

REFERENCES

- Ary, D., JACOBS, L. C., & SORENSEN, C. (2010). *Introduction to Research in Education* (Eighth). Wadsworth.
- Ashraf, H., & Zolfaghari, S. (2018). EFL teachers' assessment literacy and their reflective teaching. *International Journal of Instruction*, 11(1), 425–436. <https://doi.org/10.12973/iji.2018.11129a>
- 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. <https://doi.org/10.1007/s11092-015-9233-6>
- Alkharusi, H. (2011). *Teachers' Classroom Assessment Skills : Influence Of Gender , Subject Area , Grade Level , Teaching Experience and In-service Assessment Training*. 8(2), 39–48.
- Brink, M., Bartz, D. E., & Brink, M. (2017). *Effective Use of Formative Assessment by High School Teachers Effective Use of Formative Assessment by High School Teachers*. 22.
- Crichton, H. (2016). Crichton, H., and Mcdaid, A. (2016) *Learning intentions and success This is the author's final accepted version . There may be differences between this version and the published version . You are advised to consult the publisher's version if you wish to cite from*. 27(November 2015), 190–203. <https://doi.org/10.1080/09585176.2015.1103278>
- 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. <https://doi.org/10.1007/s11092-015-9233-6>
- Enisa; ATAY, M. (2017). English language teachers' assessment literacy: the Turkish context. *Dil Dergisi*, 0(168), 43–60. https://doi.org/10.1501/dilder_0000000237
- Gottheiner, D. M., & Siegel, M. A. (2012). Experienced Middle School Science Teachers' Assessment Literacy: Investigating Knowledge of Students' Conceptions in Genetics and Ways to Shape Instruction. *Journal of Science Teacher Education*, 23(5), 531–557. <https://doi.org/10.1007/s10972-012->

9278-z

- Hanafi, N. M., Ali, N. M., Zamani, S., Yamin, N. A., & Ismail, N. N. (2020). Examining assessment literacy: A study of technical teacher. *European Journal of Molecular and Clinical Medicine*, 7(8), 705–717.
- 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.
- Keen, J. (2018). Teaching English. In *Teaching English*.
<https://doi.org/10.4324/9781351012515>
- 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>
- Lin, G. H. C., & Chien, P. S. C. (2010). An Introduction To English Teaching. In *Online Submission*.
- Marhaeni, A. A. I. N., Dantes, N., & Paramartha, A. A. G. Y. (2018). *Teacher Assessment Literacy: Discrepancies in Authentic Assessment Practice in EFL Context*. 2, 18–21. <https://doi.org/10.26499/iceap.v2i1.90>
- 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>
- Newfields, T. (2006). Teacher development and assessment literacy. *Authentic Communication: Proceedings of the 5th Annual JALT Pan-SIG Conference*, 48–73. <http://jalt.org/pansig/2006/HTML/Newfields.htm>
- Parthiban, S. (2015). Teaching of English. *Centre for Distance Education*.
- 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>
- Richards, J. C. (2017). Teaching English through English: Proficiency, Pedagogy and Performance. *RELC Journal*, 48(1), 7–30.
<https://doi.org/10.1177/0033688217690059>

- 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.
- Saefurrohman, -. (2017). *Indonesian EFL Teachers Classroom Assessment Methods in Reading*. 109(Aecon), 217–220. <https://doi.org/10.2991/aecon-17.2017.40>
- Saefurrohman, S., & Balinas, E. S. (2016). English Teachers Classroom Assessment Practices. *International Journal of Evaluation and Research in Education (IJERE)*, 5(1), 82. <https://doi.org/10.11591/ijere.v5i1.4526>
- Said, et al. (2013). *The Effect of Training on Teachers ' Attitude Toward Assessment as Learning*. October 2019. <https://doi.org/10.5829/idosi.wasj.2013.25.01.1333>
- Subedi, D. (2016). Explanatory Sequential Mixed Method Design as the Third Research Community of Knowledge Claim. *American Journal of Educational Research*, Vol. 4, 2016, Pages 570-577, 4(7), 570–577. <https://doi.org/10.12691/education-4-7-10>
- Terefe, A. A. C. & 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 Teachers ' Self-perceived Skills as the function of Gender and Teaching Experiences in the Classroom Assessm*. February. <https://doi.org/10.29329/ijpe.2020.228.2>
- Xu, Y., & Brown, G. (2017). *University English Teacher Assessment Literacy: A survey-test report from China*. 6(1), 133–158.
- Yambi, T. de A. C. (2018). Assessment and evaluation in education. *Academic Press*, July, 1–9.
- Yan, Z., Li, Z., Panadero, E., Yang, M., Yang, L., & Lao, H. (2021). A systematic review on factors influencing teachers ' intentions and A systematic review on factors influencing teachers ' intentions and implementations regarding formative assessment. *Assessment in Education: Principles, Policy & Practice*, 00(00), 1–33. <https://doi.org/10.1080/0969594X.2021.1884042>
- Zaim, M., Refnaldi, & Arsyad, S. (2020). Authentic assessment for speaking skills: Problem and solution for english secondary school teachers in

Indonesia. *International Journal of Instruction*, 13(3), 587–604.

<https://doi.org/10.29333/iji.2020.13340a>

Zhang, Z., & Burry-Stock, J. A. (2003). Classroom Assessment Practices and Teachers' Self-Perceived Assessment Skills. *Applied Measurement in Education*, 16(4), 323–342. https://doi.org/10.1207/S15324818AME1604_4

Zolfaghari, S., Ashraf, H., & Branch, T. H. (2015). *The Relationship between EFL Teachers' Assessment Literacy, Their Teaching Experience, and Their Age: A Case of Iranian EFL Teachers*. February 2017.

<https://doi.org/10.17507/tpls.0512.16>

Zulaiha, S., Mulyono, H., & Ambarsari, L. (2020). An investigation into EFL teachers' assessment literacy: Indonesian teachers' perceptions and classroom practice. *European Journal of Contemporary Education*, 9(1), 189–201. <https://doi.org/10.13187/ejced.2020.1.189>

