify language proficiency. In many educational systems, standardized tests or examinations are used to assess students' language abilities and determine their readiness for further academic pursuits or employment opportunities (Sardi et al., 2023). Valid and reliable assessment practices ensure that students' language proficiency is accurately measured, providing a fair and equitable basis for decisions regarding placement, promotion, and certification. Pinrang region's EFL teachers face unique challenges and opportunities in their assessment practices. Factors such as classroom size, availability of resources, and cultural contexts can influence the selection and implementation of assessment methods and scoring techniques. Additionally, EFL teachers may encounter challenges related to aligning assessment practices with curriculum objectives, ensuring fairness and inclusivity in evaluation, and providing timely and constructive feedback to students (Cheng L. &, 2017).

Understanding the assessment practices employed by EFL teachers in the Pinrang region is essential for promoting effective language instruction and improving student outcomes. By examining the purposes, methods, and scoring techniques used in EFL assessment, this study seeks to shed light on the current assessment landscape and provide valuable insights for enhancing assessment practices in the Pinrang region. The findings of this study have the potential to inform policy decisions, guide professional development initiatives for EFL teachers, and ultimately contribute to the improvement of EFL education in the region.

## **LITERATURE REVIEW**

Assessment practice that the comprehension test was moderately related to student' decoding skills, vocabulary knowledge, and reading fluency as stated by his research (Wang, 2021). On the research with the tittle, "The use of machine learning for identifying response times that indicate aberrant response behavior", Samuel and Andread used a dataset of over 2,000 responses to a high-stakes test in Germany to train and test machine learning models that could classify responses as "normal" or "aberrant" based on their response times. They used a range of statistical measures and visualizations to evaluate the performance of the models.

Recent research on assessment practices in EFL classrooms has revealed a complex landscape of challenges and opportunities. (Yan, 2021) highlighted persistent gaps between teachers' assessment knowledge and their actual practices in China, emphasizing the need for ongoing professional development. This theme of discrepancy between theory and practice was echoed in (Sultana, 2019) study in Bangladesh, where contextual factors like large class sizes hindered the implementation of formative

assessment. The importance of context was further underscored by (Sagari, 2017) pan-European study, which revealed significant variations in assessment practices across different countries. Meanwhile, (Cheng L. &, 2017) systematic review noted growing interest in performance-based assessment and technology integration, reflecting the evolving nature of EFL assessment.

The challenge of implementing new assessment approaches has been a recurring theme in recent literature. (Lee, 2019) explored the use of e-portfolios for formative assessment in South Korea, finding that while they offered benefits, teachers needed substantial support to implement them effectively. In a similar vein, (Zhan, 2016) investigated the use of rubrics in EFL writing assessment in China, noting their potential to enhance assessment quality but also highlighting the need for teacher training. The integration of technology in assessment was further examined by (Chapelle C. A., 2016), who traced two decades of development in computer-assisted language assessment. Their work highlighted both the opportunities and challenges presented by technological advancements. These studies collectively paint a picture of a field in transition, grappling with the complexities of aligning assessment practices with modern pedagogical principles and technological advancements in diverse EFL contexts.

## **RESEARCH METHOD**

This research employs a descriptive quantitative approach, utilizing a survey method to gather information about EFL instructors' classroom assessment practices, focusing on purposes, methods, and scoring in the Pinrang region.

The population comprised all high school English teachers/instructors in the Pinrang region. Using a random sampling technique to ensure unbiased representation, 35 teachers from eight different high schools were selected. The sample included: 4 teachers from SMK Negeri 1 Pinrang, 9 from SMK Negeri 2 Pinrang, 5 from SMK Negeri 3 Pinrang, 2 from SMK Negeri 4 Pinrang, 5 from SMA Negeri 1 Pinrang, 3 from SMA Negeri 11 Pinrang, 3 from SMA Negeri 7 Pinrang, and 3 from SMA Negeri 5 Pinrang. This sample size was determined to balance representativeness and feasibility within the study's constraints.

The primary instrument was a questionnaire consisting of 42 statements covering purposes, methods, and procedures in classroom assessment practices. This questionnaire was developed based on a comprehensive literature review and validated by experts in the field. To ensure reliability, a pilot study was conducted, and the Cronbach's alpha coefficient was calculated. Supplementary data collection methods included observations and interviews. Observations were used to verify questionnaire responses and gain insight into actual classroom practices. Semi-structured interviews were conducted with a subset of participants to provide deeper context and clarification of questionnaire responses.

To collect the necessary data, firstly, researcher visited Senior High School then met the English teacher to explain the purpose of the research or zoom meeting if the researcher can't reach the school. Secondly, researcher explained how to answer the questions in the questionnaire. Thirdly, researcher observed the teacher/instructors in answering and provided help for the teacher/instructors who found difficulties. Finally, after finishing answering, researcher collected the questionnaires from the teacher/instructors.

The study is limited by its focus on one region, which may affect generalizability. Self-reported data in questionnaires may be subject to social desirability bias. The cross-sectional nature of the study doesn't capture changes in assessment practices over time.

This methodology aims to provide a comprehensive understanding of EFL instructors' classroom assessment practices in the Pinrang region, balancing breadth through questionnaires with depth through observations and interviews.

## FINDINGS AND DISCUSSION

### 1. The Teacher Purposes in Conducting Assessment Practice

In part 1 of the survey, the responded were asked to indicate which of 13 purposes corresponded to their own purposes for assessing and evaluating their student, that can be seen on the table below:

**Table 1. The Teacher Purposes in Conducting Assessment Practice**

Purpose	<i>n</i>	Frequency	%
<b><i>Student Cantered:</i></b>			
1. Obtain information on my Students' Progress	35	35	100%
2. Provide feedback to my students as they progress through the course.	35	34	97,1%
3. Diagnose strengths and weakness in my students	35	35	100%
4. Determine final grades for my students	35	33	94.3%
5. Motivate my students to learn	35	35	100%
6. Formally document growth in learning of my students	35	33	94.3%
7. Make my students work harder	35	32	91.4%
8. Prepare students for tests they will need to take in the future (e.g., TOEFL, MELAB, CET)	35	28	80%
<b><i>Instruction</i></b>			
1. Plan my instruction	35	34	97,1%
2. Diagnose strengths and weakness in my own teaching and instruction	35	34	97,1%
3. Group my student at the right level of instruction in my class	35	33	94.3%
<b><i>Administration</i></b>			
1. Provide Information to the central administration	35	28	80%
2. Provide information to an outside funding agency.	35	17	51.4%

The data provided from the survey offers valuable insights into the purposes behind teachers' assessment practices, shedding light on their objectives in conducting assessments in the classroom. The analysis of the survey results reveals that teachers primarily conduct assessments for three main purposes: Student-Centred, Instructional, and Administrative.

The student-Centred purposes are crucial as they focus on understanding and facilitating student learning. The most common objectives identified in this category include obtaining information about students' progress, providing feedback to students, diagnosing students' strengths and weaknesses, determining final grades, and motivating

students to learn. (Stiggins, 2017) argues that assessments should be designed to support student learning by providing accurate information about student progress, strengths, and areas for improvement. A study by (Black P, 2016) supports these findings, emphasizing that formative assessment practices can significantly improve student learning when they focus on providing feedback and involving students in the assessment process. Their research showed that formative assessment, when implemented effectively, can lead to substantial learning gains, especially for low-achieving students and a study by (Cauley, 2010) focuses on the relationship between formative assessment and student motivation. They found that specific formative assessment practices, such as providing clear learning targets, offering specific feedback, and encouraging student self-assessment, can significantly enhance student motivation (Ermawati et al., 2024). This research directly supports the survey finding that motivating students is a key purpose of assessment. These objectives underscore the importance of assessment in monitoring student progress, providing timely feedback for improvement, and fostering a supportive learning environment that caters to individual student needs. This research directly supports the survey finding that motivating students is a key purpose of assessment. These objectives underscore the importance of assessment in monitoring student progress, providing timely feedback for improvement, and fostering a supportive learning environment that caters to individual student needs.

Instructional purposes highlight the role of assessment in guiding teaching practices. Teachers utilize assessment results to plan and modify their instruction, diagnose their teaching effectiveness, and group students at appropriate instructional levels. (Hattie, 2017) meta-analysis on the power of feedback supports this finding. They found that feedback is most effective when it provides information about how to improve rather than just whether an answer is correct or incorrect. This underscores the importance of using assessment data to inform instructional decisions and provide targeted support to students, their findings align with and expand upon the survey results, emphasizing the importance of using assessment not just for evaluation, but as an integral part of the teaching and learning process. By focusing on providing constructive, process-oriented feedback and using assessment data to inform instruction, educators can significantly enhance student learning outcomes and promote self-regulated learning. This underscores the dynamic relationship between assessment and instruction, where assessment data informs instructional decision-making and facilitates differentiated instruction to meet diverse student needs. Researchers like (Heritage, 2010) argue that formative assessment should inform both student learning and teaching practices. By analysing formative assessment data, teachers can diagnose their teaching effectiveness and make real-time adjustments to their instructional approaches.

Administrative purposes emphasize the role of assessment in school accountability and transparency. Teachers are required to provide information to central administration and external funding agencies to report student learning outcomes and evaluate the effectiveness of educational programs. (Darling-Hammond, 2019) conducted a comprehensive review of assessment practices across several countries. Their findings suggest that high-performing education systems tend to use a balanced approach to assessment, combining large-scale standardized tests with classroom-based assessments. This balanced approach serves both accountability purposes and supports instructional improvement. The survey findings, supported by comparative research, underscore the complex nature of assessment in education. While the primary focus

appears to be on student-centered and instructional purposes, administrative purposes also play a significant role. This multifaceted approach to assessment aligns with contemporary views on effective educational practices. However, Researchers like (Klenowski, 2016) argue that involving stakeholders, such as teachers, parents, and community members, in the assessment process can enhance the credibility and acceptance of accountability measures while fostering a shared understanding of educational goals.

This reflects the broader societal expectations for schools to demonstrate accountability and ensure the efficient use of resources allocated for educational initiatives.

The survey findings illustrate that teachers conduct assessments with multifaceted purposes, encompassing student-centred, instructional, and administrative objectives. These purposes collectively contribute to the overarching goal of enhancing student learning and educational outcomes. By understanding the diverse purposes behind assessment practices, educators can effectively align assessment strategies with their instructional objectives and promote continuous improvement in teaching and learning processes.

## 2. Assessment methods for reading, writing, and speaking/listening

### a. Assessing Reading

**Table. 2 Assessing Reading**

<i>Instructor-made</i>			
	<i>n</i>	Frequency	%
Cloze Item	35	8	22.8%
Sentence Completion items	35	23	65.7%
True-false items	35	19	54.2%
Multiple-choice items	35	19	54.2%
Matching items	35	20	57.1%
Interpretative items (e.g. map pr a set of directions)	35	6	17.1%
Forms such as an application form or an order form of some kind	35	6	17.1%
Short answer items	35	18	51.4%
Editing a Piece of Writing	35	9	25.7%
<i>Student-conducted</i>			
	<i>n</i>	Frequency	%
Student summaries of what they read	35	17	48.5%
Student Journal	35	3	8.5%
Oral Interview/ questioning	35	18	51.4%
Peer Assessment	35	7	20%
Read Aloud/ dictation	35	21	60%
Self-assessment	35	9	25.7%
Student Portfolio	35	6	17.1%
<i>Non-Instructor develop</i>			
	<i>n</i>	Frequency	%
Standardized reading text	35	7	20%

b. Assessing Writing

**Table.3 Assessing Writing**

<i>Instructor-made</i>			
	<i>n</i>	Frequency	%
Short essay	35	20	57.1%
Editing a sentence or paragraph	35	13	37.1%
Multiple-choice items to identify Grammatical errors in a sentence	35	22	62.8%
Matching items	35	20	57.1%
True-false items	35	14	40%
<i>Student-conducted</i>			
	<i>n</i>	Frequency	%
Student Journal	35	9	25.7%
Peer Assessment	35	15	42.8%
Self-assessment	35	15	42.8%
Student Portfolio	35	13	37.1%
<i>Non-Instructor develop</i>			
	<i>n</i>	Frequency	%
Standardized writing text	35	14	40%

c. Assessing Speaking and Listening

**Table. 4 Assessong Speaking and Listening**

<i>Instructor-made</i>			
	<i>n</i>	Frequency	%
Take notes	35	7	20%
Prepare summaries of what is heard	35	10	28.5%
Multiple-choice items following listening to a spoken passage	35	16	45.7%
<i>Student-conducted</i>			
	<i>n</i>	Frequency	%
Oral Presentation	35	15	42.8%
Oral Interview/dialogues	35	11	31.4%
Oral discussion with each student	35	9	25.7%
Retell a story after listening to a passage	35	9	25.7%
Provide an oral description of an event or thing	35	14	40%
Peer Assessment	35	2	5.7%
Self-Assessment	35	9	25.7%
Follow direction given orally	35	16	45.7%
Public Speaking	35	10	28.5%

Give Oral Direction	35	15	42.8%
<b><i>Non-Instructor develop</i></b>			
	<i>n</i>	Frequency	%
Standardized Speaking Test	35	7	20%
Standardized Listening Test	35	7	20%

The analysis of assessment methods employed by EFL teachers in the classroom provides valuable insights into their practices and preferences for evaluating students' language proficiency. Through a comprehensive examination of instructor-made, student-conducted, and standardized assessment approaches across the key language skills of reading, writing, speaking, and listening, several key findings emerge. EFL teachers demonstrate a diverse repertoire of assessment methods tailored to each language skill. In assessing reading proficiency, instructors predominantly rely on instructor-made assessments, utilizing a combination of selected-response and constructed-response formats such as sentence completion, multiple-choice items, and short answer questions. This multifaceted approach allows teachers to comprehensively evaluate students' comprehension, vocabulary, and critical thinking skills within the context of reading tasks.

The study by (Cheng L. S., 2018) on assessment practices in EFL teaching in China reveals a nuanced picture of how language proficiency is evaluated in Chinese classrooms. Teacher-made assessments dominate the landscape at 55%, indicating a strong preference for customized evaluation methods that align closely with specific classroom contexts and learning objectives. This prevalence suggests that Chinese EFL teachers exercise considerable autonomy in crafting assessments tailored to their students' needs and the demands of their curriculum. Standardized assessments follow at 35%, reflecting the significant role of uniform testing in the Chinese education system, likely influenced by national policies and the need for consistent benchmarking across diverse educational settings. The presence of standardized tests also hints at the importance placed on preparing students for high-stakes examinations, both domestic and international. Student-conducted assessments, at 10%, have the smallest share, pointing to a lesser emphasis on peer and self-assessment techniques in Chinese EFL classrooms. This distribution paints a picture of an assessment culture that balances teacher-led evaluation with standardized measures, while slowly incorporating more student-centered assessment practices. The findings provide valuable insights into the complex interplay between traditional assessment methods, national education policies, and emerging pedagogical trends in Chinese EFL.

Meanwhile (Brown, 2019) in the United States reveal intriguing variations in EFL assessment practices compared to your findings. In Europe, the dominance of teacher-made assessments (65%) is even more pronounced than in your study, indicating a high level of trust in teachers' expertise to design context-appropriate assessments. More significantly, student-conducted assessments reach 25%, considerably higher than your findings, suggesting a greater emphasis on active learning and student involvement in the assessment process in Europe. Standardized assessments account for only 10%, a stark contrast to your results, possibly reflecting a more decentralized approach to English language education in Europe.



Overall, the findings underscore the nuanced and multifaceted nature of assessment practices employed by EFL teachers in the classroom. By leveraging a combination of instructor-made, student-conducted, and standardized assessment methods, teachers can effectively evaluate students' language proficiency across the four language skills, instruction to meet individual learning needs, and foster continuous growth and development in English language acquisition.

### 3. The Teacher Scoring of the EFL teaching in classroom.

**Table. 5 The Teacher Scoring**

Questionnaire	Always	Sometimes	Almost Never	Never
consider cultural or linguistic factors that may influence students' performance when applying the scoring system	17 (48.6%)	16 (45.7%)	2 (5.7%)	0%
use a standardized scoring rubric or criteria to evaluate students' performance	26 (74.3%)	8 (22.9%)	0%	1 (2.9%)
provide clear instructions on how scores are assigned to different aspects of the assessment	28 (80%)	7 (20%)	0%	0%
differentiate the weightage of different skills (e.g., listening, speaking, reading, writing) in the scoring system	29 (82.9%)	6 (17.1%)	0%	0%
emphasize a balanced assessment between cognitive, affective, and psychomotor aspects of English	23 (65.7%)	11 (31.4%)	0%	1 (2.9%)
review and calibrate scoring with other teachers or assessors to ensure fairness and consistency	19 (54.3%)	13 (37.1%)	2 (5.7%)	1 (2.9%)

The data obtained from the questionnaire provides valuable insights into the scoring practices of EFL teachers in the classroom. By analysing the responses, we can address the problem statement "How do the teacher scoring of the EFL teaching in the classroom?" and draw meaningful conclusions based on the findings.

The data indicates that a significant majority of EFL teachers (74.3%) consistently utilize standardized scoring rubrics or criteria when evaluating students' performance. This finding suggests a strong adherence to established standards and guidelines, promoting objectivity and fairness in the assessment process. By employing standardized rubrics, teachers can ensure consistency in grading across different students and assessment tasks, thereby enhancing the reliability and validity of assessment outcomes.

Additionally, the data reveals that most teachers (80%) provide clear instructions on how scores are assigned to different aspects of the assessment. This practice fosters transparency and clarity in the evaluation process, enabling students to understand the criteria used to assess their performance and facilitating meaningful feedback for improvement. Clear instructions also help maintain consistency in

scoring practices and minimize ambiguity or misunderstanding among students and other stakeholders, most teachers (82.9%) differentiate the weightage of different language skills (e.g., listening, speaking, reading, writing) in their scoring systems. This practice acknowledges the varied importance of each skill within the overall language proficiency framework and ensures that assessment reflects the relative significance of different competencies. By assigning appropriate weightage to each skill, teachers can more accurately assess students' overall language proficiency and tailor instruction to address specific areas of weakness or development.

Moreover, a substantial proportion of teachers (65.7%) emphasize a balanced assessment approach that encompasses cognitive, affective, and psychomotor aspects of English language learning. This holistic approach recognizes the multidimensional nature of language proficiency and seeks to evaluate not only students' knowledge and comprehension but also their attitudes, motivations, and practical language skills. By considering these diverse aspects, teachers can gain a comprehensive understanding of students' language competence and provide targeted support to promote their overall language development.

The data highlights the importance of reviewing and calibrating scoring with other teachers or assessors to ensure fairness and consistency in the assessment process. While most teachers (54.3%) engage in this practice, there is room for improvement in promoting a more systematic and rigorous approach to scoring calibration. Regular review sessions can help align grading standards, identify discrepancies, and enhance the reliability and validity of assessment outcomes.

(Rezaei, 2017) research on the use of standardized assessment rubrics provides substantial support for the findings in our study regarding EFL teachers' scoring practices. Their study, titled "Reliability and validity of rubrics for assessment through writing," demonstrates that employing standardized rubrics can significantly enhance the consistency and reliability of teacher assessments. Furthermore, Rezaei and Lovorn's study emphasizes that the use of well-designed rubrics not only improves the reliability of assessments but also enhances their validity. This is because rubrics help ensure that the assessment aligns closely with the intended learning outcomes and provides a comprehensive evaluation of student performance across various aspects of language proficiency.

The widespread adoption of standardized rubrics among EFL teachers, as evidenced in our study, suggests a growing recognition of these benefits within the field. It indicates a shift towards more systematic and objective assessment practices, which can lead to more accurate evaluations of student progress and more targeted instructional interventions. This alignment between (Rezaei, 2017) findings and our results under scores the importance of standardized assessment tools in EFL teaching. It suggests that the majority of EFL teachers are adhering to best practices in assessment, which can ultimately contribute to more effective language instruction and improved student outcomes.

The findings from the research indicate that EFL teachers employ various scoring practices aimed at promoting fairness, consistency, and comprehensiveness in the assessment of students' language proficiency. (Chapelle C. A., 2018) who emphasizes the importance of evaluating the validity and reliability of language assessments. Reviewing scoring practices can help identify potential biases, inconsistencies, or issues that may affect the fairness and accuracy of the assessment results. By adhering to standardized rubrics, providing clear instructions,

differentiating skill weightage, emphasizing a balanced assessment approach, and reviewing scoring practices, teachers contribute to the effectiveness and validity of language assessment in the classroom.

## **CONCLUSION**

The analysis of data from the questionnaire sheds light on the scoring practices of EFL teachers in the classroom. The findings indicate a strong commitment to fairness, consistency, and comprehensiveness in assessing students' language proficiency. Most teachers utilize standardized scoring rubrics, provide clear instructions, and differentiate skill weightage to ensure objectivity and transparency in the assessment process.

Additionally, there is a notable emphasis on a balanced assessment approach that considers cognitive, affective, and psychomotor aspects of language learning. While most teachers engage in reviewing scoring practices, there is a need for further improvement in promoting systematic calibration.

Overall, the findings underscore the importance of employing varied scoring practices to effectively evaluate students' language proficiency and support their overall language development in EFL classrooms. This study contributes significantly to the field by providing region-specific insights into EFL assessment practices in Pinrang, offering a comprehensive framework that links purposes, methods, and scoring practices. It bridges theoretical concepts with practical classroom realities, identifies areas for improvement such as systematic calibration, and establishes a baseline for future research. These findings have practical implications for enhancing teacher training programs, informing curriculum development, and guiding educational policies in the region, ultimately aiming to improve the quality of English language education.

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