

REFERENCES

- Alkharusi, H. (2011). Teachers' classroom assessment skills: Influence of gender, subject area, grade level, teaching experience and in-service assessment training. *Journal of Turkish Science Education*, 8(2), 39–48. <http://www.tused.org>
- Alwi, I. (2012). Kriteria Empirik Dalam Menentukan Ukuran Sampel. *Jurnal Formatif*, 2(2), 140–148.
- Anderson, C., Denver, N., Barnes, S., Mckenzie, S. C., Dewsbury-white, K., Consortium, M. A., Engelhard, A., Steward, D., Dakota, N., Technology, E., Fabry, D., Jolla, L., Hamilton, K., Jackson, C., Teachers, U., Lacelle-peterson, M., Lageman, H., Mcmanus, S., & Carolina, N. (2016). *Assessment Literacy Defined*. National Task Force on Assessment Education for Teacher. <https://ies.ed.gov/search/?q=assessment+literacy#gsc.tab=0&gsc.q=assessment+literacy&gsc.sort=&gsc.page=1>
- Boyce, C., & Associate, E. (2006). CONDUCTING IN-DEPTH INTERVIEWS : A Guide for Designing and Conducting In-Depth Interviews. *Pathfinder International Tool Series Monitoring and Evaluation - 2*.
- Boylu, E. (2021). Turkish as a Foreign Language Teachers' Attitudes Towards Assessment and Evaluation. *International Journal of Education and Literacy Studies*, 9(1), 72. <https://doi.org/10.7575/aiac.ijels.v.9n.1p.72>
- Brookhart, S. M. (2011). Educational Assessment Knowledge and Skills for Teachers. *Educational Measurement: Issues and Practice*, 30(1), 3–12. <https://doi.org/10.1111/j.1745-3992.2010.00195.x>
- Buczynski, S., & Hansen, C. B. (2010). Impact of professional development on teacher practice: Uncovering connections. *Teaching and Teacher Education*, 26(3), 599–607. <https://doi.org/10.1016/j.tate.2009.09.006>
- Büyükkarcı, K. (2016). Identifying The Areas For English Language Teacher Development: A Study Of Assessment literacy. *Pegem Eğitim ve Öğretim Dergisi*, 6(3), 333–346. <https://doi.org/10.14527/pegegog.2016.017>
- Chalachew, A. A., & Terefe, A. (2020). Teachers' Self-perceived Skills as the function of Gender and Teaching Experiences in the Classroom Assessment: A study in High Schools of South West Shewa Zone, Ethiopia. *International Journal of Progressive Education*, 16(1), 11–24. <https://doi.org/10.29329/ijpe.2020.228.2>
- Davidson, P., & Coombe, C. (2019). Language Assessment Literacy in the Middle East and North Africa (MENA) Region. *Arab Journal of Applied Linguistics*, 4(2), 1–23.
- Diaz Maggioli, G. H. (2006). Professional Development for Language Teachers. *ELT Journal*, 60(3), 308–309. <https://doi.org/10.1093/elt/ccl014>

- Dixon, W. J., & Massey, F. J. (1991). *Pengantar Analisis Statistik* (Z. Soejoeti (ed.); 4th ed.). Gajah Mada University Press.
- Drost, E. A. (2011). Validity and Reliability in Social Science Research. *Education Research and Perspectives*, 38(1), 105–123.
- Dunlai, L., & You, S. (2015). an Investigation of Chinese Middle School in-Service English Teachers Assessment Literacy. *Indonesian EFL Journal*, 1(1), 1–10. <https://doi.org/10.25134/ieflj.v1i1.607>
- Elmahdi, I., Al-Hattami, A., & Fawzi, H. (2018). Using Technology for Formative Assessment to Improve Students' Learning, Turkish Online Journal of Educational Technology - TOJET, 2018-Apr. *TOJET: The Turkish Online Journal of Educational Technology*, 17(2), 182–188. <https://eric.ed.gov/?id=EJ1176157>
- Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fard, Z. R., & Tabatabaei, O. (2018). Investigating Assessment Literacy of EFL Teachers in Iran. *Journal of Applied Linguistics and Language Research*, 5(3), 91–100.
- Gallagher, A. G., Ritter, E. M., & Satava, R. M. (2003). Fundamental principles of validation, and reliability: Rigorous science for the assessment of surgical education and training. *Surgical Endoscopy and Other Interventional Techniques*, 17(10), 1525–1529. <https://doi.org/10.1007/s00464-003-0035-4>
- Gardner, J., Harlen, W., Hayward, L., & Stobart, G. (2008). *Changing Assessment Practice Process, Principles and Standards* (Issue June). [http://www.nuffieldfoundation.org/sites/default/files/JG_Changing Assment Practice Final Final\(1\).pdf](http://www.nuffieldfoundation.org/sites/default/files/JG_Changing_Assment_Practice_Final_Final(1).pdf)
- Gultom, E. (2016). Assessment And Evaluation In Efl Teaching And Learning. *Assessment and Evaluation in Efl Teaching and Learning*, 190–198.
- Hidayat, M. T. (2020a). Teachers' Assessment Literacy Impact on Learners' Writing Achievements. *English Education and Applied Linguistic (EEAL)*, 3(2). <https://doi.org/https://doi.org/10.31980/eeal%20journal.v3i2.1100.g765>
- Hidayat, M. T. (2020b). Teachers' Assessment Literacy Impact on Learners' Writing Achievements. *English Education and Applied Linguistic (EEAL)*, 3(2). <https://doi.org/https://doi.org/10.31980/eeal%20journal.v3i2.1100.g765>
- 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.
- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice. *Field Methods*, 18(3), 3–20. <https://doi.org/10.1177/1525822X05282260>

- Klinger, Don, McDivitt, Patricia, Howard, Barbara, Munoz, Marco, Roger, & Wylie. (2015). *Classroom Assessment Standards for PreK-12 Teachers: Joint Committee on Standards for Educational Evaluation*.
- Koh, K. H. (2011). Improving teachers' assessment literacy through professional development. *Teaching Education*, 22(3), 255–276. <https://doi.org/10.1080/10476210.2011.593164>
- Kosimov, A. (2022). The importance of choosing appropriate assessment tools in language teaching and its impact to second language acquisition. *British View*, 7(1), 16–32. <https://doi.org/10.5281/zenodo.5847595>
- Lidi, M. W. (2019). Pembelajaran Remedial Sebagai Suatu Upaya Dalam Mengatasi Kesulitan Belajar. *Foundasia*, 9(1), 15–26. <https://doi.org/10.21831/foundasia.v9i1.26158>
- Lidinillah, D. A. M. (2016). Tes Standar (Standardized Test). *Jurnal Penelitian & Pengembangan Pendidikan*, 2(1), 1–10.
- Looney, A., Cumming, J., Kleij, F. Van Der, & Harris, K. (2017). Reconceptualising the role of teachers as assessors: teacher assessment identity. *Assessment in Education: Principles, Policy & Practice*, January, 1–26. <https://doi.org/10.1080/0969594X.2016.1268090>
- 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>
- Mahendra, K. A. T., Dewi, N. L. P. E. S., & Wahyuni, L. G. E. (2021). Analysis of The Formative Assessment Planning During Online Learning: A Case Study. *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran): Kajian Dan Riset Dalam Teknologi Pembelajaran*, 8(2), 157–166. <https://doi.org/10.17977/um031v8i22021p157>
- Marhaeni, A., Padmadewi, N. N., Dewa Komang Tantra, I., Ratminingsih, N. M., Sulistia Dewi, N. L. P. E., & Gede Yudha Paramartha, A. A. (2020). English Teachers' Assessment literacy in Bali seen from teacher's professional development, teacher's service experience, and teacher's educational qualification. *Asian EFL Journal*, 27(4), 56–65.
- Marhaeni, A.A. Istri Ngurah, Dantes, N., & Paramartha, A. A. G. Y. (2018). Teacher Assessment Literacy: Discrepancies in Authentic Assessment Practice in EFL Context. *International Conference on Educational Assessment and Policy*, 2, 18–21. <https://doi.org/10.26499/iceap.v2i1.90>
- Marhaeni, A.A.I. Ngurah, 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, 252–257. <https://doi.org/10.2991/assehr.k.200115.041>
- 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>
- Miles, M. B., & Huberman, A. M. (1994). An Expanded Sourcebook Quallitative Data Analysis. In R. Holland (Ed.), *Sage Publications* (2nd ed.). International Educational and Professional Publisher.
- Mirizon, S. (2021). Teachers of English Assessment Literacy: Unveiling What They Know and Do. / *IRJE/ Indonesian Research Journal in Education*, 5(1), 124–141. <https://online-journal.unja.ac.id/irje/article/view/12834>
- 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.
- Munir, M. (2019). Manajemen Bakat Dan Penilaian Kinerja pegawai. *Intizam, Jurnal Manajemen Pendidikan Islam*, 2(2), 120–134. <http://ejournal.staida-krempyang.ac.id/index.php/intizam/article/view/135>
- Najwa, L., Hadiwijaya, A. S., & Setiadi, D. (2016). Jurnal ilmiah profesi pendidikan. *Jurnal Ilmiah Profesi Pendidikan*, 1(2), 198–210.
- Nurdiana. (2020). Language Teacher Assessment Literacy: A Current Review. *Journal of English Language and Culture*, 11(1), 66–74. <https://doi.org/10.30813/jelc.v1i1.2291>
- Obilor, E. I. (Ph. D. . (2020). *Teachers ' Communication Skills and Students ' Academic Performance*. 13(4), 1–16.
- Pastore, S., & Andrade, H. L. (2019). Teacher assessment literacy: A three-dimensional model. *Teaching and Teacher Education*, 84, 128–138. <https://doi.org/10.1016/j.tate.2019.05.003>
- 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>
- Pusitaningtyas, A. (2016). Pengaruh Komunikasi Orang Tua Dan Guru Terhadap Kreativitas Siswa. *Proceedings of The ICECRS*, 1(1), 935–942. <https://doi.org/10.21070/picecrs.v1i1.632>
- Rad, M. R. (2019). The Impact of EFL Teachers' Assessment Literacy on Their Assessment Efficiency in Classroom. *Britain International of Linguistics Arts and Education (BIoLAE) Journal*, 1(1), 9–17. <https://doi.org/10.33258/biolae.v1i1.14>
- Rao, P. S. (2018). Evaluation and assessment in ELT: A global perspective. *Research Journal of English Language and Literature*, 6(2), 337–346. <https://doi.org/10.33329/rjelal.62.237>
- Richards, J. C. , Thoma. S. C. F. (2005). The Nature of Teacher Education. *Professional Development for Language Teachers*, 1–22.
- Roopa, S., & Rani, M. (2012). Questionnaire Designing for a Survey. *Journal of*

- Indian Orthodontic Society*, 46(4), 273–277.
<https://doi.org/10.1177/0974909820120509s>
- 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>
- Salamah, U. (2018). *Penjaminan Mutu Penilaian Pendidikan*. 2(1), 274–293.
- Setiyawan, A. (2014). Faktor-Faktor yang Mempengaruhi Reliabilitas Tes. *Jurnal An Nûr*, VI(2), 341–354.
- Shaaban, K. (2007). Assessment of Young Learners. *English Teaching Forum*, 43(1), 34–40. <http://americanenglish.state.gov/resources/english-teaching-forum-2005-volume-43-number-1#child-567>
- Showkat, N., & Parveen, H. (2017). *In-depth Interview*. July.
- States, J., Detrich, R., & Keyworth, R. (2018). *Summative Assessment (Wing Institute Original Paper)*. March.
<https://doi.org/10.13140/RG.2.2.16788.19844>
- Subedi, D. (2016). Explanatory Sequential Mixed Method Design as the Third Research Community of Knowledge Claim. *American Journal of Educational Research*, 4(7), 570–577. <https://doi.org/10.12691/education-4-7-10>
- 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>
- Umam, A., & Indah, Y. A. (2020). Exploring In-Service TEYL Teachers' Assessment Literacy: Implication For Continuing Professional Development. *JEEES (Journal of English Educators Society)*, 5(1), 47–51.
<https://doi.org/10.21070/jees.v5i1.364>
- Vagias, W. M. (2006). Likert-type scale response anchors. *Clemson International Institute for Tourism and Research Development*, 3–4.
- Vittorini, P., Menini, S., & Tonelli, S. (2021). An AI-Based System for Formative and Summative Assessment in Data Science Courses. *International Journal of Artificial Intelligence in Education*, 31(2), 159–185.
<https://doi.org/10.1007/s40593-020-00230-2>
- 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.
- Wahyuni, L. G. E., Paramartha, A. A. G. Y., & Hadisaputra, I. N. P. (2017). Asesmen Kinerja untuk Penilaian Keterampilan Berbicara Bahasa Inggris Siswa Sekolah Dasar. *Seminar Nasional Riset Inovatif 2017*, 22, 666–672.
- Widiastuti, I. A. M. S., Mukminatien, N., Prayogo, J. A., & Irawati, E. (2020). Dissonances between teachers' beliefs and practices of formative assessment

in EFL classes. *International Journal of Instruction*, 13(1), 71–84.
<https://doi.org/10.29333/iji.2020.1315a>

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>

Yusup, F. (2017). Uji Validitas dan Reliabilitas Instrumen Penelitian Kuantitatif. *Jorpres (Jurnal Olahraga Prestasi)*, 13(1), 53–59.
<https://doi.org/10.21831/jorpres.v13i1.12884>

Zacky, A. (2016). KODE ETIK GURU DALAM MENINGKATKAN PROFESIONALISME PENDIDIK; REAKTUALISASI DAN PENGEMBANGAN KODE ETIK GURU DI MADRASAH ALIYAH DARUL AMIN PAMEKASAN. *Doi*, 4(2), 271–292.

Zolfaghari, F., & Ahmadi, A. (2016). Assessment literacy components across subject matters. *Cogent Education*, 3(1).
<https://doi.org/10.1080/2331186X.2016.1252561>

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), 2550–2256. <https://doi.org/10.17507/tpls.0512.16>

