

REFERENCES

- AFT, NCME, & NEA. (1990). *Standard for Teacher Competence in Educational Assessment of Students*.
- Alam, S., & Kizlik, B. (2020). *Compiled by Measurement, Assessment, and Evaluation in Education*. July.
- Alwi, I. (2012). Kriteria Empirik Dalam Menentukan Ukuran Sampel. *Jurnal Formatif*, 2(2), 140–148.
- Amrullah, A., Arifuddin, A., & Nawawi, N. (2019). The Innovation of Standard Attitude Assessment Instrument for The Indonesian 2013 Curriculum. *International Journal of Education*, 11(3), 71.
<https://doi.org/10.5296/ije.v11i3.14658>
- Anam, S., & Putri, N. V. W. (2021). How literate am i about assessment: Evidence from Indonesion EFl pre-service and in-service teachers. *Journal of English Education*, 9(2), 151–162.
- Anwar, K. (2015). A constructive teaching model in learning research concept for english language teaching students. *International Education Studies*, 8(5), 62–68. <https://doi.org/10.5539/ies.v8n5p62>
- Arlinawati, I. P., Hermawan, A., & Chodryah, L. (2017). Development of Project-Based Authentic Assessment Instruments On Business Communication Subjects. *Jurnal Pendidikan Bisnis Dan Manajemen*, 3(2), 46–54.

<https://doi.org/10.17977/um003v3i12017p046>

Azhar, F. (2015). Assessing students' learning achievement: An evaluation.

Mediterranean Journal of Social Sciences, 6(2), 535–540.

<https://doi.org/10.5901/mjss.2015.v6n2p535>

Bin Said, H., Ahmad, I., Khan, F., Awang, Z., Yasin, A. M., & Summintono, B.

(2013). The effect of training on teachers' attitude toward assessment as learning. *World Applied Sciences Journal*, 25(1), 36–41.

<https://doi.org/10.5829/idosi.wasj.2013.25.01.1333>

Chetty, Y. (2020). *Defining and Distinguishing Between thr Concepts of Assessment and Evaluation*. June.

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and*

Evaluating Quantitative and Qualitative Research. In Pearson Education.

CSAI. (2018). *Valid and Reliable Assessments CSAI Update*.

<https://www.ccsso.org/sites/>

Dewi, S. S. K., & Aman, A. (2020). The implementation of authentic assessment in

history learning at senior high school. *Journal of Social Studies (JSS)*, 15(2), 85–

102. <https://doi.org/10.21831/jss.v15i2.25229>

Drid, T. (2018). The Fundamentals Of Assessing EFL Writing. *Psychological &*

Educational StudiEs, 11, 292. <https://doi.org/10.35156/1192-011-001-017>

Dunn, L. (2002). *Oxford Centre for Staff and Learning Development OCSLD*

Learning and Teaching Briefing Papers Series.

www.brookes.ac.uk/services/ocsd/http://www.brookes.ac.uk/services/ocsd/2_learning_teaching_briefing_papers_series/methods.html

Ehringhaus, C. (n.d.). *Formative and Summative Assessments in the Classroom.*

Fitriani. (2017). Authentic Assessment, Implementation, Curriculum 2013.

Getsempena English Education Journal, 4(2), 164–171.

Frey, B. B. (2018). Essay Items. In *The SAGE Encyclopedia of Educational*

Research, Measurement, and Evaluation. SAGE Publications, Inc.

<https://doi.org/10.4135/9781506326139.n233>

Han, Y. (2017). The Role of Assessment in Language Teaching, Learning and

Materials Development. *SSRN Electronic Journal*.

<https://doi.org/10.2139/ssrn.2881901>

Harefa, A. (2009). Penilaian Dan Hasil Belajar. *Didaktik*, 3(1), 31–15.

Hodge, R. A., Hardi, P., Bell, D. V. J., Australian Skills Quality Authority, Sebhatu,

S. P., Schröter, D., & Factors, E. (2015). Guide to developing assessment tools.

Australian Skills Quality Authority, August, 1–11.

[http://www.asqa.gov.au/verve/_resources/Guide_to_developing_assessment_tools.pdf#search=guide to developing assessment tools](http://www.asqa.gov.au/verve/_resources/Guide_to_developing_assessment_tools.pdf#search=guide%20to%20developing%20assessment%20tools)

Hudaya, D. W. (2017). Teachers' assessment literacy in applying principles of

language assessment. *The 1st Education and Language International*

Conference Proceedings Center for International Language Development of

Unissula, 2002, 247–260.

International Federation of Accountants. (2004). *Assessment methods*. International Federation of Accountants.

Inti, Vvv. (2019). Classroom Assessment Methods And Tools: A Review. *IJRAR- International Journal of Research and Analytical Reviews*. <http://ijrar.com/>

Intschert, N. (2013). *The Downside of Standardized Testing*. 1–8.

Irdiyansyah, I., & Rizki, T. (2018). Teachers' Perspective On Standardized Test. In *Journal Of Humanities And Social Studies* (Vol. 02). <http://granthaalayah>.

Jawhar, S. S., & Subahi, A. M. (2020). The impact of specialty, sex, qualification, and experience on teachers' assessment literacy at Saudi higher education. *International Journal of Learning, Teaching and Educational Research*, 19(5), 200–216. <https://doi.org/10.26803/ijlter.19.5.12>

Jimaa, S. (2011). The impact of assessment on students learning. *Procedia - Social and Behavioral Sciences*, 28, 718–721. <https://doi.org/10.1016/j.sbspro.2011.11.133>

Khadijeh, B., & Amir, R. (2015). Importance of Teachers' Assessment Literacy. *International Journal of English Language Education*, 3(1), 139. <https://doi.org/10.5296/ijele.v3i1.6887>

Kinay, İ., & Ardıç, T. (2017). Investigating Teacher Candidates' Beliefs about Standardized Testing. *Universal Journal of Educational Research*, 5(12), 2286–

2293. <https://doi.org/10.13189/ujer.2017.051219>

Kusrini. (2018). The Analysis Of Scientific Approach In Thematic Learning Using Webbed Model In Ambawang River State Elementary School. *JP2D (Jurnal Penelitian Pendidikan Dasar) UNTAN*, 1(3), 110–119.

Lesmana, N., & Rokhyati, U. (2020). The Implementation of Doing Self-Assessment in Higher Education. *Journal of English Language Studies*, 5(1), 60–72.
<http://jurnal.untirta.ac.id/index.php/JELS>

Lim Hooi Lian, & Wun Thiam Yew. (2016). A Framework for Examining Assessment Literacy of Preservice Teachers. *US-China Education Review A*, 6(5). <https://doi.org/10.17265/2161-623x/2016.05.003>

Luthfiyyah, R., Basyari, I. W., & Dwiniasih, D. (2020). EFL secondary teachers' assessment literacy: Assessment conceptions and practices. *Journal on English as a Foreign Language*, 10(2), 402–421.
<https://doi.org/10.23971/jefl.v10i2.2101>

Marhaeni, A. A. I. N. (2018). *Teacher Assessment Literacy: Discrepancies in Authentic Assessment Practice in EFL Context*. 2, 18–21.
<https://doi.org/10.26499/iceap.v2i1.90>

Marhaeni, A. A. I. N., Paramartha, A. A. G. Y., Wirabrata, D. G. F., Dantes, N., Susilawan, I. K. A., & Handayani, D. A. P. (2020). *Uncovering Assessment Literacy of Elementary Teachers in Singaraja, Bali*. 394(Icirad 2019), 252–257.
<https://doi.org/10.2991/assehr.k.200115.041>

- Matovu, M., & Zubairi, A. M. (2014). Factors Influencing Assessment Practices among University Academic Staff: A Multiple Regression Analysis. *Mevlana International Journal of Education*, 4(1), 176–188.
<https://doi.org/10.13054/mije.13.57.4.1>
- Mellati, M., & Khademi, M. (2018). Exploring teachers' assessment literacy: Impact on learners' writing achievements and implications for teacher development. *Australian Journal of Teacher Education*, 43(6), 1–18.
<https://doi.org/10.14221/ajte.2018v43n6.1>
- Morin, S., Prabawanto, S., & Herman, T. (2020). Assessment problems of junior high school teachers in implementing 2013 Indonesian curriculum. *Journal of Physics: Conference Series*, 1521(3). <https://doi.org/10.1088/1742-6596/1521/3/032021>
- Muhammad, N. B., Ali, N. B. M., Zamani, S. B., Yamin, N. A. B., & Ismail, N. N. B. (2020). Examining assessment literacy: A study of technical teacher. *European Journal of Molecular and Clinical Medicine*, 7(8), 705–717.
- Muljono, P. (n.d.). *Instrumen Penelitian Oleh*.
- Nurdiana, N. N. (2021). Language Teacher Assessment Literacy: A Current Review. *Journal of English Language and Culture*, 11(1), 66–74.
<https://doi.org/10.30813/jelc.v11i1.2291>
- O'neill, G. (2010). *A Practitioner's Guide to Choice of Assessment Methods Within a Module or*. www.irishstatuebook.ie/ZZA28Y2000.html

- Papantymou, A., & Darra, M. (2018). The Contribution of Learner Self-Assessment for Improvement of Learning and Teaching Process: A Review. *Journal of Education and Learning*, 8(1), 48. <https://doi.org/10.5539/jel.v8n1p48>
- Plake, B. S., Impara, J. C., & Fager, J. J. (1993). Assessment Competencies of Teachers: A National Survey. *Educational Measurement: Issues and Practice*, 12(4), 10–12. <https://doi.org/10.1111/j.1745-3992.1993.tb00548.x>
- Rad, M. R. (2019). The Impact of EFL Teachers' Assessment Literacy on Their Assessment Efficiency in Classroom. *Britain International of Linguistics Arts and Education (BIO LAE) Journal*, 1(1), 9–17. <https://doi.org/10.33258/biolae.v1i1.14>
- Ramadhani, W. S., Murti, M., & Arsyam, M. (n.d.). *Teknik Pengolahan Skor Hasil Evaluasi*.
- Riffert, F. (2005). The use and misuse of standardized testing: A Whiteheadian point of view. *Interchange*, 36(1–2), 231–252. <https://doi.org/10.1007/s10780-005-2360-0>
- Rosdiana. (2017). Evaluasi Program Pembelajaran Remedial Pada Pembelajaran Ekonomi Di Sma Negeri I Donri Donri. *PEP Educational Assessment*, 1, 51–57.
- Saefurrohman. (2015). Classroom Assessment preference of Indonesian Junior High School Teachers in English as Foreign Language Classes. *Journal of Education and Practice*, 6(36), 104–110. <https://files.eric.ed.gov/fulltext/EJ1086470.pdf>.
- Saefurrohman, -. (2017). *Indonesian EFL Teachers Classroom Assessment Methods*

in Reading. 109(Aecon), 217–220. <https://doi.org/10.2991/aecon-17.2017.40>

Stabler-Havener, M. L. (2018). Defining, Conceptualizing, Problematizing and Assessing Language Teacher Assessment Literacy. *Working Papers in Applied Linguistics & TESOL*, 18(1), 1–22.

Sulistyo, T., Eltris, K. P. N., Mafulah, S., Budianto, S., Saiful, S., & Heriyawati, D. F. (2020). Portfolio assessment: Learning outcomes and students' attitudes. *Studies in English Language and Education*, 7(1), 141–153.

<https://doi.org/10.24815/siele.v7i1.15169>

Sumardi, S. (2017). Performance-Based Assessment As a Current Trend in Elt: Investigating Its Washback Effects on Secondary-School Students Learning. *Kajian Linguistik Dan Sastra*, 2(1), 1. <https://doi.org/10.23917/kls.v2i1.5347>

Supriyadi, G. (2011). Pengantar & Teknik Evaluasi Pembelajaran. *Book, Malang*, 1–185. [http://digilib.iain-palangkaraya.ac.id/2218/1/Gito S Evaluasi.pdf](http://digilib.iain-palangkaraya.ac.id/2218/1/Gito%20S%20Evaluasi.pdf)

Surucu, L., & Maslakci, A. (2020). Validity and Reliability in Quantitative Research. *Business & Management Studies: An International Journal*, 8(3), 2694–2726. <https://doi.org/10.15295/bmij.v8i3.1540>

Syahputra, A. T., Nurjannah, N., & Arsyam, M. (n.d.). *Pemberian Skor Dan Sistem Penilaian Dalam Pembelajaran*.

Taherdoost, H. (2018). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *SSRN Electronic Journal*, January 2016. <https://doi.org/10.2139/ssrn.3205040>

Tosuncuoglu, I. (2018). Importance of Assessment in ELT. *Journal of Education and Training Studies*, 6(9), 163. <https://doi.org/10.11114/jets.v6i9.3443>

Ulya, H., Rahayu, R., & Riyono, A. (2019). Integration of products assessment in mind mapping learning to enhance mathematical communication. *Journal of Physics: Conference Series*, 1175(1). <https://doi.org/10.1088/1742-6596/1175/1/012142>

UNAIDS. (2010). *An Introduction to Triangulation*.
http://www.unaids.org/en/media/unaids/contentassets/documents/document/2010/10_4-Intro-to-triangulation-MEF.pdf

Wahyuni, L. G. E., Dewi, N. L. P. E. S., & Paramartha, A. A. G. (2021). Authentic assessment practice teachers' perceived knowledge. *Proceedings of the 2nd International Conference on Technology and Educational Science (ICTES 2020)*, 540(Ictes 2020), 316–323.

Walstad, W., & Becker, W. E. (1994). *Achievement Differences on Multiple-Choice and Essay Tests in Achievement Differences on Multiple-Choice and Essay Tests in Economics Economics*. <https://digitalcommons.unl.edu/cbafacpub/34>

Wells, C. S., & Wollack, J. A. (2003). *An Instructor's Guide to Understanding Test Reliability*.

Xu, Y., & Brown, G. (2017). *University English Teacher Assessment Literacy: A survey-test report from China*. 6(1), 133–158.

Yan, Z., Li, Z., Panadero, E., Yang, M., Yang, L., & Lao, H. (2021). A systematic

review on factors influencing teachers' intentions and implementations regarding formative assessment. *Assessment in Education: Principles, Policy and Practice*, 28(3), 228–260. <https://doi.org/10.1080/0969594X.2021.1884042>

Zolfaghari, S., & Ashraf, H. (2015). The Relationship between EFL Teachers' Assessment Literacy, Their Teaching Experience, and Their Age: A Case of Iranian EFL Teachers. *Theory and Practice in Language Studies*, 5(12), 2550. <https://doi.org/10.17507/tpls.0512.16>

Zulaiha, S. (2020). An Investigation into EFL Teachers' Assessment Literacy: Indonesian Teachers' Perceptions and Classroom Practice Siti. *Angewandte Chemie International Edition*, 6(11), 951–952.

