REFERENCES

- Berry, R. (2011). Assessment reforms around the world. In R. Berry and B. Adamson (Eds.), *Assessment reform in education: policy and practice* (pp. 89-102). Dordrecht: Springer Netherlands.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice, 5*(1), 7–74. doi:10.1080/0969595980050102.
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation, and Accountability*, 21(1), 5–31. doi:10.1007/s11092-008-9068-5.
- Brookhart, S. M. (2012). The use of teacher judgement for summative assessment in the USA. *Assessment in Education: Principles, Policy & Practice, 20*(1), 69–90. doi:10.1080/0969594x.2012.703170.
- Brown, G. (2001). Assessment: A guide for lecturers (Vol. 3). York: LTSN Generic Centre.
- Brown, S., Race, P., & Bull, J. (1999). Computer assisted assessment in higher education (Eds.). London: Kogan Page.
- Burner, T. (2015). Formative assessment of writing in English as a foreign language. *Scandinavian Journal of Educational Research*, 60(6), 626–648. doi:10.1080/00313831.2015.1066430.
- Cagasan, L., Care, E., Robertson, P., & Luo, R. (2020). Developing a formative assessment protocol to examine formative assessment practices in the Philippines. *Educational Assessment*, 25(4) 259–275. doi:10.1080/10627197.2020.1766960.
- Carpenter, C. D., Ray, M. S., & Bloom, L. A (1995). Portfolio assessment: Opportunities and challenges. *Intervention in School and Clinic*, 31(1), 34–41. doi:10.1177/105345129503100106.
- Chen, J., & Teo, T. (2019). Chinese school teachers' conceptions of high-stakes and low-stakes assessments: an invariance analysis. *Educational Studies*, 46(4) 1–18. doi:10.1080/03055698.2019.1599823.
- Cheng, L., & Fox, J. (2017). Assessment in the language classroom: Teachers supporting student learning. London: Palgrave.
- Cizek, G. J. (2010). An introduction to formative assessment: History, characteristics, and challenges. In H. Andrade & G. Cizek (Eds.), *Handbook of formative assessment* (pp. 3–17). New York: Taylor and Francis.

- Colby-Kelly, C. (2014). Assessment for learning in theory and practice in L2 classrooms. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1–7). New Jersey: Blackwell Publishing.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. USA: Sage Publications.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design:* Choosing among five approaches. USA: Sage Publications.
- Das, S., Shaheen, R., Shrestha, P., Rahman, A., & Khan, R. (2014). Policy versus ground reality: Secondary English language assessment system in Bangladesh. *The Curriculum Journal*, 25(3), 326–343. doi:10.1080/09585176.2014.909323.
- DeLuca, C., LaPointe-McEwan, D., & Luhanga, U. (2016). Teacher assessment literacy: A review of international standards and measures. *Educational Assessment, Evaluation and Accountability*, 28(3), 251–272. doi:10.1007/s11092-015-9233-6.
- Earl, L. (2003). Assessment as learning: Using classroom assessment to maximize student learning. Thousand Oaks, CA: Corwin Press.
- Fox, J. (2014). Portfolio based language assessment (PBLA) in Canadian immigrant language training: Have we got it wrong? *Contact, Special Research Symposium Issue*, 40(2), 68–83.
- Fox, J., & Hartwick, P. (2011). Taking a diagnostic turn: Reinventing the portfolio in EAP classrooms. In D. Tsagari and I. Csépes (Eds.), *Classroom-based language assessment* (pp. 47-62). Frankfurt: Peter Lang.
- Frey, N., & Fisher, D. (2011). The formative assessment action plan: Practical steps to more successful teaching and learning. USA: ASDC.
- Fulcher, G. (2012). Assessment literacy for the language classroom. *Language Assessment Quarterly*, 9(2), 113–132. doi:10.1080/15434303.2011.642041.
- Gambrell, L., Koskinen, P. S., & Kapinus, B. A. (1991). Retellling and the reading comprehension of proficient and less-proficient readers. *Journal of Educational Research*, 84(6), 356–362. doi:10.1080/00220671.1991.9941816.
- Gardner, J. (2012). Assessment and learning (Ed.). London: SAGE Publications.
- Gee, J. (2007). What video games have to teach us about learning and literacy (2nd ed). New York: Palgrave/Macmillan.

- Gibbs, G., & Simpson, C. (2004). Conditions under which assessment supports students' learning'. *Learning and Teaching in Higher Education 1*(5), 3–31.
- Guo, Q., & Xu, Y. (2020). Formative assessment use in university EFL writing instruction: A survey report from China. *Asia Pacific Journal of Education*, 41(2), 221–237. doi:10.1080/02188791.2020.1798737.
- Hamp-Lyons, L. (2016). Purposes of assessment. In D. Tsagari & J. Banerjee (Eds.), *Handbook of second language assessment* (pp. 13–27). Boston, MA: De Gruyter Mouton.
- Harlen, W., & James, M. (1997). Assessment and learning: Differences and relationships between formative and summative assessment. Assessment in Education: Principles, Policy & Practice, 4(3), 365–379. doi:10.1080/0969594970040304.
- Harlen, W. (2012). The role of assessment in developing motivation for learning. In John Gardner (Ed.). *Assessment and learning*, (2nd ed.), 171–183. Los Angeles, CA: Sage.
- Hargreaves, A., Earl, L., & Schmidt, M. (2002). Perspectives on alternative assessment reform. *American Educational Research Journal*, 39(1), 69–95. doi:10.3102/00028312039001069.
- Herlinawati. (2019). Peer assessment training on EFL writing for lower proficiency level, is it worthy? *ELT-Lectura: Jurnal Pendidikan*, 6(1), 55-66. doi:10.31849/elt-lectura.v6i1.2267.
- Heritage, M. (2013). Formative assessment in practice: A process of inquiry and action. Cambridge, MA: Harvard Press Education.
- Hidayanti, A. (2020). The implementation of peer assessment in teaching writing of application letter to vocational high school students. *RETAIN*, 8(2), 82-88.
- Huang, R., & Jiang, L. (2020). Authentic assessment in Chinese secondary English classrooms: Teachers' perception and practice. *Educational Studies*, 47(6) 633-646. doi:10.1080/03055698.2020.1719387.
- Irons, A. (2008). Enhancing learning through formative assessment and feedback. Oxon: Routledge.
- Krueger, R. A., & Casey, M. A. (2014). Focus groups: A practical guide for applied research (5th ed.). Thousand Oaks, CA: Sage.
- Krumsvik, R. J., & Ludvigsen, K. (2013). Theoretical and methodological issues of formative e-assessment in plenary lectures. *International Journal of Pedagogies and Learning*, 8(2), 78–92. doi:10.5172/jpl.2013.8.2.78.

- Lam, R. (2015). Assessment as learning: Examining a cycle of teaching, learning, and assessment of writing in the portfolio-based classroom. *Studies in Higher Education*, *41*(11), 1900–1917. doi:10.1080/03075079.2014.999317.
- Leenknecht, M., Wijnia, L., Köhlen, M., Fryer, L., Rikers, R., & Loyens, S. (2020). Formative assessment as practice: The role of students' motivation. *Assessment & Evaluation in Higher Education*, 46(2), 236-255. doi:10.1080/02602938.2020.1765228.
- Little, D. (2009). The European language portfolio: Where pedagogy and assessment meet. In 8th International Seminar on the European Language Portfolio, Graz (Vol. 29).
- Llosa, L. (2012). Assessing English learners' progress: Longitudinal invariance of a standards-based classroom assessment of English proficiency. *Language Assessment Quarterly*, 9(4), 331–347. doi:10.1080/15434303.2012.721422.
- Lyman, F. (1981). The responsive classroom discussion. In A. S. Anderson (Ed.), *Mainstreaming digest* (pp. 109-113). College Park, MD: University of Maryland College of Education.
- Morgan, D. L. (1997). Focus groups as qualitative research (2nd ed). Thousand Oaks, CA: Sage.
- Mottier Lopez, L., & Pasquini, R. (2017). Professional controversies between teachers about their summative assessment practices: A tool for building assessment capacity. *Assessment in Education: Principles, Policy & Practice*, 24(2), 228–249. doi:10.1080/0969594x.2017.1293001.
- Nova, M., Pratidina, S. D., & Syarif, A. (2017). English teachers' perspectives: Peer-assessment in the 2013 curriculum. *Jurnal Pendidikan Indonesia*, 6(2), 198-207. doi: 10.23887/jpi-undiksha.v6i2.10386.
- Patekar, J. (2021). A look into the practices and challenges of assessing young EFL learners' writing in Croatia. *Language Testing*, 38(3), 456–479. doi:10.1177/0265532221990657.
- Partin, R. L. (2009). The classroom teacher's survival guide: Practical strategies, management techniques, and reproducibles for new and experienced teachers (3rd ed). USA: John Wiley & Sons.
- Puad, L. M. A. Z., & Ashton, K. (2020). Teachers' views on classroom-based assessment: An exploratory study at an Islamic boarding school in Indonesia. *Asia Pacific Journal of Education*, 41(2), 253-265 1. doi:10.1080/02188791.2020.1761775.
- Saldana, J. (2009). *The coding manual for qualitative researchers*. Los Angeles, CA: Sage Publications.

- Saefurrohman., & Balinas, E. S. (2016). English teachers classroom assessment practices. *International Journal of Evaluation and Research in Education*, 5(1), 82-92.
- Shaw, D. (2005). Retelling strategies to improve comprehension: Effective handson strategies for fiction and nonfiction that help students remember and understand what they read. New York: Scholastic.
- Stiggins, R. J. (2002). Assessment crisis: The absence of assessment for learning. *Phi Delta Kappan*, 83(10), 758–765. doi:10.1177/003172170208301010.
- Su, W. (2019). Exploring native English teachers' and native Chinese teachers' assessment of interpreting. *Language and Education*, 33(6), 577–594. doi:10.1080/09500782.2019.1596121.
- Taber, K. S., Riga, F., Brindley, S., Winterbottom, M., Finney, J., & Fisher, L. G. (2011). Formative conceptions of assessment: Trainee teachers' thinking about assessment issues in English secondary schools. *Teacher Development*, 15(2), 171–186. doi:10.1080/13664530.2011.571500.
- Torrance, H. and Pryor, J. (2002). *Investigating formative assessment, teaching and learning in the classroom*. Buckingham: Open University Press, McGraw Hill.
- Turner, C. E., & Purpura, J. E. (2016). Learning-oriented assessment in second and foreign language classrooms. In D. Tsagari & J. Banerjee (Eds.), *Handbook of second language assessment* (pp. 255–272). Boston, MA: De Gruyter Mouton.
- Wang, X. (2017). A Chinese EFL teacher's classroom assessment practices. Language Assessment Quarterly, 14(4), 312–327. doi:10.1080/15434303.2017.139381.
- Wong, H. M. (2014). I can assess myself: Singaporean primary students' and teachers' perceptions of students' self-assessment ability. *Education*, 3-13, 44(4), 442–457. doi:10.1080/03004279.2014.982672.
- Wride, M. (2017). *Guide to peer assessment: Academic Practice*. University of Dublin Trinity College.
- Yorke, M. (2003). Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice. *Higher Education*, 45(4), 477–501. doi:10.1023/A:1023967026413.
- Yin, M. (2010). Understanding classroom language assessment through teacher thinking research. *Language Assessment Quarterly*, 7(2), 175–194. doi:10.1080/15434300903447736.