REFERENCES

- Afitska, O. (2014). Use Of Formative Assessment, Self- And Peer-Assessment In The Classrooms: Some Insights From Recent Language Testing And Assessment (LTA) Research. *I- Manager's Journal on English Language Teaching*, *4*(1), 29–39. https://doi.org/10.26634/jelt.4.1.2640
- Akhmedina, A. (2017a). Challenges of implementing formative assessment at Nazarbayev Intellectual School (Vol. 4). Nazarbayev University Graduate School of Education.
- Akhmedina, A. (2017b). *Challenges of Implementing Formative Assessment at Nazarbayev Intellectual School* (Nazarbayev University Graduate School of Education; Vol. 53). Retrieved from https://nur.nu.edu.kz/bitstream/handle/123456789/2555/Akhmedina_Assel.p df?sequence=1&isAllowed=y
- Akter, M., Hawanti, S., & Khan, M. L. H. (2016). Strategies, Challenges and Teachers' Perception of Formative Assessment in EFL Classroom: A Systematic Review. *International Journal of Educational Research Review Strategies*, 1(1). Retrieved from www.ijere.com
- Alam, A. (2020). *Challenges and Possibilities of Online Education during Covid-* 19. (June), 1–4. https://doi.org/10.20944/PREPRINTS202006.0013.V1
- Alam, M. J., & Aktar, T. (2019). Assessment Challenges & Impact of Formative Portfolio Assessment (FPA) on EFL Learners' Writing Performance: A Case Study on the Preparatory English Language Course. *English Language Teaching*, 12(7), 161. https://doi.org/10.5539/elt.v12n7p161
- Albano, G., Capuano, N., & Pierri, A. (2017). Adaptive Peer Grading and Formative Assessment. *Journal of E-Learning and Knowledge Society*, 13(1), 147–161. https://doi.org/10.20368/1971-8829/1261
- Albrahim, F. A. (2020). Online Teaching Skills and Competencies. *TOJET: The Turkish Online Journal of Educational Technology*, 19(1), 9–20.
- Alsmari, N. A. (2019). Fostering EFL Students' Paragraph Writing Using Edmodo. *English Language Teaching*, *12*(10), 44. https://doi.org/10.5539/elt.v12n10p44
- Anderson, T. (2008). Foundations of Educational Theory for Online Learning. In A. Press (Ed.), *Theory and practice of online learning*. https://doi.org/10.1007/978-1-4020-8299-3_8
- Andrews, C. D. (2016). *Student Self-Assessment: Teachers 'Definitions*, *Reasons*, *and Beliefs* (Brigham Young University). Retrieved from

- http://scholarsarchive.byu.edu/etd
- Armstrong, T. L. (2013). *Implementing and Managing Self Assessment Procedures* (Louisiana State University). Retrieved from https://digitalcommons.lsu.edu/gradschool_theses
- Arrafii, M. A., & Sumarni, B. (2018). Teachers' Understanding of Formative Assessment. *Lingua Cultura*, *12*(1), 45. https://doi.org/10.21512/lc.v12i1.2113
- Ary, D., Jacobs, L. C., Sorensen, C., & Rezavieh, A. (2010). *Introduction to Research in Education* (Eighth Edi). United States of America: Wadsworth Cengage Learning.
- Asnawi, Zulfikar, T., & Astila, I. (2017). Students' Perception of Oral Corrective Feedback in Speaking Classes. *English Education Journal (EEJ)*, 8(3), 275–291. Retrieved from http://www.jurnal.unsyiah.ac.id/EEJ/article/view/8918
- Bachri, B. S. (2010). Meyakinkan Validitas Data Melalui Triangulasi Pada Penelitian Kualitatif. *Teknologi Pendidikan*, *10*(1), 46–62. Retrieved from http://yusuf.staff.ub.ac.id/files/2012/11/meyakinkan-validitas-data-melaluitriangulasi-pada-penelitian-kualitatif.pdf
- Bajaj, J. K., Kaur, K., Arora, R., & Singh, S. J. (2018). Introduction of feedback for better learning. *Journal of Clinical and Diagnostic Research*, *12*(12), FC11–FC16. https://doi.org/10.7860/JCDR/2018/36744.12402
- Bakar, R. (2014). The Effect of Learning Motivation on Student'S Productive Competencies in Vocational High School, West Sumatra. *International Journal of Asian Social Science*, 4(6), 2226–5139. Retrieved from http://www.aessweb.com/journals/5007
- Bakia, M., Shear, L., Toyama, Y., & Lasseter, A. (2012). Understanding the Implications of Online Learning for Educational Productivity. *Educational Technology*, 1–75. Retrieved from http://www.ed.gov/technology%0AOn
- Bird, C. (2016). Interviews. In *Perspectives on Data Science for Software Engineering* (pp. 125–131). Retrieved from https://doi.org/10.1016/B978-0-12-804206-9.00025-8.
- Birgin, O., & Baki, A. (2007). The Use of Portfolio to Assess Student's Performance. 4(2), 75–90.
- Black, P., & Wiliam, D. (2009). Developing The Theory of Formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31. https://doi.org/10.1007/s11092-008-9068-5
- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. United States of America: Longman.
- Carter, N., Bryant-Lukosius, D., Dicenso, A., Blythe, J., & Neville, A. J. (2014). The Use of Triangulation in Qualitative Research. *Oncology Nursing Forum*,

- 41(5), 545–547. https://doi.org/10.1188/14.ONF.545-547
- Chatpakkarattana, T., & Khlaisang, J. (2012). The Learner Support System for Distance Education. *Creative Education*, 03(08), 47–51. https://doi.org/10.4236/ce.2012.38b011
- Chauhan, V. (2012). Synchronous and asynchronous learning. *Imperial Journal of Interdisciplinay Research (IJIR)*, 40(3), 212–212. https://doi.org/10.1002/bmb.20610
- Chen, D., & Zhang, L. (2017). Formative Assessment of Academic English Writing for Chinese EFL Learners. *TESOL International Journal*, *12*(2), 47–64. Retrieved from https://eric.ed.gov/?id=EJ1247811
- Chin, P. (2009). Peer Assessment. *Theory into Practice*, 48(1), 20–27. https://doi.org/10.1080/00405840802577569
- Conrad, D., & Openo, J. (2018). Assessment Strategies for Online Learning: Engagement and Authenticity. In *Canadian Journal of Higher Education* (Vol. 48). https://doi.org/10.15215/aupress/9781771992329.01
- Coombe, C. (Ed. . (2018). An A to Z of Second Language Assessment: How Language Teachers Understand Assessment Concepts. London, UK: British Council.
- Delen, E., & Liew, J. (2016). The use of interactive environments to promote self-regulation in online learning: A literature review. *European Journal of Contemporary Education*, 15(1), 24–33. https://doi.org/10.13187/ejced.2016.15.24
- Dewi, N. (2014). Beyond Test: Alternatives in Assessment (a Glance of Thought for Techniques, Challenges, and Opportunities Due To the Jurnal Bahasa Lingua Scientia, 6(2), 211–219.
- DuBay, W. (2004). The Principles of Readability. In *Impact Information*. Retrieved from https://www.researchgate.net/publication/228965813
- Earl, L. (2003). Assessment As Learning: Using Classroom Assessment to Maximise Student Learning. In *Corwin Press*. https://doi.org/10.1016/S1871-1294(07)02003-9
- Elmahdi, Ismail; Al-Hattami, Abdulghani; 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. Retrieved from https://eric.ed.gov/?id=EJ1176157
- Faisal, & Wulandari, Y. (2013). Improving Students' Competence in Writing Descriptive Texts Through "Fresh "Technique. *English Review: Journal of English Education*, 2(1), 1–9. Retrieved from http://journal.uniku.ac.id/index.php/ERJEE

- Falchikov, N. (2006). Peer Feedback Marking: Developing Peer Assessment. *Innovations in Education and Training International*, *32*(2), 175–187. https://doi.org/10.1080/1355800950320212
- Finn, G. M., & Garner, J. (2011). Twelve Tips for Implementing a Successful Peer Assessment. *Medical Teacher*, *33*(6), 443–446. https://doi.org/10.3109/0142159X.2010.546909
- Gaylard Baleni, Z. (2015). Online formative assessment in higher education: Its pros and cons. *Electronic Journal of E-Learning*, *13*(4), 228–236. Retrieved from www.ejel.org
- Ghaicha, A. (2016). Theoretical Framework for Educational Assessment: A Synoptic Review. *Journal of Education and Practice*, 7(24), 212–231. Retrieved from www.iiste.org
- Ghirardini, B. (2011). E-learning methodologies: A guide for designing and developing e-learning courses. In *Food and Agriculture Organization of the United Nations (FAO)*. https://doi.org/I2516E/1/11.11
- Gielen, S., Peeters, E., Dochy, F., Onghena, P., & Struyven, K. (2010). Improving the Effectiveness of Peer Feedback for Learning. *Learning and Instruction*, 20(4), 304–315. https://doi.org/10.1016/j.learninstruc.2009.08.007
- Giraldo, F. (2018). Language Assessment Literacy: Implications for Language Teachers Literacidad en evaluación de lenguas: implicaciones para docentes. 20(1), 179–195. Retrieved from https://doi.org/10.15446/profile.v20n1.62089%0ALanguage
- Gonzales, M. L. (2012). A Teacher's Formative Assessment Perceptions and Practices in Oral Intermediate English Courses at the Université de Montréal (Université de Montréal A). Retrieved from https://papyrus.bib.umontreal.ca/xmlui/handle/1866/7045?locale-attribute=en
- Graham, S., Hebert, M., & Harris, K. R. (2015). Formative assessment and writing: A meta-analysis. *Elementary School Journal*, 115(4), 523–547. https://doi.org/10.1086/681947
- Gurbanov, E. (2016). The Challenge of Grading in Self and Peer-Assessment (Undergraduate Students' and University Teachers' Perspectives). *Journal of Education in Black Sea Region*, 1(2), 82–91. https://doi.org/10.31578/jebs.v1i2.21
- Hadzic, S. (2016). Oral and Written Teacher Feed- back in an English as a Foreign Language Classroom in Sweden. *Degree Project Linnaeus University Sweden*, 38. Retrieved from http://www.diva-portal.org/smash/record.jsf?pid=diva2:954880
- Hearn, J., & McMillan, J. H. (2008). Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement. *Educational Horizons*, 87, 40–49.

- Heritage, M. (2008). Learning Progressions: Supporting Instruction and Formative Assessment. *National Center For Research on Evaluation, Standards, and Students Testing (CRESST)*, 1–32. Retrieved from http://www.renlearn.co.uk/wp-content/uploads/2014/03/learning-progressions-supporting-instruction-and-formative-assessment.pdf
- Hermanto. (2008). The Influence of Language Competence, Writing Competence, And Cultural Competence on Producing A Successful Writing. *Jurnal Sosial Humaniora*, *1*(2), 185–195. Retrieved from https://iptek.its.ac.id/index.php/jsh/article/view/675
- Hrastinski, S. (2008). Asynchronous & Synchronous E-Learning. *Educause Quartely*, *31*(4), 51–55. https://doi.org/10.1080/00071667608416307
- Hunt, E., & Pellegrino, J. W. (2002). Issues, examples, and challenges in formative assessment. *New Directions for Teaching and Learning*, 2002(89), 73–85. https://doi.org/10.1002/tl.48
- Imen, Z. (2020). *The Impact of Formative Assessment on EFL Students' Writing Skill* (Abdelhamid Ibn Badis Mostaganem). Retrieved from http://ebiblio.univ-mosta.dz/bitstream/handle/123456789/13100/The Impact of Formative Assessment on EFL Students%27Writing Skill.pdf?sequence=1&isAllowed=y
- Ismail, D. S. A. A. (2011). Exploring Students' Perceptions of ESL Writing. English Language Teaching, 4(2), 73. https://doi.org/10.5539/elt.v4n2p73
- Johnson, C. C., Sondergeld, T. A., & Walton, J. B. (2019). A Study of the Implementation of Formative Assessment in Three Large Urban Districts. *American Educational Research Journal*, 56(6), 2408–2438. https://doi.org/10.3102/0002831219842347
- Jose, J., & Abidin, M. J. Z. (2016). A Pedagogical Perspective on Promoting English as a Foreign Language Writing through Online Forum Discussions. *English Language Teaching*, 9(2), 84–101. https://doi.org/10.5539/elt.v9n2p84
- Kassem, M. A. M. (2017). Developing Business Writing Skills and Reducing Writing Anxiety of EFL Learners through Wikis. *English Language Teaching*, 10(3), 151. https://doi.org/10.5539/elt.v10n3p151
- Khalil, H., & Ebner, M. (2017). Using Electronic Communication Tools in Online Group Activities to Develop Collaborative Learning Skills. *Universal Journal of Educational Research*, *5*(4), 529–536. https://doi.org/10.13189/ujer.2017.050401
- Khonbi, Z. A., & Sadeghi, K. (2013). The Effect of Assessment Type (Self Vs. Peer) on Iranian University EFL Students' Course Achievement. *Procedia Social and Behavioral Sciences*, 70, 1552–1564. https://doi.org/10.1016/j.sbspro.2013.01.223

- Koura, A. A., & Zahran, F. A. (2017). Using Habits of Mind to Develop EFL Writing Skills and Autonomy. *Arab World English Journal (AWEJ)*, 8(4), 183–198. Retrieved from https://dx.doi.org/10.24093/awej/vol8no4.12%0A
- Kwofie, B., & Henten, A. (2011a). *The Advantages and Challenges of E-learning Implementation*.
- Kwofie, B., & Henten, A. (2011b). The Advantages and Challenges of E-learning Implementation. WCES-2011 3rd World Conference on Education Sciences,.
- Lam, R. (2018). Understanding Assessment as Learning in Writing Classrooms: The Case of Portfolio Assessment. *Iranian Journal of Language Teaching Research*, 6(3), 19–36.
- Lam, R. (2019). Teacher assessment literacy: Surveying knowledge, conceptions and practices of classroom-based writing assessment in Hong Kong. *System*, 81, 78–89. https://doi.org/10.1016/j.system.2019.01.006
- Li, H., & Zhu, Y. (2017). *Improving Students' English Writing Competence by Implementing Peer-assessment*. 61(Isss), 365–370. https://doi.org/10.2991/isss-17.2017.58
- Lin, G. H. C., & Chien, P. S. C. (2009). An Investigation into Effectiveness of Peer Feedback. *Journal of Applied Foreign Languages Fortune Institute of Technology*, 3(1983), 79–87.
- Liu, X. (2018). The Application of Formative Assessment in College English Teaching. *Journal of Advanced Oxidation Technologies*, 21(2), 875–879. https://doi.org/10.26802/jaots.2018.10552
- Lu, J., & Law, N. (2012). Online Peer Assessment: Effects of Cognitive and Affective Feedback. *Instructional Science*, 40(2), 257–275. https://doi.org/10.1007/s11251-011-9177-2
- Luo, H., Robinson, A. C., & Park, J. Y. (2015). Peer grading in a MOOC: Reliability, Validity, and Perceived effects. *Journal of Asynchronous Learning Network*, 18(2). https://doi.org/10.24059/olj.v18i2.429
- Mahmuda, A., Santhy, H., Muhammad, L., & Hossain, K. (2021). Strategies, Challenges and Teachers' Perception of Formative Assessment in EFL Classroom: A Systematic Review. *International Journal of Educational Research Review*, 1(1). Retrieved from www.ijere.com
- Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis. In SAGE publications (Second). California, United States of America: Sage Publications.
- Moges, B. (2018). The Implementations and Challenges of Assessment Practices for Students' Learning in Public Selected Universities, Ethiopia. *Universal Journal of Educational Research*, *6*(12), 2789–2806. https://doi.org/10.13189/ujer.2018.061213

- Ni'ma, H. N., Sumardi, S., & Tarjana, S. S. (2020). Reflective Journals As Self-Assessment To Promote Students 'Writing Skill. *Journal of Education and Teaching (IOJET)*, 7, 48-58. Retrieved from http://iojet.org/index.php/IOJET/article/view/760
- Orlando, J. (2011). *How to Effectively Assess Online Learning*. Retrieved from https://www.stjohns.edu/sites/default/files/documents/ir/f63bd49dcf56481e9 dbd6975cce6c792.pdf
- Ozan, C., & Kıncal, R. Y. (2018). The effects of formative assessment on academic achievement, attitudes toward the lesson, and self-regulation skills. *Kuram ve Uygulamada Egitim Bilimleri EDUCATIONAL SCIENCES: THEORY & PRACTICE*, 18(1), 85–118.

 https://doi.org/10.12738/estp.2018.1.0216
- Panadero, E., & Alonso-Tapia, J. (2013). Self-assessment: Theoretical and Practical Connotations. When It Happens, How is it Acquired and what to do to Develop it in our Students. *Electronic Journal of Research in Educational Psychology*, 11(2), 551–576. https://doi.org/10.14204/ejrep.30.12200
- Panadero, E., & Alqassab, M. (2019). An Empirical Review of Anonymity Effects in Peer Assessment, Peer feedback, Peer Review, Peer Evaluation and Peer Grading. *Assessment and Evaluation in Higher Education*, 44(8), 1253–1278. https://doi.org/10.1080/02602938.2019.1600186
- Pappas, C. (2015). Synchronous Learning Advantages And Disadvantages In Corporate Training. Retrieved from eLearning Industry website: https://elearningindustry.com/synchronous-learning-advantages-and-disadvantages-in-corporate-training
- Paramartha, A. A. G. (2016). Exploring the Role of Self-Efficacy in the Implementation of Self-Assessment for English Writing. *JPI (Jurnal Pendidikan Indonesia)*, 5(1), 56. https://doi.org/10.23887/jpi-undiksha.v5i1.8930
- Perveen, A. (2016). Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan. *Open Praxis*, 8(1), 21–39. https://doi.org/10.5944/openpraxis.8.1.212
- Phillippi, J., & Lauderdale, J. (2018). A Guide to Field Notes for Qualitative Research: Context and Conversation. *Qualitative Health Research*, 28(3), 381–388. https://doi.org/10.1177/1049732317697102
- Ponto, J. (2015). Understanding and Evaluating Survey Research. *Journal of the Advanced Practitioner in Oncology*, 6(2), 168–16871. Retrieved from www.advancedPractitioner.com
- Preszler, R. W., Dawe, A., Shuster, C. B., & Shuster, M. (2006). Assessment of the Effects of Student Response Systems on Student Learning and Attitudes over a Broad Range of Biology Courses. *CBE Life Sciences Education*, 6, 29–41. https://doi.org/10.1187/cbe.06

- Quyen, N. T. Do, & Khairani, A. Z. (2016). Reviewing the Challenges of Implementing Formative Assessment in Asia: The Need for a Professional Development Program. *Journal of Social Science Studies*, *4*(1), 160. https://doi.org/10.5296/jsss.v4i1.9728
- Rahman, M., & Sarker, T. R. (2019). Teachers' Classroom Practice to Develop Students English Writing Skills at Primary Level of Bangladesh. *Jurnal Pendidikan Progresif*, *9*(1), 6–15. https://doi.org/10.23960/jpp.v9.i1.201902
- Rahmawati, L. E., Suwandi, S., Saddhono, K., & Setiawan, B. (2019). Need analysis on the development of writing competency test for foreign university students. *Humanities and Social Sciences Reviews*, 7(3), 467–471. https://doi.org/10.18510/hssr.2019.7368
- Ramlawati, Liliasari, Martoprawiro, & Wulan. (2014). The Effect of Electronic Portfolio Assessment Model to Increase of Students 'Generic Science Skills in Practical Inorganic Chemistry. *Journal of Education and Learning*, 8, 179–186. Retrieved from https://media.neliti.com/media/publications/74366-EN-the-effect-of-electronic-portfolio-asses.pdf
- Rao, V. C. S., & Durga, M. V. S. (2018). Developing Students 'Writing Skills in English-A Process Approach. *Journal for Research Scholars and Professionals of Engleish Language Teaching*, 2(6), 1–6.
- Ratminingsih, N. M., Marhaeni, A. A. I. N., & Vigayanti, L. P. D. (2018). Self-Assessment: The Effect on Students' Independence and Writing Competence. *International Journal of Instruction*, 11(3), 277–290. https://doi.org/10.12973/iji.2018.11320a
- Redmond, J. A., Parkinson, A., & Dolan, D. (2007). Synchronous e-Learning: Three Perspectives. *Innovations in E-Learning, Instruction Technology, Assessment, and Engineering Education*, (January). https://doi.org/10.1007/978-1-4020-6262-9
- Rezazadeh, S., Ashrafi, S., & Foozunfar, M. (2018). The Effects of Oral, Written Feedback Types on EFL learners' Written Accuracy: The Relevance of Learners' Perceptions. *Proceedings of the 2nd National Conference on English Language Studies: Applied Linguistics Perspectives on EFL*, 2–22. https://doi.org/10.13140/RG.2.2.10968.60169/1
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching-Cambridge University Press* (Second). Retrieved from http://www.cambridge.org
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2013). Qualitative Research Practice: A Guide For Social Science Students and Researchers. In *The Foundations Of Qualitative Research* (pp. 1–25). https://doi.org/10.2118/40002-ms
- Rodrigues, S. (2007). Assessing formatively in the English language classroom. Journal of Research and Reflections in Education, 1(1), 1–27. Retrieved

- from http://www.ue.edu.pk/jrre
- 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
- Ruiz-Primo, M. A. (2011). Informal Formative Assessment: The role of instructional dialogues in assessing students' learning. *Studies in Educational Evaluation*, *37*(1), 15–24. https://doi.org/10.1016/j.stueduc.2011.04.003
- Rutherford, P., & Slade, C. (2018). *Authentic Assessment at The University of Queensland: A Scoping Paper*. Retrieved from https://itali.uq.edu.au/files/4529/AuthenticAssessment%40UQscoping_paper_v1_0.pdf
- Sadler, P. M., & Good, E. (2006). The Impact of Self- and Peer-Grading on Student Learning. *Educational Assessment*, 11(1), 1–31. Retrieved from https://www.researchgate.net/publication/248940862_The_Impact_of_Self_a nd_Peer-Grading_on_Student_Learning
- Setiawati. (2017). Big Book Project Can Improve Students' Grammar Ability and Writing Competence. *Jurnal Pendidikan*, 9.1, 33–44. https://doi.org/https://doi.org/10.35445/alishlah.v9i1.3
- Shahabadi, M. M., & Uplane, M. (2015). Synchronous and Asynchronous elearning Styles and Academic Performance of e-learners. *Procedia Social and Behavioral Sciences*, *176*, 129–138. https://doi.org/10.1016/j.sbspro.2015.01.453
- Shute, V. J. (2007). Focus on Formative Feedback, Research Report. *Educational Testing Service*, 78(1), 153–189. Retrieved from https://www.ets.org/Media/Research/pdf/RR-07-11.pdf
- Simon, B. (2019). The Effect of Formative Assessment on Student Motivation and Self-Regulation (Concordia University, St. Paul). Retrieved from https://digitalcommons.csp.edu/teacher-education_masters
- Sondergeld, T. A., Bell, C. A., & Leusner, D. M. (2010). Understanding How Teachers Engage in Formative Assessment. *Teaching & Learning*, 24(2), 72–86. Retrieved from https://www.researchgate.net/publication/300133987_Understanding_how_te achers_engage_in_formative_assessment
- Speer, S. A. (2010). Gender and Language. *Gender Talk*, (January), 30–59. https://doi.org/10.4324/9780203321447_chapter_2
- Srinivas Rao, P. (2019). The Significance of Writing Skills in ELL Environment. *South Asian Acadmic Research Journals*, *9*(3), 5–17. https://doi.org/10.5958/2249-7137.2019.00035.1
- Sugiyono, P. D. (2015). Metode Penelitan Kuantitatif, kualitatif dan R&D. In

- Alfabeta (22nd ed.). Bandung: Alfabeta Bandung.
- Tajeddin, Z., Alemi, M., & Yasaei, H. (2018). Classroom Assessment Literacy for Speaking: Exploring Novice and Experienced English Language Teachers' Knowledge and Practice. *Iranian Journal of Language Teaching Research*, 6(3), 57–77.
- 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
- Trumbull, E., & Lash, A. (2013). Understanding Formative Assessment. *WestEd Whitepaper*, (April). Retrieved from https://www.wested.org/online_pubs/resource1307.pdf
- University of Victoria. (2011). What Makes Up a Competency. Retrieved May 9, 2021, from www.uvic.ca/.../corecompetencies/What_makes_up_a_competency_info.
- Vagen, M. T. A. (2017). Formative assessment in EFL writing: A Case Study of Pupils' Perceptions of Their Feedback Practice and Attitudes to Receiving and Using Feedback (University of Bergen). Retrieved from https://www.semanticscholar.org/paper/Formative-assessment-in-EFL-writing%3A-A-case-study-Vågen/4847bd108b87f853ab0f653d636f4c865e82720d
- Wei, L. (2010). Formative Assessment: Opportunities and Challenges. *Journal of Language Teaching and Research*, 1(6), 838–841. https://doi.org/10.4304/jltr.1.6.838-841
- 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
- Widiastuti, I. A. M. S., & Saukah, A. (2017). Formative Assessment in Efl Classroom Practices. *Bahasa Dan Seni: Jurnal Bahasa, Sastra, Seni Dan Pengajarannya*, 45(1), 050–063. https://doi.org/10.17977/um015v45i12017p050
- Wihastyanang, W. D., Kusumaningrum, S. R., Latief, M. A., & Cahyono, B. Y. (2020). Impacts of Providing Online Teacher and Peer Feedback on Students' Writing Performance. *Turkish Online Journal of Distance Education*, (April), 178–189. https://doi.org/10.17718/tojde.728157
- Wilson, S. (2017). Exploring the Importance of Using Formative Assessment in Informing Instruction to Improve Student Learning (Northwestern College). Retrieved from https://nwcommons.nwciowa.edu/education_masters
- Wong, H. M. (2017). Implementing self-assessment in Singapore primary schools: effects on students' perceptions of self-assessment. *Pedagogies: An International Journal*, 12(4), 391–409.

- Yi, J. (2009). Defining Writing Ability for Classroom Writing Assessment in High Schools. *Pan-Pacific Association of Applied Linguistics*, *13*(1), 53–69. Retrieved from https://files.eric.ed.gov/fulltext/EJ921024.pdf
- Yurdabakan, I. (2016). The Investigation of the Prospective Teachers' Opinions Related to Peer Assessment: A Qualitative Study. *International Journal on New Trends in Education and Their Implications*, 7(4), 1–12. Retrieved from Springerlink.com%0AAbstract
- Zamanian, M., & Heydari, P. (2012). Readability of texts: State of the art. *Theory and Practice in Language Studies*, 2(1), 43–53. https://doi.org/10.4304/tpls.2.1.43-53
- Zia, M. F., Sarfaz, D. S., & Mufti, M. N. (2019). Students' Perceptions of the Effectiveness of Formative Assessment and Feedback for Improvement of the English Writing Composition Skills: A Case Study of Secondary Level ESL Students of Private Schools in Lahore, Pakistan. *Journal of Education and Practice*, 10(6), 7–13. https://doi.org/10.7176/jep/10-6-02
- Zia, M. F., Sarfraz, D. S., & Mufti, M. N. (2019). Students' Perceptions of the Effectiveness of Formative Assessment and Feedback for Improvement of the English Writing Composition Skills: A Case Study of Secondary Level ESL Students of Private Schools in Lahore, Pakistan. *Journal of Education* and Practice, 10(6), 7–13. https://doi.org/10.7176/jep/10-6-02
- 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
- Zulfikar. (2016). Benefits of Web-Based or Electronic Portfolio Assessment In ESL. *Englisia*, 4(1), 1–9. Retrieved from https://www.researchgate.net/publication/322703329_BENEFITS_OF_WEB

BASED_OR_ELECTRONIC_PORTFOLIO_ASSESSMENT_IN_ESL_CL ASSROOM/fulltext/5a6a93b6458515b2d05330f8/BENEFITS-OF-WEB-BASED-OR-ELECTRONIC-PORTFOLIO-ASSESSMENT-IN-ESL-CLASSROOM.pdf