



Boundless Collaboration

Dr. Fatma Ismail Mohamed
University of Saskatchewan - Language Center

Language Canada. 17th Annual Conference
February 28th -March 2nd, 2024

EAP Teachers' Assessment Literacy

Raising Awareness and Guiding Development in
Assessment Practices

Presentation Content

Research Details and Components

- English Language Assessment (ELA) in EAP Programs
- Issues with ELA in EAP Programs
- Language Teachers Assessment Literacy LTAL
- Research Context
- Rational behind the Study
- Aim and Scope of the Research Study
- Research Problem and Questions
- Research Methodology and Design
- Data Analysis & Findings
- Conclusion, Recommendation, and Limitation of the study
- Questions
- References

English Language Assessment (ELA) in EAP Programs

- Endemic in **employment, international mobility**, and in **educational institutions** (Fulcher, 2010)
- ELA acts as **filters to acceptance in tertiary education or pass cards** to continuation in such academic environments. Decisions taken are high-stakes for would-be students (Flowerdew & Peacock, 2001)
- ELA is **not just a measuring tool only**; it are expected to **foster educational growth** and enable **learners to benefit from the assessment experience** (Davidson & Lynch, 2002)
- ELA at English Preparatory Programs (EPPs) are meant to **address criticism directed at large-scale international tests** (Schmitt & Hamp-Lyons, 2015). **Time constraints** and **the need to assess candidates from a wide range of educational backgrounds**, in addition to their **reductionist nature**, make large-scale international tests **present a limited sample of EAP genres**
- ELA at EPPs **can better represent the construct of academic language** in use because they are **context-bound** and **related to particular course objectives and goals** (Schmitt & Hamp-Lyons, 2015)

Issues with ELA in EAP Programs

- Constrained **by political, social, or financial issues** (Schmitt & Hamp-Lyons, 2015)
- Many **EAP programs use large-scale proficiency style exams** to assess learners at the end of their programs to meet requirements imposed on them **even though teaching and ongoing assessments are directly related to material or textbooks** that are meant to develop learners' competence in accomplishing academic tasks
- Assessors need to balance their beliefs, learners' rights, and programs' needs to propose **fair, valid assessments**
- To perform such a challenging task, EFL teachers/assessors need to be **armed with solid Assessment Literacy (AL)**
- "Efforts to **develop assessment literacy within** EAP community itself are often **fragmented**, stop/start affairs" (Manning, 2013)
- Manning (2014) argued for a **clear understanding of Assessors Assessment Literacy (AAL)**

Language Teachers Assessment Literacy (LTAL)

Early Definitions of TAL

- ❑ The term AL was coined by Stiggins (1991) based on the assessment competence standards developed by the American Federation of Teachers (AFT), the National Council on Measurement in Education (NCME), and the National Education Association (NEA) in 1990. AL referred to the knowledge and skills that stakeholders need to acquire
- ❑ In 1999, Stiggins presented seven competencies that teachers need to acquire
- ❑ LTAL definitions were rooted in general education definitions of TAL, and no specific attention was given to it (Stabler-Havener, 2018).
- ❑ Different researchers tried to define LTAL; however, the reviewed literature revealed limited consensus on the definition and the set of knowledge and skills that constitute LTAL (Walters, 2010).
- ❑ Inbar-Lourie (2008a) defined LTAL as a language teacher's understanding and knowledge about language learning theories, classroom assessment practices and the effective use of this knowledge to gauge and improve students' learning by employing various assessment method and strategies.
- ❑ Davies (2008) stated that LTAL comprises three fundamental components, skills, knowledge, and principles. Skills referred to teachers' expertise in conducting various assessments, assessment writing, and evaluation. Knowledge represented their background knowledge about assessment, language learning theories, and classroom pedagogy. Finally, principles signified their conceptual and practical cognizance of assessment qualities, such as validity, reliability, washback, practicality, interactiveness and authenticity.

(LTAL) Definition with a Socio-Cultural Dimension

- ❑ Fulcher believes that LTAL is not merely limited to acquiring specific knowledge, skills or competencies; it is formed on three levels. Teachers should first acquire theoretical knowledge and skills that enable them to practice assessment tasks in the form of designing and evaluating both classroom assessment and standardized ones; which he called the practice of language testing level. This level is guided by a higher level, which he called the principles level, in which teachers need to apply ethical consideration and codes of practice to their assessment practices. Teachers' knowledge, skills, principles, and ethics are informed by a third and higher level, in which teachers pay attention to contextual considerations that control their assessment practices, such as reasons for and impact of assessments practices in addition to considering historical, social, and political constraints that control their contexts.
- ❑ Willis et al. (2013) defined TAL as: a dynamic context-dependent social practice that involves teacher articulating and negotiating classroom and cultural knowledge with one another and with learners, in the initiation, development and practice of assessment to achieve the learning goal of students. (Willis et al., 2013:242). According to Willis et al. (2013), different assessment literacies are needed for different communities of practice, as they are different social groups (Hipwell & Klenowski, 2011).

The Study Adopted Definition

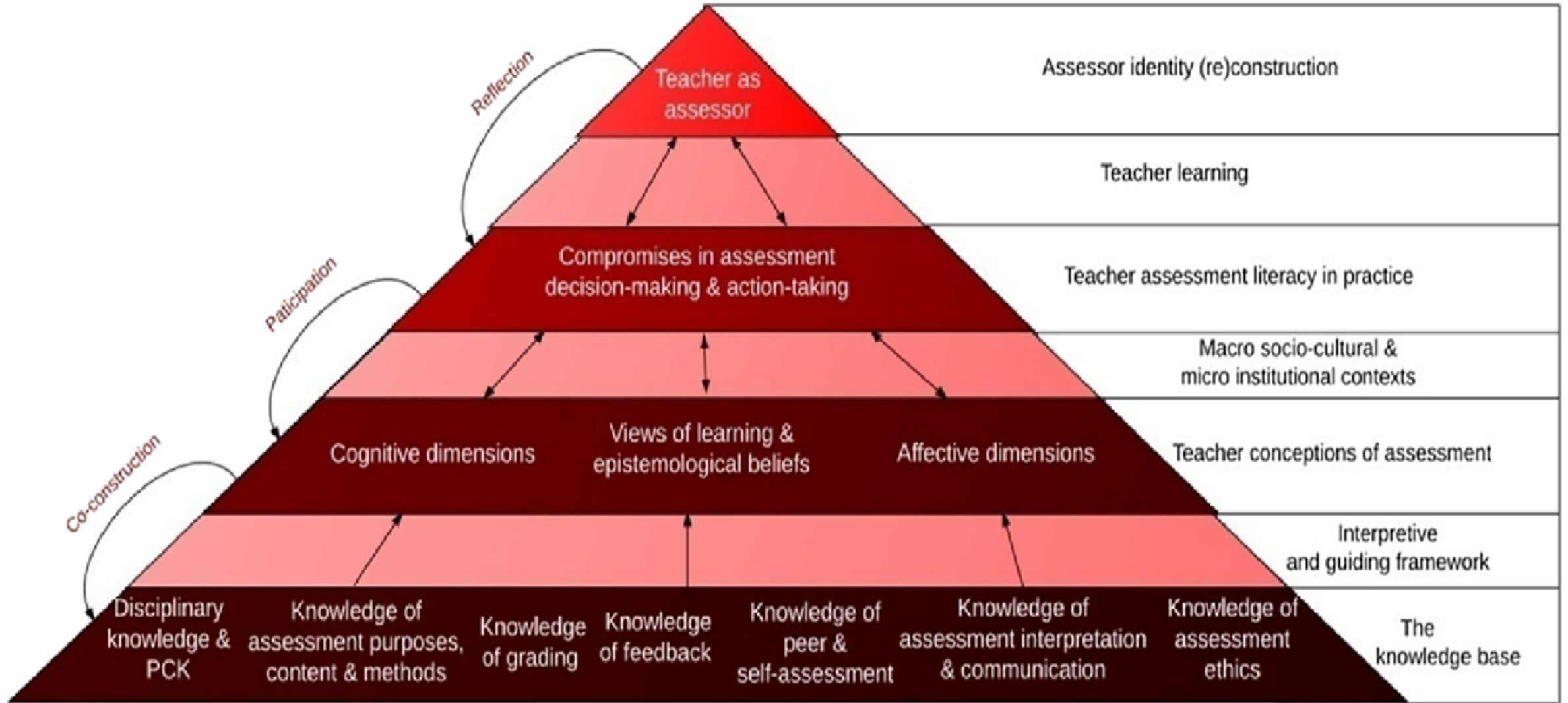
LTAL would go beyond the traditional view of skills, knowledge, and cognition to culturally responsive practices through which teachers open up opportunities to negotiate their assessment identity/ literacy and practices within the learning community (Adie, 2010; Klenowski, 2009; Willis, 2010). Therefore, TAL would involve this vertical knowledge learned through official educational channels, whether theoretically or practically, and a horizontal knowledge, which is acquired through interaction with contextual practices and interaction with members of the same community in the form of reflection on oneself and others' actions and practices. However, this view assumes that LTAL requires continuous learning about new curriculum and assessment policies. This dynamically formed literacy is formed as a result of continuous development that happens due to continuous exposure to new trends in assessment and new contextual assessment practices and experience. Teachers are required to develop new repertoires continuously. It is not just a particular fixed set of capabilities.

Language Assessment Literacy Models/Frameworks

- ❑ A Five Component Model (Brindley, 2001)
- ❑ A Skill, Knowledge, and Principles Model (Davies, 2008)
- ❑ A Practice, Principles, and Contexts Model (Fulcher, 2012)
- ❑ LAL Stakeholders Profile Model (Taylor, 2013)
- ❑ Teacher Assessment Literacy in Practice (TALiP) Model (Xu & Brown, 2016)

Teacher Assessment Literacy in Practice (TALiP) Model (Xu & Brown, 2016)

- ❑ Xu & Brown (2016) proposed a conceptual framework of Teacher Assessment Literacy in Practice (TALiP), which consists of six components: (1) knowledge base, (2) teacher conceptions of assessment, (3) institutional and socio-cultural contexts, (4) TALiP the core concept of the framework, (5) teacher learning, and (6) teacher identity (re)construction as assessors.
- ❑ According to the TALiP model, TAL is built on three primary levels. On the first level, teachers are expected to master educational assessment knowledge, which includes the fundamental principles of assessments ("what", "why", and "how". The knowledge base consists of disciplinary knowledge and pedagogical content knowledge, knowledge of assessment purposes, content and methods, knowledge of grading, knowledge of feedback, knowledge of assessment interpretation and communication, knowledge about student involvement in assessment, and finally knowledge of assessment ethics.
- ❑ On the second level, teachers are expected to develop an assessment awareness, which is their perception of how assessment should be. This awareness is developed as a result of two interactions, one between teachers' assessment knowledge base and their conception of it, and the other between teachers' assessment knowledge base and their contextual domains whether internal or external.
- ❑ On the third level, a more advanced assessment awareness level is acquired through a self-directed approach and development of one's own identity as an assessor. This level will enable teachers to accommodate assessment policies and at the same time, reflect on their assessment practices to gain new insights. This model suggests different dynamic assessment literacies among various contexts; however, there are possible chances of having regularity and generalisations about how TALiP is developed, advanced and understood that could apply to all teachers across various contexts (Xu & Brown, 2016).



A conceptual framework of teacher assessment literacy in practice

Research Context Description

Context

- ❑ EAP program in one university in the Middle East.
- ❑ Learners need to provide evidence of English language proficiency before starting their undergraduate courses
- ❑ Medium of Instructions is English.
- ❑ A preparatory year learning EAP delivered into two levels; fifteen weeks each.
- ❑ The goal is to develop the learners linguistically and academically to perform competently when joining their academic disciplines.
- ❑ Learners need to show competence in English and awareness of academic features before joining their majors through different assessments conducted throughout the year.

Learners

- ❑ High school graduates aged between 18 and 19
- ❑ English is not their first language
- ❑ Brought up in education systems, in which English is taught in a traditional way that emphasizes grammar instruction and practices, in addition to vocabulary memorization.
- ❑ Little attention is paid to language use and communication, which is why learners find the program challenging

Syllabus

Three language modules throughout the entire academic year.

- ❑ Academic reading, listening, and presentations, in addition to academic vocabulary, in one module.
- ❑ In the second module, the learners are introduced to academic writing; they practice writing sentences, academic paragraphs, and essays, in addition to summarizing, paraphrasing, and referencing.
- ❑ In the third module, the focus is on English grammar to develop their understanding of grammar rules to support their reading, listening, and writing performance. The course adopts varied progressive and integrated teaching methods, approaches, and techniques.

Instructors

- ❑ Diverse backgrounds / Experienced in teaching (EFL/ ESL/EAP)/ Worked in different countries
- ❑ Qualified academically (Master's holders with at least five years of teaching experience)
- ❑ It is a collaborative teaching model; each teacher is assigned one module to teach
- ❑ They are engaged in continuous professional development opportunities through annual workshops and seminars provided by the team leaders and supervisors
- ❑ These workshops aim to emphasize the program's teaching philosophy and practices
- ❑ The teachers are excluded from assessment preparation, design, and construction
- ❑ The assessment tasks are assigned to the modules' team leaders, who are excluded from teaching

The Adopted Assessment Approach

Mid-term and Final exams

- ❑ Exams focus on assessing vocabulary, grammar, reading comprehension skills, and writing skills.
- ❑ Items assessing grammar and vocabulary are in the form of multiple-choice questions.
- ❑ Reading comprehension is assessed through multiple-choice or true/false
- ❑ Writing is assessed through questions assessing sub-writing skills; learners are asked to write paragraphs or short essays, on which they are trained in advance.
- ❑ Speaking skills are assessed through oral presentations, which learners are expected to present in class. The topic of each presentation is given in advance to the learners to prepare
- ❑ Learners' listening skills are assessed through multiple-choice, true/false, and fill in the blank questions
- ❑ Learners' attendance and participation in activities are taken into consideration while calculating the overall passing grade for each semester

The Participants (The Assessors)

- ❑ The participants are the modules' team leaders, who are selected by the program lead to perform all required assessment tasks.
- ❑ They are engaged in assessment design and administration guided by the program's adopted assessment philosophy, strategies, goals, and practices.
- ❑ All assessors were previously engaged in teaching before being selected as assessors.
- ❑ They are academically prepared to teach EFL/ESL/EAP.
- ❑ They received the same institutional periodic training focusing on the institutional adopted teaching and learning philosophies.

The Relation between the Researcher and the Participants

- ❑ The researcher does not have any authority over the participants; their participation in the current research is voluntarily guided by their interest in the topic.
- ❑ The relation between the researcher and the participant is framed by collegiality, mutual respect, and common interest in the same topic
- ❑ The aim is to develop understanding of the observed problem and possibly develop assessment literacy at least on the conceptual level; this opportunity can help reflect on current assessment literacy to take further development steps on the practical level.

Rationale Behind the Study

Contextual Rationale

- ❑ Assessments depend mainly on tests.
- ❑ Outcome is not like the ones they are expected to produce in their academic disciplines
- ❑ The items do not engage learners in problem-solving, predicting, reflecting, creating, interpreting, investigating, or applying knowledge to new situations.
- ❑ The Items are limited to engaging learners into simple learning experiences, such as recalling, answering, recording, organizing, making choices, and transforming
- ❑ The adopted assessments do not include authentic performance tasks that require learners to use language to perform academic tasks
- ❑ Learners are not given a chance to comment on their work or their peers' work
- ❑ No feedback is given to the learners to close the gap between their performance after assessment and the target performance
- ❑ All that the learners receive are scores, which can foster the fear of failure, depress creativity, weaken students' interest, and emphasize quantitative aspects of learning

Theoretical Rational

- ❑ "The development of EAP assessment theory has been left in the hand of language testers even though it is EAP practitioners who devise and administer most of the EAP assessment going on around the world" (Schmitt, Hamp-Lyons, 2015:3).
- ❑ Practices, perceptions, and beliefs of EAP practitioners about assessment are under-explored, under-defined, and under-theorised; therefore, it can be claimed that EAP practitioners have contributed little to theory-building or establishment of an understanding of EAP assessment practices.
- ❑ Most of the research conducted on EAP assessments was associated with standardized exams, while research conducted on in-house EAP assessments is under-represented
- ❑ It can be concluded that "voices of teachers as EAP assessment developers are not being heard outside their community" (Schmitt, Hamp-Lyons, 2015:3).
- ❑ The mainstream assessment textbooks focus mainly on large-scale tests and general classroom assessments
- ❑ Two problems, One is isolation between EAP communities and language testing and assessment communities, and the other is insufficient Knowledge of EAP practitioners' AL.

Professional Rationale

- ❑ Earlier studies focused on defining TAL (Brookhart, 2011; Popham, 2011; Stiggins, 1999)
- ❑ Another stream of studies focused on measurement tools of TAL to judge them as being literate or illiterate (Campbell et al., 2002; Jarr, 2012; Mertler, 2003; Plake et al., 1993)
- ❑ The third group of studies focused on teachers' assessment education (Bailey & Brown, 1995; Brown & Bailey, 2008; Greenberg & Walsh, 2012), teachers' continuous assessment development (Graham, 2005; Sato, Wei & Darling Hammond, 2008), and teachers' assessment needs to provide them with appropriate training based on their needs (Fulcher, 2012; Hasselgreen, Carlsen, & Helness, 2004; Vogt & Tsagari, 2014)
- ❑ Some of these studies viewed Language Assessment Literacy (LAL) as a kit that could be used in any situation. They ignored the behavioral/ contextual aspects that interferes in shaping TAL
- ❑ Attention should be paid to the socio-cultural, dynamic, and complicates nature of TAL
- ❑ This socio-cultural view of AL gives teachers a voice and involvement in APs (Shohamy, 2001), it also bridges the gap between theory and practice; besides, it shows that AL is dynamic and changeable from one context to another

Aim and Scope of the Study

- The purpose of the current study is to understand, reconceptualize, and possibly develop eight EAP teachers'/ assessors' assessment literacy in practice. Exploring TAL could provide an understanding of their assessment awareness and if their APs are informed by solid assessment knowledge or not. Understanding the source of existing APs can guide assessment improvement and development in the described context.
- This empirical research uses a conceptual framework of teacher assessment literacy in practice (TALiP) proposed by Xu & Brown (2016) as an operational model for researching and exploring TAL in an EPP in one private university in Kuwait.

Research Questions

The study seeks answers to the following questions to fulfil the research purpose:

1.A How were the assessors prepared for their assessment tasks?

1.B How are the assessors involved in assessment tasks in their teaching context?

2.A How confident are the assessors with the assessment knowledge base suggested by the TALiP framework?

2.B What are the assessors' views regarding their need for different assessment knowledge base components suggested by the TALiP framework?

3.A How are assessments practiced in the assessors' teaching context?

3.B What are the assessors' views about their context-adopted assessment practices?

4. How can the assessors negotiate between their views about assessments and their context-adopted assessment philosophies and practices?

5. How far have the assessors' assessment literacies been developed as a result of taking part in the research?

Research Methodology

Paradigm:

An interpretive approach informed the current study. According to an interpretive view, the research aim is to understand and explain explored phenomena as per the interpretations of the participants (Cohen et al., 2007:19) as the existence of social phenomena is not independent of their performances

Research Methodology:

I adopted exploratory practice principles suggested by Allwright (2005), where the emphasis is on understanding and development of the studied phenomenon in its context and by its actors. I explored the assessors' AL with the aim of understanding and development by engaging them in a professional dialogue.

Data Collection Method:

I chose self-reporting as a method for exploring the assessors' conceptions, beliefs, views, and reflection. In self-reporting, "respondents are asked to report directly on their behaviors, beliefs, attitudes, or intentions" (Holbrook, 2008:2), unlike other research methods, where the participants are subjected to observation or controlled experiments. The current study used three types of self-reporting methods: direct self-reporting, indirect self-reporting, and open-ended self-description.

Participants:

Eight experienced assessors, who were involved in assessment decision-making were chosen to guarantee that their knowledge is relevant to the topic under investigation,

Data Collection Tools

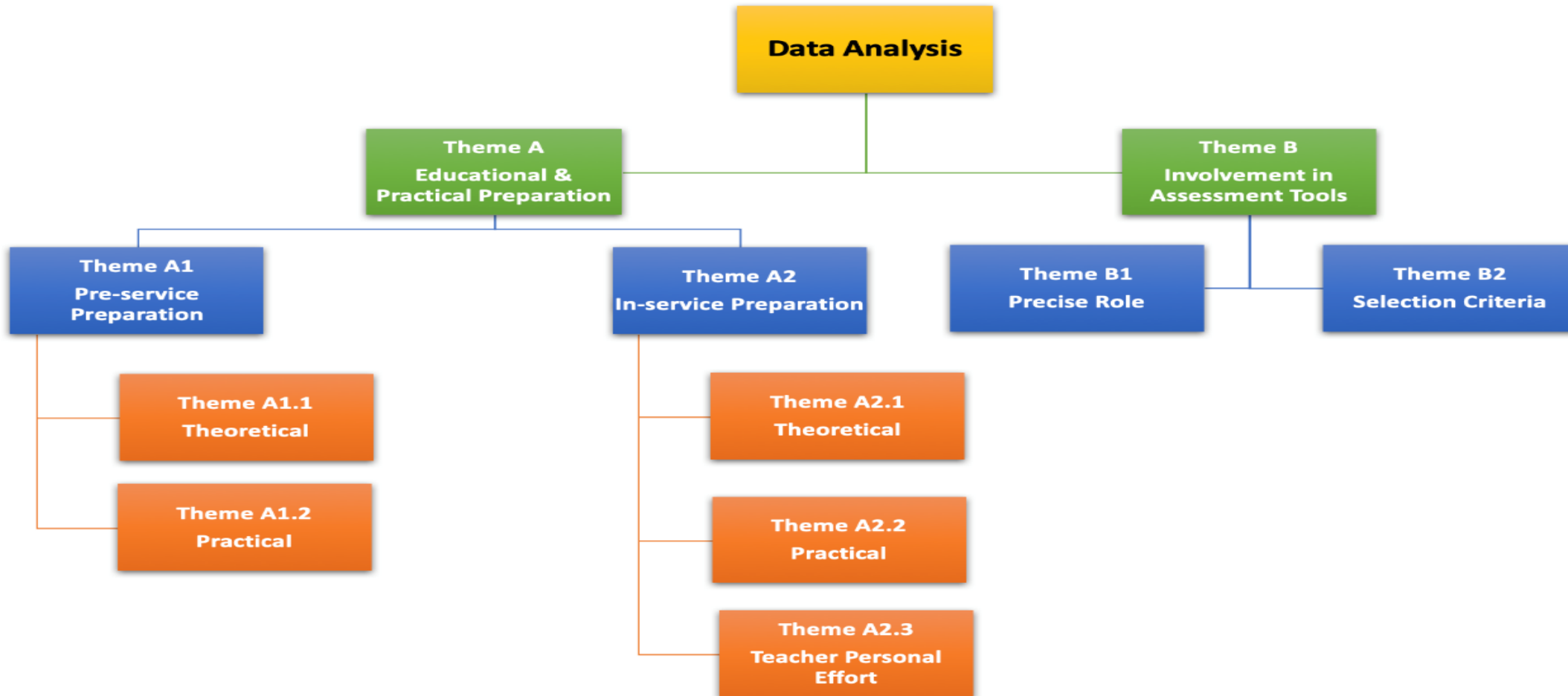
- **A Questionnaire with Open-Ended Questions:** was used to collect qualitative data about the assessors' assessment formal/informal preparation and their assessment roles in their teaching context; and therefore, provide answers to the two components of the first research question.
- **A Structured Interview with an Open-Ended Checklist:** An open-ended checklist was used to elicit verbal qualitative data about the participants' confidence level (high, medium, low) with and need for the assessment knowledge base suggested by the TALiP model. The participants were also requested to justify their choices. The collected data from the checklist would give answers to the second research question with its two components. The checklist was designed in a way that reflects TALiP (Assessment knowledge Base).
- **A Semi-Structured Interview with Open-Ended Questions:** was conducted with the eight participants to elicit information about their context-adopted APs and their beliefs about these practices. Data collected from the interview would provide answers to the third research question with its two components.
- **A Structured Interview with an Open-Ended Report:** was used to collect data on how the participants negotiate between their views about assessments and their context-adopted APs. I divided the report template into themes that reflected the assessment components explored in the previous semi-structured interview
- **An Unstructured Interview:** was used to elicit information on how the participants' AL was developed as a result of going through the TALiP levels and taking part in the current exploratory study, and therefore provide answers to the fifth research question.

Data Analysis

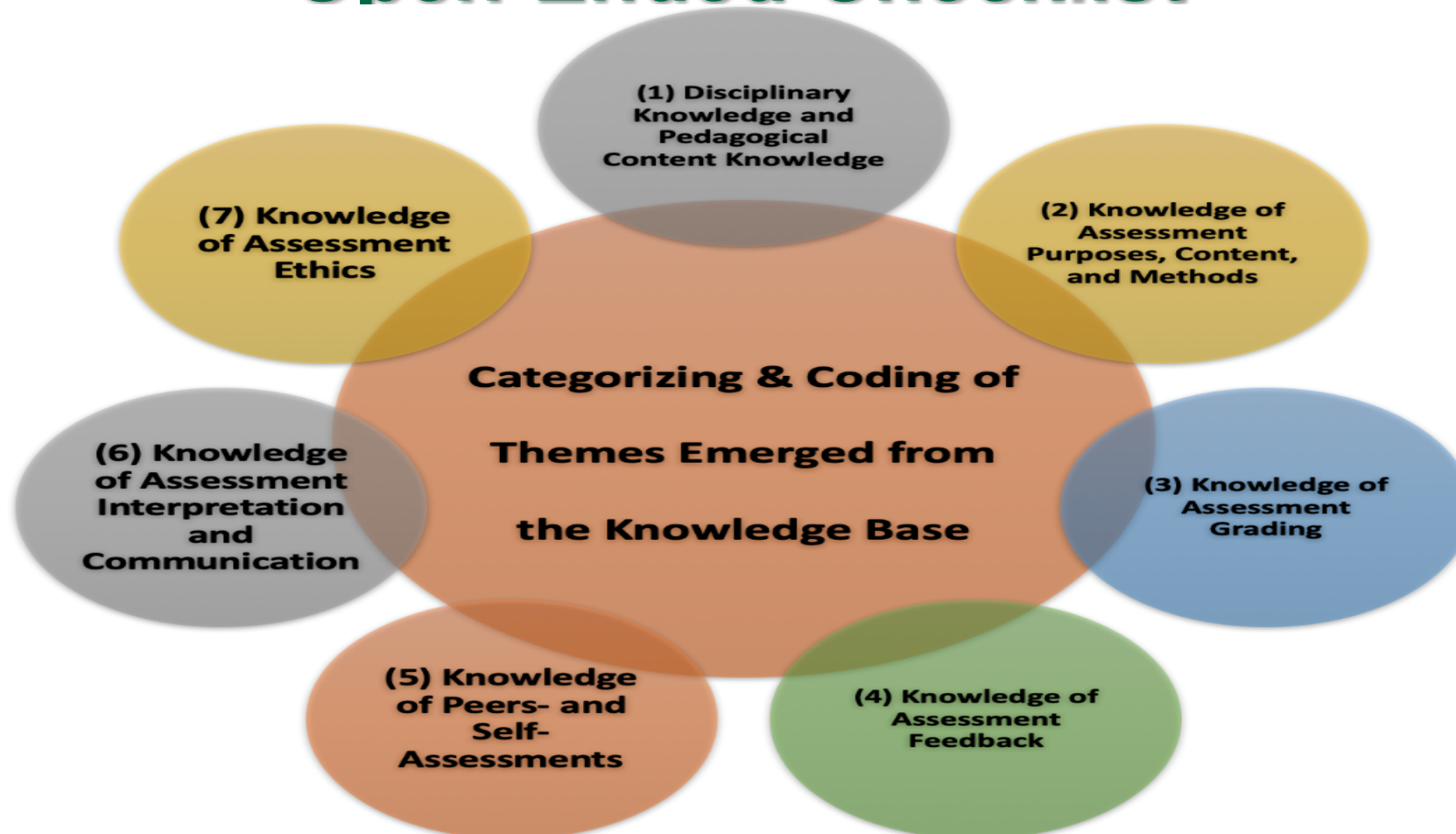
The analysis process involved transferring the collected raw data into findings that required interpretation (Wahyuni, 2012). **Content analysis** was adopted in analyzing the five collected texts for each participant through identifying **patterns and themes within data**, which is referred to as **thematic analysis** (Given, 2008).

Analysis Conducted on Data Collected from the

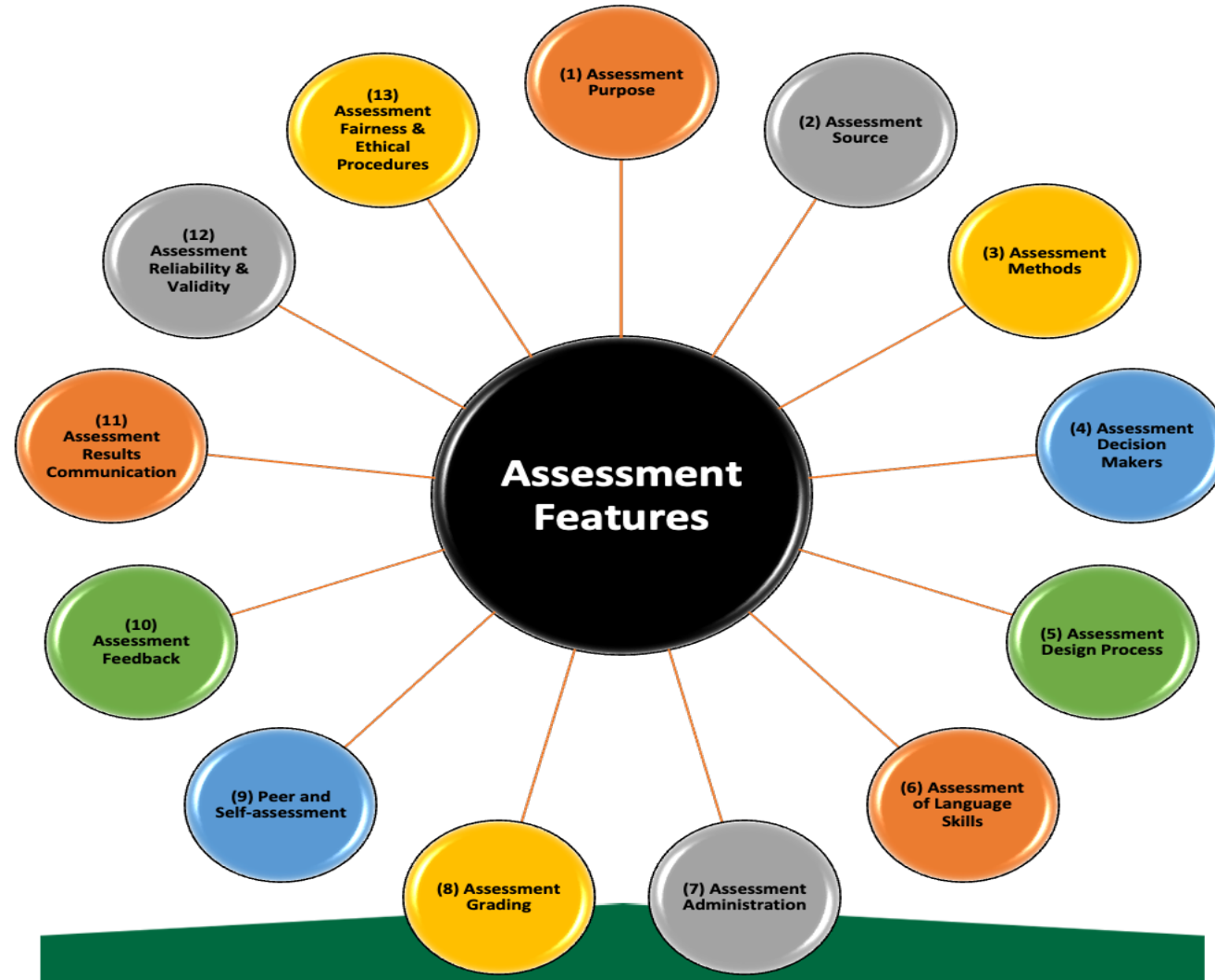
Thematic Coding of Data Collected from the Open-Ended Questionnaire



Analysis Conducted on Data Collected from the Open-Ended Checklist



Analysis Method Conducted on Data Collected from the Semi-Structured Interview

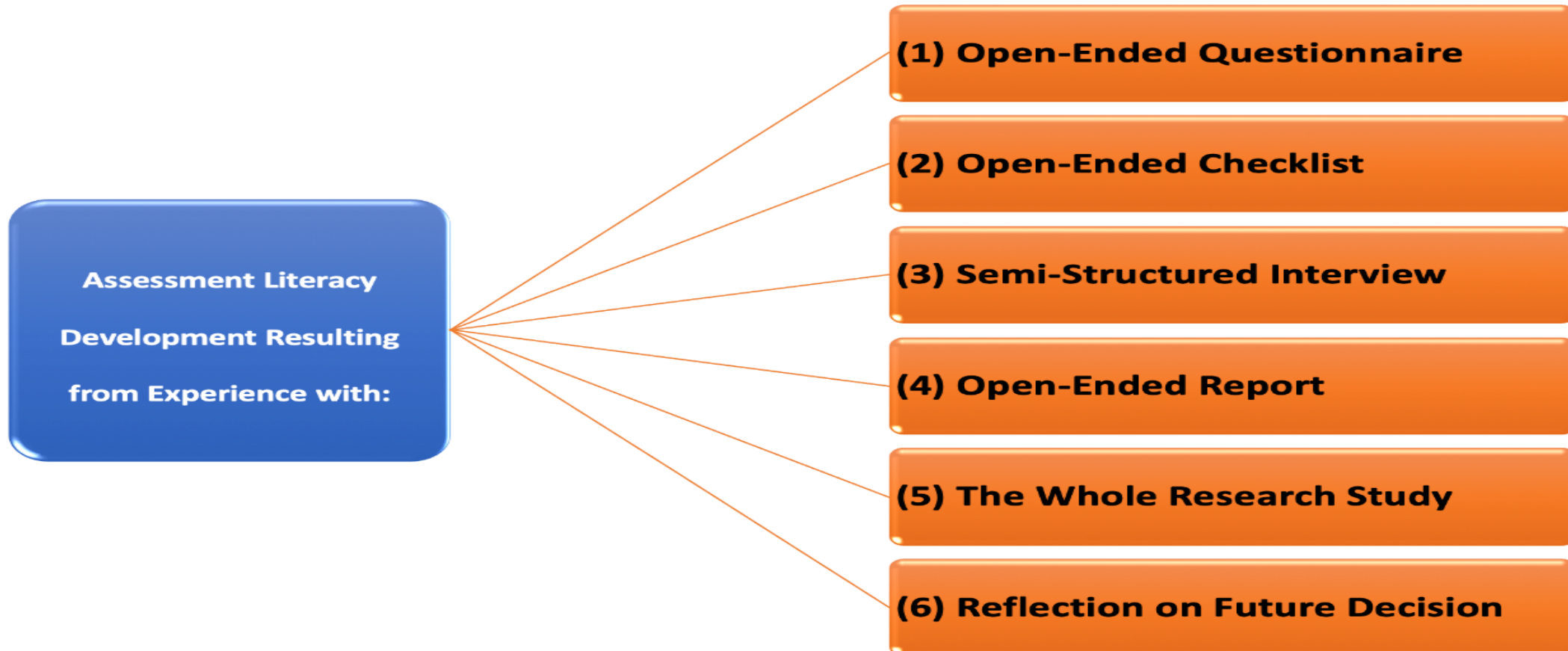


Analysis Method Conducted on Data Collected from the Report

- The audio recorded data for each participant were transcribed in a separate word document. The data in the word document were categorized into thirteen themes equivalent to the ones in the original report and specified in figure 3.3. Each theme was coded with a number; there were 13 codes in each document numbered from 1-13. The thirteen categorized, coded data were transferred from each participant's word document to a soft copy of his/her report, where it was added to the third empty column of each report; each coded data was added in front of its equivalent theme number. By the end, each participant had a complete report with three columns, one for what he/she reported about his/her context-adopted assessment component (theme), one for his/her belief about each component, and a third for a solution he/she reported for each assessment component.

Analysis Method Conducted on Data Collected from the Un-Structured Interview

Thematic Categorizing and Coding of Data Collected from Unstructured Interview



Research Findings

First Research Question

Question 1.A How are the assessors prepared for assessment tasks?

- The findings showed some **limitations with the participants' formal and informal preparation for their assessment tasks**. The participants were not adequately prepared theoretically or practically during their pre-service or in-service phases for their current assessment tasks.

Question 1.B How are the assessors involved in assessment tasks in their teaching context?

- The participants are intensively involved in assessment tasks. Their involvement in assessment decisions in the described context is of high stake. They are almost responsible for all assessment decision-making and practices, including methods, design, administration, grading, communication, and announcement. These intensive roles require them to be highly assessment literate teachers (Taylor, 2013). However, their **selection for the mentioned assessment role was not based on their knowledge of and skill in assessment; it was done based on administrative criteria that did not take into consideration their assessment competence or literacy**. The selection criteria adopted in the described context **does not match the criteria or standards set for teachers to perform assessment tasks**. Teachers should be chosen based on their high competence at and confidence with assessment knowledge and skills (Brookhart, 2011).


Second Research Question

Question 2.A How confident are the assessors with the assessment knowledge base suggested by the TALiP framework?

It is inferred that at least seven of the eight participants **lack confidence with the assessment knowledge base proposed by the TALiP framework**. First, this lack of knowledge is attributed to limited theoretical and technical preparation, which the participant's themselves reported as an answer to question 1. A.

Question 2.B What are the assessors' views regarding their need for different components of assessment knowledge base suggested by the TALiP framework?

It is inferred that the participants showed **the need for almost all theoretical and practical aspects of all components** of the assessment knowledge base.



Third Research Questions

Question 3. A How are assessments practiced in the assessors' teaching context?

The assessment philosophy underpinning the described context APs is influenced by an assessment philosophy **focusing on assessment of learning to evaluate learners' achievement** of pre-set learning objectives through different summative assessments. Although the context adopts different assessment methods, they are **used in a summative manner for scores collection** and not for formative reasons.

Question 3.B What are the assessors' views about their context-adopted assessment practices?

The participants' **conceptual awareness** of adequate APs, complexities, and threats was **strong enough** to enable them to reflect on their contextual practices competently. They showed a solid awareness of contemporary reforming assessment practices in assessment literature. This **awareness is informed by their experience, daily experience with teaching and assessment, and their reflection on surrounding practices**. If the participants were more confident with the assessment knowledge base, and they were academically and practically prepared, they would have revealed more expanded knowledge and more critical views.

Fourth Research Question

Question 4. How can the assessors negotiate between their views about assessments and their context-adopted assessment philosophies and practices?

- ❑ The participants **succeeded in providing compromises**, which resonate with recommendations of research conducted on AL (McMillan, 2003). They suggested adopting an assessment philosophy, which focuses on **integrating assessment with learning** by focusing on **what learners can produce with their acquired knowledge**, not their ability to reproduce what they learned. They also suggested providing **constructive descriptive feedback** on learners' performance
- ❑ They suggested **depending on internally-mandated formative assessments** using **different assessment tools** such as, task-based assignments, projects, academic activities, portfolios for writing, interviews for listening, which can assist them in achieving their assessment philosophy.
- ❑ They supported depending on **task-based activities** to teach and assess learners' integrated skills. They also suggested **incorporating peer and self-assessments** as central tools for assisting learners in noticing their weakness and improve independently

Although the participants provided solutions that can solve problems, which they reported in their context, they emphasized that they need guidance and assistance to validate their assessment practices through a professional committee that can provide them with ongoing training and feedback on their assessment practices. This need is attributed to their limited preparation and confidence with the assessment knowledge base, which affected all other components of their AL.

Fifth Research Question

Question 5. How far have EFL teachers'/assessors' assessment literacies been developed as a result of taking part in the research?

It is inferred that the **participants' AL has developed** to a certain extent as a result of taking part in all stages of the current study at least on the conceptual level.

As reported, taking part in the research **raised the participants' awareness** of assessment concepts and practices and made them **confident with some APs** they used to practice intuitively. It also **changed some rooted assessment beliefs** and provided them with **new ideas** that could be implemented in their contexts. In addition, it provided them with an opportunity to **self-evaluate** and revise their practices. Most importantly, it **uncovered a lack of specific knowledge and skills** and **gave them a voice** to utter what they need regarding all proposed concepts and skills.

Research Conclusion

- Analyzing the findings of the five research questions, I believe the proposed answers succeeded in fulfilling the research purpose, which was focused around exploring and possibly developing TALiP as per the adopted TALiP framework. I believe going through these stages contributed to identifying the participants' assessment identity, which was one main concern of the current study, in addition to uncovering the context-adopted assessment philosophies. I believe this identification shed light on the source of the observed assessment problem in the described context, which was the primary rationale behind conducting the current study.

Research Recommendation

- ❑ Conducting a comparative research study involving other similar programs using the same approach. Comparing TAL in these programs could help researchers reach general boundaries or parameters of EAP assessors' AL required for this kind of programs. These parameters would guide training courses targeting teachers/assessors. EAP practitioners need a practical guide on how to perform their assessment tasks. The outcome of such projects would fill the gap in EAP assessment literature and provide solid practical knowledge and skills for EPP assessors because they are rooted in and derived from real educational contexts with all its complexities and variables.
- ❑ Including theoretical and practical assessment training as a central component of teacher education and the main component of their teaching license. Assessment courses for teachers should not be kept as electives or be excluded from education or training programs.
- ❑ Assessment roles should be given to language teachers based on their proven useful knowledge and skills in assessment, whether through accredited bodies, certifications, or skill assessment. Designing, grading, and interpreting learners' assessments should be in safe hands, as it is not only a professional duty; it is an ethical one that is meant to implement justice and equality among learners.

Research Limitations

- ❑ The study was not questioning international standardized language assessment; it only focused on classroom-based assessments.
- ❑ It focused on exploring the assessors' assessment literacy only; no other teachers were involved in the current study
- ❑ It would have enriched the study and its findings if the other teachers and learners were given a chance to take part in this study. Involving other teachers, who were not involved in APs, and learners to explore their views about the observed APs would have given more validation to the observed problem, but due to practical and administrative issues, I was not allowed to discuss or collect data from the learners
- ❑ Involving the management's beliefs in the study about the observed APs would have added a different lens to the study, especially regarding imposed practices and justifications for adopting them. This involvement would have created a channel of communication.
- ❑ Conducting the study as a study group involving all assessors together in each stage would have enriched the study and resulted in more fruitful discussion and argument; however, due to practicality, work nature, and ethical consideration I could not adopt this practice.

Discussion & Questions

References

- Abell, S. K., & Siegel, M. A. (2011). Assessment literacy: What science teachers need to know and be able to do. In D. Corrigan, J. Dillon, & R. Gunstone (Eds.), *The Professional knowledge base of science teaching* (vol. 12, pp. 205-221). Dordrecht: Springer.
- Adie, L. (2010). *Developing shared understandings of standards-based assessment: Online moderation practices across geographically diverse contexts*. PhD Thesis. Brisbane: Queensland University of Technology.
- Adie, L. (2013). The development of teacher assessment identity through participation in online moderation. *Assessment in Education: Principles, Policy & Practice*, 20(1), 91-106.
- Airasian, P. (2005). *Assessment in the classroom: A concise approach* (2nd ed.). Boston, MA: McGraw-Hill Company
- Airasian, P. W., & Russell, M. K. (2008). *Classroom assessment* (6th ed.). New York: McGraw-Hill.
- Alderson, J. C., Clapham, C., & Wall, D. (1996). *Language Test Construction and Evaluation*. Cambridge: Cambridge University Press.
- Alderson, P., & Morrow, V. (2004). *Ethics, social research and consulting young children*. Barking: Barnardo's.
- Alkharusi, H., Kazem, A. M., & Al-Musawai, A. (2011). Knowledge, skills, and attitudes of pre-service and in-service teachers in educational measurement. *Asia-Pacific Journal of Teacher Education*, 39(2), 113-123.
- Allan, A. (1992). Developing of a scale to measure test-wiseness in EFL/ESL reading test-taker. *Language testing*, 9, 101-122.
- Allwright, D. (2005). Developing principles for practitioner research: The case of exploratory practice. *The Modern Language Journal*, 89, 353-366.
- Alnahdi, G. H. (2014). Educational Change in Saudi Arabia. *Journal of International Education Research*, 10 (1).
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for Educational and Psychological Testing*. Retrieved from <http://www.teststandards.org/>.
- American Federation of Teachers, National Council on Measurement in Education, & National Education Association. (1990). *Standards for teacher competence in educational assessment of students*. Retrieved from <http://buros.org/standards-teacher-competence-educational-assessment-students>.
- Arksey, H., & Knight, P. (1999). *Interviewing for Social Scientists*. London: Sage.
- Assessment Reform Group. (2008). *Changing assessment practices: Process, principles and standards*. Retrieved from <http://www.aiaa.org.uk/content/uploads/2010/06/ARIA-Changing-Assessment-Practice-Pamphlet-Final.pdf>.
- Association for Educational Assessment-Europe. (2012). *European framework of standards for educational assessment 1.0*. Rome: Edizioni Nuova Cultura.
- Atac, B. A. (2012). Foreign language teachers' attitude towards authentic assessment in language teaching. *Journal of Language & Linguistics Studies*, 8(2), 7-19.
- Atkinson, P., & Delamont, S. (2010). *Sage Qualitative Research Methods*. Sage: London.
- Australian Curriculum, Assessment and Certification Authorities. (1995). *Guidelines for assessment quality and equity*. Retrieved from <http://acaca.bos.nsw.edu.au/files/pdf/guidelines.pdf>.

References

- Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
- Bachman, L. F. (2005). Building and supporting a case for a test use. *Language Assessment Quarterly: An International Journal*, 2(1), 1-34.
- Bachman, L. F., & Palmer, A. S. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Bailey, K. M., & Brown, J. D. (1995). Language testing courses. What are they? In A. Cumming & R. Berwick (Eds.), *Validation in language testing* (pp. 236-256). Clevedon, UK: Multilingual Matters.
- Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389-407.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares, & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents, adolescence and education* (pp. 307–337). Greenwich: Information Age Publishing.
- Barnes, N., Fives, H., & Dacey, C. M. (2015). Teachers' beliefs about assessment. In H. Fives, & M. G. Gill (Eds.), *International handbook of research on teacher beliefs* (pp. 284-300). New York: Routledge.
- Bernstein, B. (1999). Vertical and horizontal discourse: An essay. *British Journal of Sociology of Education*, 20(2), 157-173.
- Birenbaum, M. (1996). Assessment 2000: Towards a pluralistic approach to assessment. In M. Birenbaum, & F. Dochy. (Eds.), *Alternatives in assessment of achievements, learning processes and prior knowledge* (pp. 3–29). Boston, MA: Kluwer Academic.
- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2002). *Assessment for learning: Putting it into practice*. London: Oxford University Press.
- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2004). Working inside the black box: Assessment for Learning in the classroom. *Phi Delta Kappan*, 86.
- Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80.
- Black, P., & William, D. (2009). Assessment and classroom learning. *Assessment in Education*, 5, 7-74.
- Boeije, H. (2010). *Analysis in Qualitative Research*. Sage Publications Ltd.
- Borg, S. (2003). "Research education" as an objective for teacher training. In B. Beaven & S. Borg (Eds.), *The role of research in teacher training* (pp. 41-48). Whitstable, Kent: IATEFL.
- Brindley, G. (2001). Language assessment and professional development. In C. Elder, A. Brown, E. Grove, K. Hall, N. Iwashita, T. Lumley, K. O'Loughlin (Eds.), *Experimenting with uncertainty. Essays in honour of Alan Davies* (pp. 126–136). Cambridge, UK: Cambridge University Press.
- Brookhart, S. M. (1999). Teaching about communicating assessment results and grading. *Educational Measurement: Issues and Practice*, 18(1), 5-13.
- Brookhart, S. M. (2009). Assessment and examinations. In L. J. Saha, & A. G. Dworkin (Eds.), *International handbook of research on teachers and teaching* (Vol. 21, part 2, pp. 723-738). New York: Springer.
- Brookhart, S. M. (2011). Educational assessment knowledge and skills for teachers. *Educational Measurement: Issues and Practice*, 30(1), 3-12.
- Brown, G. T. L. (2008a). Assessment literacy training and teachers' conceptions of assessment. In C. Rubie-Davies, & C. Rawlinson (Eds.), *Challenging thinking about teaching and learning* (pp. 285-302). New York: Nova Science.
- Brown, G. T. L., Irving, E., & Keegan, P. (2014). An introduction to educational assessment, measurement, and evaluation: Improving the quality of teacher-based assessment. New Zealand: Dunmore Publishing Limited.
- Brown, J. D. (2005). *Testing in Language Programs: A Comprehensive Guide to English Language Assessment*. McGraw-Hill College.
- Brown, J. D., & Bailey, K. M. (2008). Language testing courses: What are they in 2007? *Language Testing*, 25, 349-384.
- Brown, J. D., & Coombe, C. (Eds.) (2016). *The Cambridge guide to research in language teaching and learning*. Cambridge: Cambridge University Press.
- Bruce, I. (2011). *Theory and concepts of English for Academic Purposes*. Basingstoke: Palgrave Macmillan.
- Bulter, R., & Nisan, M. (1986). Effects of no feedback, task-related comments, and grades on intrinsic motivation and performance. *Journal of Educational Psychology*, 78, 210-216.
- Burns, R. B. (2000). *Introduction to research methods*. (4th edition). Australia: Longman.

References

- Cameron, C., Tate, B., Macnaughton, D., & Politano, C. (1998). *Recognition without Rewards*. Winnipeg, MB: Peguis Publishers.
- Camilli, G. (2006). Test fairness. In R. L. Brennan (Ed.), *Educational measurement* (4th ed.) (pp. 221–256). Westport: American Council on Education & Praeger.
- Campbell, C., & Collins, V. L. (2007). Identifying essential topics in general and special education introductory assessment textbooks. *Educational Measurement: Issues and Practice*, 26(1), 9-18.
- Campbell, C., Murphy, J. A., & Holt, J. K. (2002). Psychometric analysis of an assessment literacy instrument: applicability to pre-service teachers. Paper presented at the annual meeting of the Mid-Western Educational Research Association, Columbus.
- Canale, M. (1983a). 'From communicative competence to communicative language pedagogy. In C. Richards and R.W. Schmidt (eds), *Language and Communication* (p.2-27). London: Longman.
- Canale, M., & Swain, M. (1980). 'Theoretical bases of communicative approaches to second language teaching and testing.' *Applied Linguistics*, 1(1), 1-47.
- Carless, D. (2011). *From testing to productive student learning: Implementing formative assessment in Confucian-heritage settings*. London: Routledge.
- Celce-Murcia, M., Dornyei, Z., & Thurrell, S. (1995). 'Communicative competence: a pedagogically motivated model with content specifications.' *Issues in Applied Linguistics*, 2, 5-35.
- Chalhoub-Deville, M. (1997). 'Theoretical models, assessment frameworks and test construction.' *Language Testing*, 14(1), 3-22.
- Cheng, L. Rogers, T. W., & Wang, X. (2008). *Assessment and Evaluation in Higher Education*, 33(1), Routledge.
- Chiu, T. (2015). Personal statement in PhD applications: Gatekeepers' evaluative perspectives. *Journal of English for Academic Purposes*, 14, 63-73.
- Cohen, A. D. (1994). *Assessing Language Ability in the Classroom*. U.S.A.: Heinle & Heinle.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (6th edition). Routledge
- Coombe, C., Davidson, P., Gebril, A., Boraie, D., & Hidri, S. (2017). *Language Assessment in the Middle East and North Africa: Theory, Practice and Trends*. Dubai: TESOL Arabia.
- Coombe, C., Troudi, S., & Al-Hamly, M. (2012). Foreign and second language teacher assessment literacy: Issues, challenges, and recommendations. In C. Coombe, P. Davidson, B. O'Sullivan, & S. Stoyhoff (Eds.), *The Cambridge guide to second language assessment* (pp. 20–29). Cambridge: Cambridge University Press.
- Cornish, L., & Jenkins, K. A. (2012). Encouraging teacher development through embedding reflective practice in assessment. *Asia-Pacific Journal of Teacher Education*, 40(2), 159-170.
- Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching and Assessment*. Cambridge: Cambridge University Press. Available on-line: http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf.
- Cowie, B., Cooper, B., & Ussher, B. (2014). Developing an identity as a teacher assessor: Three student teacher case studies. *Assessment Matters*, 7, 64-89.
- Cronbach, L. J. (1984). *Essentials of Psychological Testing*. 4th edition. New York: Harper and Row.
- Crossman, J. (2007). The role of relationships and emotions in student perceptions of learning and assessment. *Higher Education Research and Development*, 26(3), 313-327.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. SAGE 1, Routledge. <https://doi.org/10.1080/02602930601122555>.
- Cumming, A. (2009). Language assessment in education: tests, curricula, and teaching. *Annual Review of Applied Linguistics*, 29, 90-100.

References

- Daniel, L. G., & King, D. A. (1998). Knowledge and use of testing and measurement literacy of elementary and secondary teachers. *The Journal of Educational Research*, 91(6), 331–344.
- Davidson, F., & Lynch, B. (2002). *Testcraft: A Teacher's Guide to Writing and Using Language Test Specifications*. New Haven, CT: Yale University Press.
- Davies, A. (2004) 'Introduction: language testing and the golden rule.' *Language Assessment Quarterly* 1, 2 & 3, 97-108.
- Davies, A. (2008). Textbook trends in teaching language testing. *Language Testing*, 25(3), 327-347.
- Dawson, C. (2007). *A practical guide to research methods: A user-friendly manual for mastering research techniques and projects*. Oxford: How to Books.
- DeLuca, C. (2012). Preparing teachers for the age of accountability: Toward a framework for assessment education. *Action in Teacher Education*, 34(5/6), 576-91.
- DeLuca, C., Chavez, T., & Cao, C. (2013). Establishing a foundation for valid teacher judgement on student learning: The role of pre-service assessment education. *Assessment in Education: Principles, Policy & Practice*, 20(1), 107-6.
- DeLuca, C., & Klinger, D. A. (2010). Assessment literacy development: identifying gaps in teacher candidates' learning. *Assessment in Education: Principles, Policy & Practice* 17, 419–438.
- DeLuca, C., & Lam, C. Y. (2014). Preparing teachers for assessment within diverse classrooms: An analysis of teacher candidates' conceptualizations. *Teacher Education Quarterly*, 41(3), 3-24.
- DeLuca, C., LaPointe-McEwan, D., & Luhanga, U. (2016). Teacher assessment literacy: A review of international standards and measures. *Educational Assessment and Accountability*, 28, 251-272. <https://doi.org/10.1007/s11092-015-9233-6>
- DeLuca, C., & McEwen, L. (2007). Evaluating assessment curriculum in teacher education programs: An evaluation process paper. Paper presented at the annual Edward F. Kelly Evaluation Conference, April, in Ottawa, ON.
- Denicolo, P., & Becker, L. (2012). *Developing Research Proposals*. London: SAGE.
- Department for Education-United Kingdom. (2012). Teachers' standards. Retrieved from <http://www.education.gov.uk/schools/teachingandlearning/reviewofstandards/a00205581/teachers-standards1-sep-2012>.
- Department of Education-Australia. (2012). Australian professional standards for teachers. Retrieved from <http://www.teacherstandards.aitsl.edu.au/OrganisationStandards/Organisation>.
- Derrich, J., & Ecclestone, K. (2006). Formative assessment in adult literacy, language and numeracy programmes: A literature review for the OECD.
- Djoub, Z. (2017). Assessment Literacy: Beyond Teacher Practice. In R. Al-Mahrooqi, C. Coombe, F. Al-Maamari & V. Thakur (Eds.), *Revising EFL Assessment: Critical Perspectives* (pp. 9-28). Switzerland: Springer.
- Dornyei, Z. (2000). Motivation in action: Towards a process-oriented conceptualisation of student motivation. *British Journal of Educational Psychology*, 70, 519-538.
- Dornyei, Z. (2002). *Questionnaire in second language research: Construction, administration, and processing*. London: Lawrence Erlbaum Associates.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. UK: Oxford University Press.

References

- Earl, L. (2003). *Assessment as learning*. Thousand Oaks: Corwin.
- Ecclestone, K. (2012). *Assessment*. In J. Arthur, & A. Peterson (Eds.), *The Routledge Companion to Education* (pp. 157- 168). London: Routledge.
- Efeotor, V. (2017). *Assessment of Learning, for Learning: A Critical Analysis of a Saudi Preparatory Year Assessment Model*. In C. Coombe, P. Davidson, A. Gebril, D. Boraie, & S. Hidri (Eds.), *Language Assessment in the Middle East and North Africa: Theory, Practice and Future Trends* (pp.15-33). Dubai: TESOL Arabia.
- Eisner, E. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. New York. Macmillan.
- Ellis, R. (2006). *Current Issues in the Teaching of Grammar: An SLA Perspective*. *TESOL Quarterly*, 40(1), 83-107.
- Elmahjoub, A. (2017). *The Effects of Evaluative Assessment on the Practices of Teaching and Learning*. In C. Coombe, P. Davidson, A. Gebril, D. Boraie, & S. Hidri (Eds.), *Language Assessment in the Middle East and North Africa: Theory, Practice and Future Trends* (pp.113-123). Dubai: TESOL Arabia.
- Fan, Y. C., Wang, T. H., & Wang, K. H. (2011). *A Web-based model for developing assessment literacy of secondary in-service teachers*. *Computers & Education*, 57(2), 1727-1740.
- Firoozi, T., Razavipour, K., & Ahmadi, A. (2019). *The language assessment literacy needs of Iranian EFL teachers with a focus on reformed assessment policies*. *Language Testing in Asia*, 9(2), 2-14. <https://doi.org/10.1186/s40468-019-0078-7>.
- Fives, H., & Buehl, M. M. (2012). *Spring cleaning for the “messy” construct of teachers’ beliefs: What are they? Which have been examined? What can they tell us?* In K. R. Harris, S. Graham, & T. Urdan (Eds.), *APA educational psychology handbook: Individual differences and cultural and contextual factors* (pp. 471-499). Washington, DC: American Psychological Association.
- Fleer, M. (2015). *Developing an assessment pedagogy: The tensions and struggles in re-theorizing assessment from a cultural-historical perspective*. *Assessment in Education: Principles, Policy & Practice*, 22(2), 224-246.
- Flowerdew, J., & Peacock, M. (2001). *Research Perspectives on English for Academic Purposes*. Cambridge: Cambridge University Press.
- Forsberg, E., & Wermke, W. (2012). *Knowledge sources and autonomy: German and Swedish teachers’ continuing professional development of assessment knowledge*. *Professional Development in Education*, 38(5), 741-758.
- Francis, S., Hirsch, S., & Rowland, E. (1994). *Improving school through study groups*. *Journal of staff Development*, 13, 12-15.
- Frey, N., & Fisher, D. (2009). *Using common formative assessments as a source of professional development in an urban American elementary school*. *Teaching and Teacher Education*, 25(5), 674-680.
- Fulcher, G. (2010). *Practical Language Testing*. London: Hodder Education.
- Fulcher, G. (2012) *Assessment Literacy for the Language Classroom*, *Language Assessment Quarterly*, 9 (2), 113-132.
- Fulcher, G., & Davidson, F. (2007). *Classroom assessment*. In G. Fulcher & F. Davidson, *Language testing and assessment* (pp. 23–35). New York, NY: Routledge
- Furtak, E. M., Ruiz-Primo, M. A., Shemwell, J. T., Ayala, C. C., Brandon, P. R., Shavelson, R. J., & Yin, Y. (2008). *On the fidelity of implementing embedded formative assessments and its relation to student learning*. *Applied Measurement in Education*, 21(4), 360-389.

References

- Gilbert, N. (Ed.). (2006). *From postgraduate to social scientist: A guide to key skills*. London: Sage.
- Gillham, B. (2000). *Developing a Questionnaire*. London; Continuum
- Gillham, B. (2005). *Research Interviewing: The Range of Techniques*. Open University Press: Poland.
- Giraldo, F. (2018). Language assessment literacy: Implications for language teachers. *Profile: Issues in Teachers' Professional Development*, 20(1), 179-195. <https://doi.org/10.15446/profile.v20n1.62089>.
- Given, L. M. (ed.) (2008). *The Sage Encyclopedia of Qualitative Research Method: Volumes 1 & 2*, Sage Publications, Newbury Park, California.
- Goldberg, L. R. (1992). The development of markers for the Big Five structure. *Psychological Assessment*, 4, 26-42.
- Goswami, D., & Stillman, P. (1987). *Reclaiming the classroom: Teacher research as an agency for change*. Upper Montclair, NJ: Boynton Cook.
- 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.
- Graham, P. (2005). Classroom-based assessment: Changing knowledge and practice through preservice teacher education. *Teaching and Teacher Education*, 21(6), 607-621.
- Greenberg, J., & Walsh, K. (2012). *What teacher preparation programs teach about K-12 assessment: A review?* Washington, DC: National Council on Teacher Quality.
- Gu, P. Y. (2014). The unbearable lightness of the curriculum: What drives the assessment practices of a teacher of English as a Foreign Language in a Chinese secondary school. *Assessment in Education: Principles, Policy & Practice*, 21(3), 286-305.
- Guba, E. G., & Lincoln, Y.S. (1989), *Fourth Generation Evaluation*, Sage Publications, Newbury Park, California.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (eds.), *Handbook of qualitative research* (pp. 105-117). London: Sage.
- Gunn, A. C., & Gilmore, A. (2014). Early childhood initial teacher education students' learning about assessment. *Assessment Matters*, 7, 24-38.
- Guskey, T. (2007). Multiple sources of evidence: An analysis of stakeholders' perceptions of various indicators of student learning. *Educational Measurement: Issues and Practice*, 26(1), 19-27.

References

- Hambleton, R. K. (1994). The rise and fall of criterion-referenced measurement? *Educational Measurement: Issues and Practice*, 13 (4), 21–26.
- Hamp-Lyons, L. (1991). 'Scoring procedures for ESL contexts.' In Hamp-Lyons, L. (ed.) *Assessing Second Language Writing in Academic Contexts* (pp.241-276). Norwood, NJ: Ablex.
- Harding, L., & Kremmel, B. (2016). Teacher assessment literacy and professional development. In D. Tsagari, & J. Banerjee (Eds.), *Handbooks of applied linguistics [HAL]: Handbook of second language assessment* (pp. 413-427). Berlin, Germany/Boston, MA: De Gruyter Mouton.
- Hasselgreen, A., Carlsen, C., & Helness, H. (2004). *European Survey of Language Testing and Assessment Needs. Part 1: General findings*. Gothenburg, Sweden: European Association for Language Testing and Assessment. Available from <http://www.ealta.eu.org/documents/resources/survey-report-pt1.pdf>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77, 81-112.
- Heaton, J. (1998). *Writing English language tests*. New York: Longman Inc.
- Heigham, J., & Croker, R. A. (2009). *Qualitative Research in Applied Linguistics*. London. Palgrave Macmillan.
- Hill, M. F., Cowie, B., Gilmore, A., & Smith, L. F. (2010). Preparing assessment-capable teachers: What should pre-service teachers know and be able to do? *Assessment Matters*, 2, 44-64.
- Hill, M. F., Ell, F., Grudnoff, L., & Limbrick, L. (2014). Practise what you preach: Initial teacher education students learning about assessment. *Assessment Matters*, 7, 90-112.
- Hipwell, P., & Klenowski, V. (2011). A case for addressing the literacy demands of assessment. *Journal of Language and Literacy*, 34 (2), 127–146.
- Holbrook, A. (2008a). Response order effects. In P. J. Lavrakas (Ed.), *Encyclopedia of survey research methods* (Vol. 2, pp. 754-756). Thousand Oaks, CA: SAGE.
- Holbrook, A. (2008b). Acquiescence response bias. In P. J. Lavrakas (Ed.), *Encyclopedia of survey research methods* (Vol. 1, pp. 3-4). Thousand Oaks, CA: SAGE.
- Hogan, R., & Smither, R. (2001). *Personality: Theory and applications*. Boulder, CO: Westview Press.
- Holliday, A. (2001). *Doing and writing qualitative research*. London: Sage.
- Howell, K. E. (2013). *Introduction to the Philosophy of Methodology*. London: Sage Publications.
- Howley, M. D., Howley, A., Henning, J. E., Gilla, M. B., & Weade, G. (2013). Intersecting domains of assessment knowledge: School typologies based on interviews with secondary teachers. *Educational Assessment*, 18(1), 26-48.
- Huang, L. (2018). A call for critical dialogue: EAP assessment from the Practitioner's perspective in Canada. *Journal of English for Academic Purposes*, 35, 70-84.
- Hughes, A. (2003). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Huhta, A., Hirvalä, T., & Banerjee, J. (2005). *European Survey of Language Testing and Assessment Needs. Part 2: Regional findings*. Gothenburg, Sweden: European Association for Language Testing and Assessment. Available from http://users.jyu.fi/~huhta/ENLTA2/First_page.html
- Hyland, K. (2002). Specificity revisited: how far should we go now? *Journal of English for Specific Purposes*, 21 (4), 385-395.
- Hyland, K. (2006). *English for academic purposes: an advanced resource book*. London: Routledge.

References

- Inbar-Lourie, O. (2008a). Constructing a language assessment knowledge base: A focus on language assessment courses, *Language Testing*, 25, 385-402.
- Inbar-Lourie, O. (2008b). Language assessment culture. In E. Shohamy, & N. H. Hornberger (Eds.), *Encyclopedia of language and education* (2nd ed.) (pp. 285-299). Springer Science + Business Media LLC.
- Inbar-Lourie, O. (2013). Language assessment literacy. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 2923-2931). Oxford: Blackwell.
- Interstate Teacher Assessment and Support Consortium (InTASC). (2011). *InTASC model core teaching standards: a resource for state dialogue*. Washington: Council of Chief State School Officers. Retrieved from [http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_DApril_2011\].html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_DApril_2011].html).
- Ismael, D. A. (2017). Kurdish EFL Teachers' Assessment Literacy in Alternative Assessments and Its Influence on the Ethicality of Their Assessments. In R. Al-Mahrooqi, C. Coombe, F. Al-Maamari, & V. Thakur (Eds.), *Revising EFL Assessment: Critical Perspectives* (pp. 29-48). Switzerland: Springer.
- Jarr, K.A. (2012). Education practitioners' interpretation and use of assessment results. University of Iowa. Retrieved from <http://ir.uiowa.edu/etd/3317>.
- Jia, Y. (2009). Ethical Standards for language testing professionals: An introduction to five major codes. *Shiken: JALT Testing & Evaluation SIG Newsletter*, 13(2), 2-8.
- Jin, Y. (2010). The place of language testing and assessment in the professional preparation of foreign language teachers in China. *Language Testing*, 27(4), 555-584.
- Joint Advisory Committee. (1993). *Principles for fair student assessment practices for education in Canada*. Retrieved from http://www2.education.ualberta.ca/educ/psych/crame/files/eng_prin.pdf.
- Joint Committee for Standards on Educational Evaluation. (2015). *Classroom assessment standards: practices for PK-12 teachers*. Retrieved from http://www.teach.purdue.edu/pcc/DOCS/Minutes/1215_Handouts/20130116/JCSSE_Assessment_Standards.pdf.
- Kane, M. T. (2006). Validation. In R. L. Brennan (Ed.), *Educational measurement* (4th ed., pp. 17-64). Westport: American Council on Education.
- Kanjee, A., & Mthembu, J. (2015). Assessment literacy of foundation phase teachers: An exploratory study. *South African Journal of Childhood Education*, 5(1):142-168.
- Kemmis, S., & McTaggart, R. (2000). Participatory action research. In N. K. Denzin, & Y. S. Lincoln (eds.), *Handbook of qualitative research*. (3rd edition). Thousand Oaks, CA: Sage.
- Kershaw IV, I. (1993). *Ohio vocational education teachers' perceived use of student assessment information in educational decision-making*. Ohio State University.
- Kiomrs, R., Abdolmehdi, R., & Naser, R. (2011). On the interaction of test washback and teacher assessment literacy: The case of Iranian EFL secondary school teachers. *English Language Testing*, 4(1), 156-161.
- Klenowski, V. (2009). Australian Indigenous students: Addressing equity issues in assessment. *Teaching Education*, 20(1), 77-93.
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119, 254-284.
- Knowles, E. S., & Condon, C. A. (1999). Why people say "yes": A dual process theory of acquiescence. *Journal of Personality and Social Psychology*, 77, 379-386.
- Kubiszyn, T., & Borich, G. (1996). *Educational testing and measurement: classroom application and practice* (5th ed.). New York: HarperCollins.
- Kunnan, A. J. (2003). Test fairness. In M. Milanovic, & C. Weir (Eds.), *Select papers from the European Year of Languages Conference, Barcelona* (pp.27-48). Cambridge: Cambridge University Press.
- Kunnan, A. J. (2004). Regarding language assessment. *Language Assessment Quarterly*, 1(1), 1.

References

- Lam, R. (2015). Language assessment training in Hong Kong: Implications for language assessment literacy. *Language Testing*, 32(2), 169-197.
- Lan, C., & Fan, S. (2019). Developing classroom-based language assessment literacy for in-service EFL teachers: The gaps. *Studies in Educational Evaluation*, 61, 112-122.
- Lantolf, J. P. (2000). Second language learning as a mediated process. *Language Teaching*, (33)2, 79–96.
- Lantolf, J. P. (2009). Dynamic Assessment: the dialectic integration of instruction and assessment. *Language Teaching*, 42(3), 355-368.
- Lantolf, J., & Poehner, M. (2008). Dynamic assessment. In E. Shohamy, & N. Hornberger (Eds.), *Encyclopedia of language and education* (2nd ed.):Vol. 7. Language testing and assessment (pp. 273–284). New York: Springer Science + Business Media.
- Latif, M. W. (2017). Tertiary Level EFL Practitioners' Understanding of the Dynamic of Assessment Literacy: An Exploratory Study. In C. Coombe, P. Davidson, A. Gebril, D. Boraie, & S. Hidri (Eds.), *Language Assessment in the Middle East and North Africa: Theory, Practice and Future Trends* (pp.77-85). Dubai: TESOL Arabia.
- Latif, M. W. (2020). Tertiary EFL Practitioners' Beliefs, Knowledge base and Practices of Assessment Literacy and Test Development - An Exploratory Study. Unpublished Thesis. University of Exeter. United Kingdom.
- Lea, M., & Street, B. (2000). Student writing and staff feedback in higher education: an academic literacies approach. In M. Lea, & B. Stierer (Eds.), *Student writing in higher education* (pp. 32-46). Milton Keynes: Open University Press.
- Leahy, S., & William, D. (2012). From teachers to schools: Scaling up professional development for formative assessment. In J. Gardner (Ed.), *Assessment and learning* (pp. 49-72). London: SAGE.
- Leaph, K., Channy, M., & Chan, N. K. (2015). Cambodian ELT university practitioners' use of standardized tests for practice and assessment. *Language Education in Asia*, 6(1), 4-16.
- Lee, I. (2009). Ten mismatches between teachers' beliefs and written feedback practice. *ELT Journal*, 63(1), 13-22.
- Lee, I. (2011). Feedback revolution: what gets in the way? *ELT Journal*, 65(1).
- Leighton, J. P., Gokiart, R. J., Cor, M. K., & Heffernan, C. (2010). Teacher beliefs about the cognitive diagnostic information of classroom- versus large-scale tests: Implications for assessment literacy. *Assessment in Education*, 17, 7-21.
- Leung, C. (2004). Developing formative teacher assessment: Knowledge, practice and change. *Language Assessment Quarterly*, 1(1), 19-41.
- Leung, C., & Scott, C. (2009). Formative assessment in language education policies: emerging lessons from Wales and Scotland. *Annual Review of Applied Linguistics* 29, 64-79.
- Levy-Vered, A., & Alhija, F. N.-A. (2015). Modelling beginning teachers' assessment literacy: The contribution of training, self-efficacy, and conceptions of assessment. *Educational Research and Evaluation*, 21(5-6), 378-406.
- Locastro, V. (2000). Teachers helping themselves: Classroom research and action research. *The language Teacher*, 18(2), 4-7.
- Looney, J. (2008). *Teaching, learning and assessment for adults: Improving foundation skills*. OECD.
- Lucas, R. E., & Baird, B. M. (2006). Global self-assessment. In M. Eid, & E. Diener (Eds.), *Handbook of multimethod measurement in psychology* (pp. 29- 42). Washington, DC: American Psychological Association.
- Lukin, L. E., Bandalos, D. L., Eckhout, T. J., & Mickelson, K. (2004). Facilitating the development of assessment literacy. *Educational Measurement: Issues and Practice*, 23(2), 26-32.
- Lynch, B., & Shaw, P. (2005). Portfolios, power and ethics. *TESOL Quarterly*, 39(2), 263-297.

References

- Maclellan, E. (2004). Initial knowledge states about assessment: Novice teachers' conceptualizations. *Teaching and Teacher Education*, 20(5), 523-535.
- Mahapatra, S. K. (2016). Tracking the development of teachers' language assessment literacy: A case study. In G. Pickering, & P. Gunashekar (Eds.), *Ensuring quality in English language teacher education* (pp. 106-114). New Delhi, India: British Council.
- Malone, M. E. (2013). The essentials of assessment literacy: Contrasts between testers and users. *Language Testing*, 30(3), 329-344.
- Manning, A. (2013). EAP teacher assessment literacy (Unpublished PhD Thesis). University of Leicester.
- Manning, A. (2014). Investigating EAP assessment literacy. Paper presented at the ALTE Conference, Paris.
- Mansory, M., & Meccawy, Z. (2017). Teachers' Role(s) in Summative Assessment in a Foundation Programme at a Saudi University's English Language Institute. In C. Coombe, P. Davidson, A. Gebriel, D. Boraie, & S. Hidri (Eds.), *Language Assessment in the Middle East and North Africa: Theory, Practice and Future Trends* (pp.57-70). Dubai: TESOL Arabia.
- McAdams, D. P. (2000). *The person. An integrated introduction to personality psychology*. Fort Worth, TX: Harcourt.
- McKay, P. (2006). *Assessing Young Language Learners*. Cambridge: Cambridge University Press.
- McMillan, J. H. (2000). Fundamental assessment principles for teachers and school administrators. *Practical Assessment, Research & Evaluation*, 7(8). Retrieved from <http://PAREonline.net/getvn.asp?v=7&n=8>, accessed November 21, 2009.
- McMillan, J. H. (2001). *Essential assessment concepts for teachers and administrators*. Thousand Oaks, California: Corwin Press, Inc.
- McMillan, J. H. (2003). Understanding and improving teachers' classroom assessment decision making: Implications for theory and practice. *Educational Measurement: Issues and Practice*, 22(4), 34-43.
- McMillan, J. H. (Ed.). (2007). *Formative classroom assessment: Theory into practice*. New York: Teachers College Press.
- McNamara, T. F. (1996) *Measuring Second Language Performance*. London: Longman.
- Mertler, C. A. (2003). Pre-service versus in-service teachers' assessment literacy: does classroom experience make a difference? In Annual meeting of the Mid-Western Educational Research Association, Columbus.
- Mertler, C. A. (2009). Teachers' assessment knowledge and their perceptions of the impact of classroom assessment professional development. *Improving Schools*, 12(2), 101–113. Doi: 10.1177/1365480209105575.
- Mertler, C. A., & Campbell, C. (2005). Measuring teachers' knowledge & application of classroom assessment concepts: development of the assessment literacy inventory. In Annual meeting of the American Educational Research Association, Montreal.
- Mislevy, R. J., Almond, R. G., & Lukas, J. F. (2003) *A Brief Introduction to Evidence-centered Design*. Research Report RR-03–16. Princeton, NJ: Educational Testing Service.
- Mohan, B. A. (2011). *Qualitative Research Methods in Second Language Assessment*. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 752-767). New York: Routledge.
- Montee, M., Bach, A., Donovan, A., & Thompson, L. (2013). LCTL teachers' assessment knowledge and practices: An exploratory study. *Journal of the National Council of Less Commonly Taught Languages*, 14, 1-32.
- Moss, C. M., & Brookhart, S. M. (2009). *Advancing formative assessment in every classroom*. Alexandria, VA: ASCD.
- Moss, P. (2003). Reconceptualizing validity for classroom assessment. *Educational Measurement: Issues and Practice* 22, 4, 13-25.
- Nassaji, H., & Fotos, S. (2004). Current Developments in Research on the Teaching of Grammar. *Annual Review of Applied Linguistics*, 24,126-145.
- National Board for Professional Teaching Standards. (2001). *What teachers should know and be able to do*. Retrieved from http://www.nbpts.org/sites/default/files/documents/certificates/what_teachers_should_know.pdf.
- National Council for the Accreditation of Teacher Education. (2008). *Professional standards for the accreditation of teacher preparation institutions*. Retrieved from: <http://www.ncate.org/public/standards.asp>.
- National Council on Measurement in Education (1995). *Code of professional responsibilities in educational measurement*. Retrieved from: http://www.natd.org/Code_of_Professional_Responsibilities.html.
- New Zealand Teachers Council. (2008). *Graduating teacher standards*. Retrieved from <http://www.teacherscouncil.co.nz/>.
- Nier, V. C., Donovan, A. E., & Malone, M. E. (2013). Promoting assessment literacy for language instructors through an online course. Retrieved from http://www.cal.org/ecolt/pdfs/AB_Poster_10-21-2013_FINAL.pdf
- Nieto, S. (2010). *The Light in Their Eyes: Creating Multicultural Learning Communities* (10th Anniversary ed.). New York: Teachers College Press, Columbia University.
- Nitko, A. J., & Brookhart, S. M. (2011). *Educational assessment of students* (6th ed.). Boston: Pearson Education, Inc.

References

- Oliver, D. G., Serovich, J. M., & Mason, T. L. (2005). Constraints and opportunities with interview transcription: Towards reflection in qualitative research. *Social Forces*, 84, 1273-1289. <https://doi.org/10.1353/sof.2006.0023>
- O'Sullivan, B. (Ed.). (2011). *Language Testing: Theories and Practices*. Basingstoke: Palgrave Macmillan.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Sage Publications, Inc
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Paulhus, D. L. (2002). Socially desirable responding: The evolution of a construct. In H. Braun, D. N. Jackson, & D. E. Wiley (Eds.), *The role of constructs in psychological and educational measurement* (pp. 67-88). Hillsdale, NJ: Erlbaum.
- Paulhus, D. L., & Vazire, S. (2007). The self-report method. In R.W. Robins, R.C. Fraley, & R.F. Krueger (Eds.), *Handbook of research methods in personality psychology* (pp. 224-239). New York: Guilford.
- Perpignan, H. (2001). *Teacher-written feedback to language learners: Promoting a dialogue for understanding*. Unpublished doctoral dissertation, Lancaster University, United Kingdom.
- Perpignan, H. (2003). Exploring the written feedback dialogue: A research, learning and teaching practice. *Language Teaching Research*, 7, 259-278.
- Perrett, G. (1990). The language testing interview: A reappraisal. In J. H. A. L. de Jong & D. K. Stevenson (Eds.), *Individualizing the assessment of language abilities* (pp. 255-238). Clevedon, England: Multilingual Matters.
- Pill, J., & Harding, L. (2013). Defining the language assessment literacy gap: Evidence from a parliamentary inquiry. *Language Testing*, 30(3), 381-402.
- Pitoniak, M. J., Young, J. W., Martiniello, M., King, T. C., Buteux, A., & Ginsburgh, M. (2009). *Guidelines for the assessment of English language learners*. Princeton, NJ: Educational Testing Service.
- Plake, B., Impara, J., & Fager, J. (1993). Assessment competencies of teachers: a national survey. *Educational Measurement: Issues and Practice*, 12(4), 10-39.
- Plake, B., & Jones, P. (2002). Ensuring fair testing practices. The responsibilities of test sponsors, test developers, test administrators, and test takers in ensuring fair testing practices. A paper presented at the February 2002 meeting of the Association of Test Publishers, Carlsbad, CA. Retrieved from: <http://www.testpublishers.org/assets/documents/Ensuring%20Fair%20Testing%20volume%204%20issue%201%20070202.pdf>
- Popham, W. J. (1994). The instructional consequences of criterion referenced clarity. *Educational Measurement: Issues and Practice*, 13, (4), 15-18.
- Popham, W. J. (1995). *Classroom assessment: What teachers need to know*. Boston: Allyn-Bacon.
- Popham, W. J. (2003). *Test Better, Teach Better: The Instructional Role of Assessment*. Alexandria, VA: Association for Supervisors and Curriculum Development.
- Popham, W. J. (2009). Assessment literacy for teachers: Faddish or fundamental? *Theory into Practice*, 48(1), 4-11.
- Popham, W. J. (2011). Assessment literacy Overlooked: A Teacher Educator's Confession. *The Teacher Educator*, 46, 265-273.
- Popham, W. J. (2019). *Classroom assessment: what teachers need to know?* 9th ed. Boston: Pearson.
- Punch, K. F. (2005). *Introduction to Social Research*. 2nd Edition. Thousand Oaks, Calif: Sage.
- Purpura, J. E. (2016). Second and foreign language assessment. *Modern Language Journal*, 100 (Supplement 2016), 290-208. (Centennial Issue)
- Quilter, S. M., & Gallini, J. K. (2000). Teachers' assessment literacy and attitudes. *The Teacher Educator*, 36, 115-131.

References

- Rainey, I. (2000). Action research and the English as a foreign language practitioner: time to take stock. *Educational Action Research*, 8(1), 65-91.
- Rea-Dickins, P. (2004). Understanding teachers as agents of assessment. *Language Testing*, 21(3), 249-258.
- Rea-Dickins, P. (2006). Currents and eddies in the discourse of assessment: a learning-focused interpretation. *International Journal of Applied Linguistics*, 16(2), 163-188.
- Reeves, D. B. (2007). *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning*. Bloomington, IN: Solution Tree Press.
- Richards, J. C., & Farrell, T. S. C. (2015). *Professional development for language teachers*. Cambridge: Cambridge University Press.
- Richards, J. C., & Renandya, W. A. (2002). Assessments. In J. C. Richards, & W. A. Renandya (Eds.), *Methodology in language testing: An anthology of current practice* (pp. 335-337). Cambridge: Cambridge University Press.
- Richards, J. C., & Schmidt, R. W. (2010). *Longman Dictionary of Language teaching and Applied Linguistics* (4th Ed.). London: Routledge.
- Richards, K. (2003). *Qualitative inquiry in TESOL*. London: Palgrave.
- Robins, R. W., & John, O. P. (1997). The quest for self-insight: Theory and research on accuracy and bias in self-perception. In R. Hogan, J. A. Johnson, & S. R. Briggs (Eds.), *Handbook of personality psychology* (pp. 649-679). San Diego, CA: Academic Press.
- Rossman, G. B., & Rallis, S. F. (2003). *Learning in the field: An introduction to qualitative research* (2nd ed.). Thousand Oak, CA: Sage Publications.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivation: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18, 119-144.
- Sato, M., Wei, C. R., & Darling-Hammond, L. (2008). Improving teachers' assessment practices through professional development: The case of National Board Certification. *American Educational Research Journal*, 45(3), 669-700.
- Spada, N., & Lightbown, P. (2008). Form-Focused Instruction: Isolated or Integrated? *TESOL Quarterly*, 42(2), 181-207.
- Scarino, A. (2013). Language assessment literacy as self-awareness: Understanding the role of interpretation in assessment and in teacher learning. *Language Testing*, 30(3), 309-327.
- Schmitt, D., & Hamp-Lyons, L. (2015). The need for EAP knowledge in assessment. *Journal of English for Academic Purposes*, 18, 3-5.
- Schon, D. (1983). *The reflective practitioner: How professional think in action*. New York: Basic Books.
- Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29(7), 4-14.
- Shepard, L. A. (2006). Classroom assessment. In R. L. Brennan (Ed.), *Educational measurement* (4th ed., pp. 623-646). Westport, CT: Praeger.
- Shepard, L. (2007). Formative assessment: Caveat emptor. In C. A. Dwyer (Ed.), *The future of assessment: Shaping teaching and learning* (pp. 279-303). Mahwah, NJ: Lawrence Erlbaum Associates.
- Shohamy, E. (1988). A proposed framework for testing the oral language of second/foreign language learners. *Studies in Second Language Acquisition*, 10(2), 165-179.
- Shohamy, E. (1996). Test impact revisited: washback effect over time. *Language Testing*, 13 (3), 298-317.
- Shohamy, E. (2001). *The power of tests*. Harlow, UK: Longman, Pearson.
- Shohamy, E. (2004). Reflections on Research Guidelines, Categories, and Responsibility. *TESOL Quarterly*, 38(4), 728-731.
- Shohamy, E., Or, I., & May, S. (2017). *Language Testing and Assessment*. Encyclopedia of Language and Education (3rd ed.). Auckland: Springer.
- Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, 78, 153-189.
- Silverman, D. (2001). *Interpreting qualitative data: Methods for analysing talk, text and interaction*. (Second edition). London: Thousand Oaks.
- Smith, K. (2011). Professional development of teachers a prerequisite for AFL to be successfully implemented in the classroom. *Studies in Educational Evaluation*, 37(1), 55-61.
- Stabler-Havener, M.L. (2018). Defining, conceptualizing, problematizing, and assessing language teacher assessment literacy. *Working Papers in Applied Linguistics & TESOL*, 18(1), 1-22.
- Stiggins, R. J. (1991). Assessment literacy. *The Phi Delta Kappan*, 72, 534-539.
- Stiggins, R. J. 1999. Are you assessment literate? *High School Magazine*, 6 (5), 20-23.
- Stiggins, R. J. (2001). *Student-involved classroom assessment*. Prentice Hall.
- Stiggins, R. J. (2002). Assessment crisis: the absence of assessment for learning. *Kappan Professional Journal*. Retrieved from <http://electronicportfolios.org/afl/Stiggins-AssessmentCrisis.pdf>.
- Stiggins, R. J. (2008). *Student-involved assessment FOR learning* (5thed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Stoyhoff, S. J. (2008). *Developments in English language assessment APEC strategic plan for English and other languages*. Mankato: APEC Human Resources Development Working Group, Minnesota State University.

References

- Talib, R., Kamsah, M. Z., Ghafar, M. N. A., Zakaria, M. A. Z. M., & Naim, H. A. (2013). T-assess: Assessment literacy for Malaysian teachers. Paper presented at the International Conference on Assessment for Higher Education across Domains and Skills, Kuala Lumpur.
- Taylor, L. (2013). Communicating the theory, practice and principles of language testing to test stakeholders: Some reflections. *Language Testing*, 30(3), 403-412.
- Thomas, D. R. (2003). A general inductive approach for qualitative data analysis. School of Population Health. University of Auckland.
- Threlfall, J. (2005). The formative use of assessment information in planning – the notion of contingent planning. *British Journal of Educational Studies*, 53(1), 54–65. doi: 10.1111/j.1467- 8527.2005.00283.x
- Tierney, R. D. (2010). Insights into fairness in classroom assessment: Experienced English teachers share their practical wisdom (PhD dissertation). University of Ottawa, Canada (UMI No 69109).
- Tierney, R. D. (2013). Fairness in classroom assessment. In J. H. McMillan (Ed.), *SAGE handbook of research on classroom assessment* (pp. 125-144). Thousand Oaks, CA: SAGE
- Torrance, H., & Pryor, J. (1998). Investigating formative assessment. Milton Keynes, UK: Open University Press.
- Troudi, S., Coombe, C., & Al-Hamly, M. (2009). EFL teachers' views of English language assessment in higher education in the United Arab Emirates and Kuwait. *TESOL Quarterly*, 43(3), 546-555.
- Tsagari, D. (2004). Is there life beyond language testing? An introduction to alternative language assessment. Centre for Research in Language Education. CRILE Working Papers, 58. Retrieved from <http://www.ling.lans.ac.uk/groups/crile/docs/crile58tsagari.pdf>.
- Vazire, S., & Gosling, S. D. (2004). E-Perceptions: Personality impressions based on personal websites. *Journal of Personality and Social Psychology*, 87, 123-132.
- Vogt, K., & Tsagari, D. (2014). Assessment Literacy of Foreign Language Teachers: Findings of a European Study, *Language Assessment Quarterly*, 11:4, 374-402.
- Volante, L. (2006). Reducing bias in classroom assessment and evaluation. *Orbit*, 36(2), 34-36. Retrieved from: <https://ezpa.library.ualberta.ca/ezpAuthen.cgi?url=search.proquest.com/docview /213742716? Account id=144744>
- Volante, L., & Fazio, X. (2007). Exploring teacher candidates' assessment literacy: Implications for teacher education reform and professional development. *Canadian Journal of Education* 30(3), 749-70.
- Wachter, B., & Maiworm. (2014). English-taught programmes in European higher education: The state of play in 2014. Bonn: Lemmens Accessed 10.04.15 http://www.aca-secretariat.be/fileadmin/aca_docs/images/members/ACA-2015_English_Taught.pdf.
- Wahyuni, D. (2012). The research design maze: understanding paradigms, cases, methods and methodologies. *Journal of Applied Management Accounting Research*, Vol. 10 (1), 69-80
- Walters, F. S. (2010). Cultivating assessment literacy: Standards evaluation through language-test specification reverse engineering. *Language Assessment Quarterly*, 7, 317-342.
- Weigle, S. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.
- Weir, C. (1990). *Communicative Language Testing*. New York: Prentice Hall.
- Weir, C. (2005). *Language Testing and Validation: An Evidence-based Approach*. Basingstoke: Palgrave Macmillan.
- Westheimer, J. (2008). Learning among colleagues: Teacher community and the shared enterprise of education. In M. Cochran-Smith, S. Feiman-Nemser, & D. J. McIntyre (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (pp. 756-783). New York, NY: Routledge.
- William, D. (2010). An integrative summary of the research literature and implications for a new theory of formative assessment. In H. L. Andrade & G. J. Cizek (Eds.), *Handbook of formative assessment* (pp. 18–40). New York: Routledge.
- William, D. (2011). What is assessment for learning? *Studies in Educational Evaluation*, 37(1), 3-14.
- Willis, J. (2010). Assessment for learning as a participatory pedagogy. *Assessment Matters*, 2, 65-84.
- Willis, J., Adie, L., & Klenowski, V. (2013). Conceptualizing teachers' assessment literacies in an era of curriculum and assessment reform. *The Australian Educational Researcher*, 40(2), 241-256.
- Woolfolk, H. A., Hoy, W. K., & Davies, H. A. (2009). Teachers' self-efficacy beliefs. In K. Wentzel, & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 627-655). Mahwah, NJ: Lawrence Erlbaum.
- Wyatt-Smith, C., Klenowski, V., & Gunn, S. (2010). The centrality of teachers' judgement practice in assessment: A study of standards in moderation. *Assessment in Education: Principles, Policy & Practice*, 17(1), 59-75.
- Xu, Y., & Brown, G.T.L. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education*, 58, 149-158.
- Xu, Y., & Brown, G.T.L. (2017). University English teacher assessment literacy: A survey-test report from China. *Papers in Language Testing and Assessment*, 6(1), 133-158.
- Xu, Y., & Liu, Y. (2009). Teacher assessment knowledge and practice: A narrative inquiry of a Chinese college EFL teacher's experience. *TESOL Quarterly*, 43(3), 493-513