**ASSESSMENT LITERACY: SELECTED REFERENCES**

**(Last updated 15 June 2022)**

Alkharusi, H. (2011). Psychometric properties of the teacher assessment literacy questionnaire for preservice teachers in Oman. *Procedia - Social and Behavioral Sciences*, *29*(0), 1614–1624.

Alkharusi, H., Kazem, A., & Al-Musawai, A. (2011). Knowledge, skills, and attitudes of preservice and inservice teachers in educational measurement. *Asia-Pacific Journal of Teacher Education, 39*(2), 113–123.

Bachman, L. F. (2004). *Statistical analyses for language assessment*. Cambridge, UK: Cambridge University Press.

Bailey, K. M., & Brown, J. D. (1996). Language testing courses: What are they? In A. Cumming & R. Berwick (Eds.), *Validation in language testing* (pp. 236-256). Philadelphia, PA: Multilingual Matters.

Baker, B. (2016). Language assessment literacy as professional competence: The case of Canadian admissions decision makers. *Canadian Journal of Applied Linguistics, 19*(1), 63–83. Retrieved from: <https://journals.lib.unb.ca/index.php/CJAL/article/view/23033>

Baker, B. A., & Riches, C. (2018). The development of EFL examinations in Haiti: Collaboration and language assessment literacy development. *Language Testing*, *35*(4), 557–581. <https://doi.org/10.1177/0265532217716732>

Berry, V., Sheehan, S., & Munro, S. (2019). What does language assessment literacy mean to teachers? *ELT Journal, 73*(2), 113–123. https://doi.org/10.1093/elt/ccy055

Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan, 80*(2), 139-144, 146-148. Retrieved from http://www.jstor.org/stable/20439383

Bracey, G.W. (2000). *Thinking about tests and testing: A short primer in 'assessment literacy'.* Washington, DC: American Youth Policy Forum in Cooperation with the National Conference of State Legislators. Retrieved from http://www.aypf.org/publications/braceyrep.pdf

Brindley, G. (1998). Assessing in the AMEP: Current trends and future directions. *Prospect, 13*(3), 59-73.

Brindley, G. (2001). Language assessment and professional development. In C. Elder, A. Brown, K. Hill, N. Iwashita, T. Lumley, T. McNamara, & K. O’Loughlin (Eds.), *Experimenting with uncertainty: Essays in honour of Alan Davies* (pp. 126-136). Cambridge, UK: Cambridge University Press.

Brindley, G. (2001). Outcomes-based assessment in practice: Some examples and emerging insights. *Language Testing*, *18*(4), 393-408. doi: 10.1177/026553220101800405

Brown, G. T. L. (2006). Teachers’ conceptions of assessment: Validation of an abridged instrument. *Psychological Reports*, *99*, 166–170. <http://dx.doi.org/10.2466/pr0.99.1.166-170>

Brown, G. T. L. (2008). *Conceptions of assessment: Understanding what assessment means to teachers and students.* New York, NY: Nova Science Publishers.

Brown, G. T. L., & Remesal, A. (2012). Prospective teachers’ conceptions of assessment: A cross-cultural comparison. *The Spanish Journal of Psychology*, *15*(01), 75–89. <https://doi.org/10.5209/rev_SJOP.2012.v15.n1.37286>

Brown, G. T. L., & Remesal, A. (2017). Teachers’ conceptions of assessment: Comparing two inventories with Ecuadorian teachers. *Studies in Educational Evaluation*, *55*(June), 68–74. <https://doi.org/10.1016/j.stueduc.2017.07.003>

Brown, G. T. L., Lake, R., & Matters, G. (2011). Queensland teachers’ conceptions of assessment: The impact of policy priorities on teacher attitudes. *Teaching and Teacher Education*, *27*(1), 210–220. <http://dx.doi.org/10.1016/j.tate.2010.08.003>

Brown, J. D., & Bailey, K. M. (2008). Language testing courses: What are they in 2007? *Language Testing*, *25*(3), 349-383. doi: 10.1177/0265532208090157

Brumfit, C. (2010). Literacy or literacies? Academic identities in a language-sharing world. In G. Blue (Ed.), *Developing academic literacy*. (pp. 13-24). Bern, Switzerland: Peter Lang.

Brunfaut, T., & Harding, L. (2018). Teachers setting the assessment (literacy) agenda: A case study of a teacher-led national test development project in Luxembourg. In D. Xerri & P. Vella Briffa (Eds.), *Teacher involvement in high stakes language testing* (pp. 155–172). Cham: Springer. <https://doi.org/10.1080/13540602.2016.1185821>

Clarke, S., & Gipps, C. (2000). The role of teachers in formative teacher assessment in England 1996–1998. *Evaluation and Research in Education*, *4*(1), 38–52. Retrieved from http://dx.doi.org/10.1080/09500790008666960

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. Stoynoff (Eds.), *The Cambridge guide to second language assessment* (pp. 20–29). Cambridge, UK: Cambridge University Press.

Coombe, C., Vafadar, H., & Mohebbi, H. (2020). Language assessment literacy: what do we need to learn, unlearn, and relearn?. *Language Testing in Asia*, *10*, 1-16.

Coombs, A., De Luca, C., La Pointe-McEwan, D., & Chalas, A. (2018). Changing approaches to classroom assessment: An empirical study across teacher career stages. *Teaching and Teacher Education*, *71*, 134–144. <https://doi.org/10.1016/j.tate.2017.12.010>

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.

Davies, A. (2008). Textbook trends in teaching language testing. *Language Testing, 25*(3), 327-347. doi:10.1177/0265532208090156

Davison, C. (2007). Views form the chalkface: English language school-based assessment in Hong-Kong. *Language Assessment Quarterly, 4*(1), 37-68. doi: 10.1080/15434300701348359

Davison, C. (2013). Innovation in assessment: Common misconceptions and problems. In K. Hyland & L. L. C. Wong (Eds.), *Innovation and change in English language education* (pp. 263–275). Abingdon, UK: Routledge.

DeLuca, C., & Klinger, D. A. (2010). Assessment literacy development: Identifying gaps in teacher candidates’ learning. *Assessment in Education: Principles, Policy & Practice*, *17*(4), 419–438. doi: 10.1080/0969594X.2010.516643

DeLuca, C., La Pointe-McEwan, D. & Ulemu, L. (2016). Approaches to classroom assessment inventory a new instrument to support teacher assessment literacy. *American Educational Research Association Annual Conference*, *21*(4), 248–266. <http://doi.org/10.1080/10627197.2016.1236677>

DeLuca, C., Willis, J., Cowie, B., Harrison, C., Coombs, A., Gibson, A., & Child, J. (2019). Policies, programs, and practices: Exploring the complex dynamics of assessment education in teacher education across four countries. *Frontiers in Education,* *4*(November), p. 132. <https://doi.org/10.3389/feduc.2019.00132>

Dochy, F., & Segers, M. (2001). Using information and communication technology (ICT) in tomorrow’s universities and using assessment as a tool for learning by means of ICT. In Van der Molen, H. J. (Ed.), *Virtual university? Educational environments of the future*. London, UK: Portland.

ESCorg (2013, 08, 20). *Assessment literacy: The overlooked ingredient in educator effectiveness*. [Video file]. Retrieved from https://www.youtube.com/watch?v=Wg\_tz3GJy0U

Falsgarf, C. (2006). Why a national assessment summit? New visions in action. In M. H. Rosenbusch (Ed.), *New visions in action: National assessment summit papers* (pp. 5-8) Alexandria, VA: US Department of Education. Retrieved from http://files.eric.ed.gov/fulltext/ED527580.pdf

Falvey, P., & Cheng, L. (1995). A comparative study of teachers’ beliefs about assessment principles and practices. *Language Testing Update*, *18,* 38–39.

Fulcher, G. (2010). *Practical language testing.* London, UK: Hodder.

Fulcher, G. (2012). Assessment literacy for the language classroom. *Language Assessment Quarterly,* *9*(2), 113- 132. Retrieved from http://dx.doi.org/10.1080/15434303.2011.642041

Fulcher, G. (2015). *Re-examining language testing: A philosophical and social enquiry*. New York, NY: Routledge.

Gipps, C. (1994). *Beyond testing: Towards a theory of educational measurement*. London, UK: Falmer.

Giraldo, F. (2018). Language assessment literacy: Implications for language teachers. *Profile Issues in Teachers Professional Development*, *20*(1), 179-195.

Graham, P. (2005). Classroom-based assessment: Changing knowledge and practice through preservice teacher education. Teaching and Teacher Education, 21(6), 607–621. https://doi.org/10.1016/j.tate.2005.05.001

Guerin, E. M. C. (2009). Initial findings from a pilot Italian study of foreign language teachers’ stated language assessment knowledge-base and needs. Papers from the Lancaster Postgraduate Conference in Linguistics & Language Teaching, Vol. 4, 80–103.

Hadar, L., & Brody D. (2016). Professional development for teacher educators in the communal context: factors which promote and hinder learning. In B. de Wever, R. Vanderlinde, M. Tuytens, & A. Aelterman (Eds.), Professional learning in education challenges for teacher educators, teachers and student teachers (pp. 57–83). Gent, Belgium: Academia Press.

Hailaya, W., Alagumalai, S., & Ben, F. (2014). Examining the utility of Assessment Literacy Inventory and its portability to education systems in the Asia Pacific region. *Australian Journal of Education*, *58*(3), 297–317. [https://doi.org/Doi 10.1177/0004944114542984](https://doi.org/Doi%2010.1177/0004944114542984)

Hakim, B. (2015). English language teachers’ ideology of ELT assessment literacy. *International Journal of Education & Literacy Studies*, *4*(3), 42-48. doi:10.7575/aiac.ijels.v.3n.4p.42

Hamp-Lyons, L. (2007). The impact of testing practices on teaching: Ideologies and alternatives. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 487–504). Norwell, MA: Springer.

Harding, L., & Kremmel, B. (2016). Teacher assessment literacy and professional development. In D. Tsagari & J. Banerjee (Eds.), *Handbook of second language assessment: Volume 12 of handbooks on applied linguistics* (pp. 413-428). Berlin, Germany: Walter de Gruyter GmbH & Co KG. doi: https://doi.org/10.1515/9781614513827-027

Harper, C. A., & de Jong, E. J (2009). English language teacher expertise: The elephant in the room. *Language and Education*, *23*(2), 137-151. doi: 10.1080/09500780802152788

Hartell, E., Gumaelius, L., & Svärdh, J. (2015). Investigating technology teachers’ self-efficacy on assessment. *International Journal of Technology and Design Education*, *25*(3), 321–337. <https://doi.org/10.1007/s10798-014-9285-9>

Herrera, L., & Macías, D. (2015). A call for language assessment literacy in the education and development of English language teachers. *Colombian Applied Linguistics Journal*, *17*(2), 302–312. <http://dx.doi.org/10.14483/udistrital.jour.calj.2015.2.a09>

Hill, K., & McNamara, T. (2011). Developing a comprehensive empirically based research framework for classroom based assessment. *Language Testing*, *29*(3), 395-420. doi: 10.1177/0265532211428317

Hill, K. (2017). Understanding classroom-based assessment practices: A precondition for teacher assessment literacy. *Papers in Language Testing and Assessment, 6*(1), 1–17.

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. <https://doi.org/10.1080/10627197.2013.761527>

Inbar-Lourie, O. (2008a). Constructing a language assessment knowledge base: A focus on language assessment courses. *Language Testing, 25*(3), 385-402. doi: 10.1177/0265532208090158

Inbar-Lourie, O. (2008b). Language assessment culture. In E. Shohamy & N. H. Hornberger (Eds.), *Language testing and assessment: Encyclopedia of language and education.* (2nd ed., Vol. 7, pp. 285–300). New York, NY: Springer.

Inbar-Lourie, O. (2013). Language assessment literacy. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 2923–2931). Oxford, UK: Blackwell.

Inbar-Lourie, O. (2013). Guest editorial to the special issue on language assessment literacy. *Language Testing*, *30*(3), 301–307. <https://doi.org/10.1177/0265532213480126>

James, M., & Pedder, D. (2006). Beyond method: Assessment and learning practices and values. *The Curriculum Journal, 17*(2), 109–138. <https://doi-org.ezproxy.lancs.ac.uk/10.1080/09585170600792712>

Jannati, S. (2015). ELT teachers’ language assessment literacy: Perceptions and practices. *The International Journal of Research in Teacher Education*, *6*(2), 26-37.

Jeong, H. (2013). Defining assessment literacy: Is it different for language testers and non-language testers? *Language Testing*, *30*(3), 345-362. doi: 10.1177/0265532213480334

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. doi: 10.1177/0265532213480334

Khadijeh, B., & Amir, R. (2015). Importance of teachers’ assessment literacy. *International Journal of English Language Education*, *3*(1), 139-146.

Kleinsasser, R. C. (2005). Transforming a postgraduate level assessment course: A second language teacher educator’s narrative. *Prospect*, *20*(3), 77-102. Retrieved from http://www.ameprc.mq.edu.au/docs/prospect\_journal/volume\_20\_no\_3/20\_3\_6\_Kleinsasser.pdf

Koh, K. H. (2011). Improving teachers' assessment literacy through professional development. *Teaching Education, 22*(3), 255-276. doi: 10.1080/10476210.2011.593164

Kremmel, B., & Harding, L. (2019). Towards a comprehensive, empirical model of language assessment literacy across stakeholder groups: Developing the language assessment literacy survey. *Language Assessment Quarterly, 17*(1), 100–120. <https://doi.org/10.1080/15434303.2019.1674855>

Kunnan, A. J. (2004). Regarding language assessment. *Language Assessment Quarterly*, *1*(1), 1-4. doi: 10.1207/s15434311laq0101\_1

Lado, R. (1961). *Language testing: The construction and use of foreign language tests*. London, UK: Longman.

Lam, R. (2015). Language assessment training in Hong Kong: Implications for language assessment literacy. *Language Testing*, *32*(2), 169-197. 10.1177/0265532214554321

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.

Levi, T., & Inbar-Lourie, O. (2019). Assessment literacy or language assessment literacy: Learning from the teachers. *Language Assessment Quarterly, 17*(2), 168–182. <https://doi.org/10.1080/15434303.2019.1692347>

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. <http://doi.org/10.1080/13803611.2015.1117980>

López Mendoza, A., & Bernal Arandia, R. (2009). Language testing in Colombia: A call for more teacher education and teacher training in language assessment. *Profile*, *11*(2), 55–70.

Malone, M. E. (2008). Training in language assessment. In E. Shohamy & N. Hornberger (Eds.). *Language Testing and Assessment: Encyclopedia of Language and Education* (2nd ed., Vol. 7, pp. 225-233). New York, NY: Springer Science and Business.

Malone, M. E. (2013). The essentials of assessment literacy: Contrasts between testers and users. *Language Testing,* *30*(3), 329-344. doi: 10.1177/0265532213480129

McGee, J., & Colby, S. (2014). Impact of an assessment course on teacher candidates’ assessment literacy. *Action in Teacher Education*, *36*(5–6), 522–532. <https://doi.org/10.1080/01626620.2014.977753>

McMillan, J. H. (2000). Fundamental assessment principles for teachers and school administrators. *Practical assessment, Research and Evaluation*, *7*(8). Retrieved from http://PAREonline.net/getvn.asp?v=7&n=8

McNamara, T. (2001). Language assessment as social practice: Challenges for research. *Language Testing*, *18*(4), 333–349. doi: 10.1177/026553220101800402

Muñoz, A. P., & Palacio, M. (2012). Teachers’ beliefs about assessment in an EFL context in Colombia. *Profile Issues in Teachers Professional Development*, *14*(1), 143–158.

O'Loughlin, K. (2006). Learning about second language assessment: Insights from a post-graduate student online forum. *University of Sydney Papers in TESOL, 1*(1), 75-85. Retrieved from http://faculty.edfac.usyd.edu.au/projects/usp\_in\_tesol/pdf/volume01/article04.pdf

O’Loughlin, K. (2013). Developing the assessment literacy of university proficiency test users, *Language Testing*, *30*(3), 363-380. doi: 10.1177/0265532213480336

Ogan-Bekiroglu, F., & Suzuk, E. (2014). Pre-service teachers’ assessment literacy and its implementation into practice. *The Curriculum Journal*, *25*, 344–371.

Ölmezer-öztürk, E., & Aydin, B. (2018). Toward measuring language teachers’ assessment knowledge: Development and validation of Language Assessment Knowledge Scale (LAKS). *Language Testing in Asia, 8*(1), 1–15*.* <https://doi.org/10.1186/s40468-018-0075-2>

Pill, J., & Harding, L. (2013). Defining the language assessment literacy gap: Evidence from a parliamentary inquiry. *Language Testing*, *30*(3), 381-402. doi: 10.1177/0265532213480337

Plake, B., Impara, J., & Fager, J. (1993). Assessment competencies of teachers: A national survey. *Educational Measurement: Issues and Practice*, *12*(4), 10–39. <https://doi.org/10.1111/j.1745-3992.1993.tb00548.x>

Popham, W. J. (2004). All about accountability: Why assessment illiteracy is professional suicide. *Educational Leadership, 62*(1), 82-83. Retrieved from <http://www.ascd.org/publications/educational-leadership/sept04/vol62/num01/Why-Assessment-Illiteracy-Is-Professional-Suicide.aspx>

Popham, W. J. (2006). Needed: A dose of assessment literacy. *Educational Leadership, 63*(6), 84–85.

Popham, W. J. (2009). Assessment literacy for teachers: Faddish or fundamental? *Theory into practice*, *48*(1), 4-11. doi: 10.1080/00405840802577536

Popham, W. J. (2011). Assessment literacy overlooked: A teacher educator’s confession. *The Teacher Educator*, *46*(4), 265–273. doi: 10.1080/08878730.2011.605048

Quilter, S. M., & Gallini, J. K. (2000). Teachers’ assessment literacy and attitudes. *Teacher Educator*, *36*(2), 115–131. <https://doi.org/10.1080/08878730009555257>

Reimann, N., & Wilson, A. (2012). Academic development in “assessment for learning”: The value of a concept and communities of assessment practice. International Journal for Academic Development, 17(1), 71–83. https://doi.org/10.1080/1360144X.2011.586460

Remesal, A. (2011). Primary and secondary teachers’ conceptions of assessment: A qualitative study. Teaching and Teacher Education, 27(2), 472–482. https://doi.org/10.1016/j.tate.2010.09.017

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. doi: 10.1177/0265532213480128

Scarino, A. (2000). Complexities in describing and using standards in languages education in the school setting: whose conceptions and values are at work? *Australian Review of Applied Linguistics*, *23*(2), 7–20. doi: 10.1075/aral.23.2.01sca

Shepard, L. A. (2000). *The role of classroom assessment in teaching and learning* (CSE Technical Report 517). Center for the studying of evaluation, National Center for Research on Evaluation, Standards, and Student Testing, University of California, Los Angeles. Retrieved from http://cresst.org/wp-content/uploads/TECH517.pdf

Shepard, L. A., (2000). The role of assessment in a learning culture. *Educational Researcher*, *29*(7), 4-14. doi: 10.3102/0013189X029007004

Shohamy, E. (2007). The power of language tests, the power of the English language and the role of ELT. In J. Cummins, & C. Davison (Eds.), *International handbook of English language teaching: Part I* (pp. 521-532). New York, NY: Springer Science and Business Media.

Shohamy, E. (2014). *The power of tests: A critical perspective on the uses of language tests*. Harlow, UK: Longman.

Smith, L. F., Hill, M. F., Cowie, B., & Gilmore, A. (2014). Preparing teachers to use the enabling power of assessment. In C. Wyatt-Smith, V. Klenowski & P. Colbert (Eds.), Designing assessment for quality learning (pp. 303–23). Dordrecht: Springer.

Stabler-Havener., M. L. (2018). Defining, conceptualizing, problematizing, and assessing language teacher assessment literacy. *Working Papers in Applied Linguistics and TESOL, 18*(1), 1–22. <https://doi.org/10.7916/D8VM5W9P>

Stiggins, R. J. (1991). Assessment literacy. *Phi Delta Kappan*, *72*(7), 534-539. Retrieved from <http://www.jstor.org/stable/20404455>

Stiggins, R. (1993). Teacher training in assessment: Overcoming the neglect. In S. L. Wise (Ed.), *Teacher training in measurement and assessment skills* (pp. 27–40). Lincoln, NE: Buros Institute of Mental Measurements.

Stiggins, R. J. (2002). The absence of assessment for learning. *Phi Delta Kappan*, *83*(10), 785-765. Retrieved from http://www.jstor.org/stable/20440249

Sultana, N. (2019). Language assessment literacy: An uncharted area for the English language teachers in Bangladesh. *Language Testing in Asia*, *9*(1), 1-14.

Taylor, L. (2000). Stakeholders in language testing. *Research Notes,* 2*,* 2-4. Retrieved from http://www.cambridgeenglish.org/images/22642-research-notes-02.pdf

Taylor, L. (2009). Developing assessment literacy. *Annual Review of Applied Linguistics*, *29*, 21-36. doi:10.1017/S0267190509090035

Taylor, L. (2013). Communicating the theory, practice, and principles of language testing to test stakeholders: Some reflections. *Language Testing, 30*(3), 403-412. doi: 10.1177/0265532213480338

Tsagari, D., & Vogt, K. (2017). Assessment literacy of foreign language teachers around Europe: Research, challenges and future prospects. *Papers in Language Testing and Assessment*, *6*(1), 41–63.

Vogt, K., & Tsagari, D. (2014). Assessment literacy of foreign language teachers: Findings of a European study. *Language Assessment Quarterly*, *11*(4), 374–402. <http://doi.org/10.1080/15434303.2014.960046>

Volante, L., & Fazio, X. (2007). Exploring teacher candidates’ assessment literacy: Implications for teacher education reform and professional development. *Canadian Journal of Education*, 30, 3, 749–770. doi: 10.2307/20466661

Walters, F. S. (2010). Cultivating assessment literacy: Standards evaluation through language-test specification reverse engineering. *Language Assessment Quarterly, 7*(4), 317–342. https://doi.org/10.1080/15434303.2010.516042

Weigle, S. C. (2007). Teaching writing teachers about assessment. *Journal of Second Language Writing*, *16*(3), 194–209. doi: 10.1016/j.jslw.2007.07.004

Wiliam, D. (2001). An overview of the relationship between assessment and the curriculum. In D. Scott (Ed.), *Curriculum and assessment* (pp. 165–181). Westport, CT: Ablex.

Xu, Y. (2016). Teacher assessment planning within the context of university English language teaching (ELT) in China: Implications for assessment literacy. *Australia Review of Applied Linguistics, 39*(3), 233-254.

Xu, Y., & Brown, G.T.L. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education,* 58, 149-162.

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., & Carless, D. (2017). ‘Only true friends could be cruelly honest’: Cognitive scaffolding and social-affective support in teacher feedback literacy. *Assessment & Evaluation in Higher Education*, *42*(7), 1082-1094.

Zheng, D. (2010). An investigation into the assessment literacy of secondary and primary school teachers: A report from Z province. *Global Education Review,* *39*(2), 31–36.

 Zolfaghari, S., & Ashraf, H. (2015). The relationship between EFL teachers’ assessment literacy; their teaching experience; and their age: A case of Iranian EFL teachers. *Theory and Practice in Language Studies*, *5*(12), 2550-2556. Retrieved from http://dx.doi.org/10.17507/tpls.0512.16