**FORMATIVE ASSESSMENT: SELECTED REFERENCES**

**(Last updated 3 September 2024)**

Abd Halim, H., Hamzah, M. I., & Zulkifli, H. (2024). A systematic review on the formative assessment practice in teaching and learning in secondary school. *International Journal of Evaluation & Research in Education*, *13*(2), 1173-1183.

Abedi, J. (2010). Research and recommendations for formative assessment with English language learners. In H. Andrade & G. Cizek (Eds.), *Handbook of formative assessment* (pp. 181-197). Routledge.

Alam, M., & Aktar, T. (2019). Assessment challenges & impact of formative portfolio assessment (FPA) on EFL learners' writing performance: A case study on the preparatory English language course. *English Language Teaching*, *12*(7), 161-172.

Albarqi, G. (2023). Padlet as a formative assessment tool in the online language classroom: Action research. In S. W. Chong & H. Reinders (Eds.), *Innovation in learning-oriented language assessment* (pp. 181-199). Springer International.

Allal, L., & Lopez, L. M. (2005). Formative assessment of learning: A review of publications in French. In J. Looney (Ed.), *Formative assessment: Improving learning in secondary classrooms.* (pp. 241-264). Paris, France: Organization for Economic Cooperation and Development. <http://www.oecd.org/edu/ceri/34488354.pdf>

Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). *Focusing formative assessment on the needs of English language learners*. WestEd.

Andrade, H., & Cizek, G. (Eds.) (2010). *Handbook of formative assessment.* Routledge.

Araceli Ruiz-Primo, M., & Furtak, E. M. (2006). Informal formative assessment and scientific inquiry: Exploring teachers' practices and student learning. *Educational Assessment*, *11*(3-4), 237-263.

Athanases, S. Z., & Achinstein, B. (2003). Focusing new teachers on individual and low performing students: The centrality of formative assessment in the mentor's repertoire of practice. *Teachers College Record*, *105*(8), 1486-1520.

Awajan, N. W. (2023). The effect of implementing technology in formative assessments to ensure student learning in higher education English literature courses after COVID-19. *Online Journal of Communication and Media Technologies*, *13*(2), e202320.

Aydeniz, M. (2009). Formative assessment: Improving learning in secondary classrooms. *School Science and Mathematics*, *109*(7), 428-431.

Bailey, A. L., & Heritage, M. (Eds.). (2008). *Formative assessment for literacy, grades K-6: Building reading and academic language skills across the curriculum*. Corwin Press.

Barlow, L., Liparulo, S. P., & Reynolds, D. W. (2007). Keeping assessment local: The case for accountability through formative assessment. *Journal of Assessing Writing, 12*(1), 44-59. <https://doi.org/10.1016/j.asw.2007.04.002>

Beatty, I. D., & Gerace, W. J. (2009). Technology-enhanced formative assessment: A research-based pedagogy for teaching science with classroom response technology. *Journal of Science Education and Technology*, *18*(2), 146-162.

Bell, B., & Cowie, B. (2001). The characteristics of formative assessment in science education. *Science Education*, *85*(5), 536-553. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.926.3786&rep=rep1&type=pdf>

Bennett, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: Principles, Policy & Practice*, *18*(1), 5-25. <https://www.researchgate.net/profile/Randy_Bennett/publication/228836856_Formative_assessment_A_critical_review/links/00b7d5225d29ea6958000000/Formative-assessment-A-critical-review.pdf>

Berisha, F., Vula, E., Gisewhite, R., & McDuffie, H. (2024). The effectiveness and challenges implementing a formative assessment professional development program. *Teacher Development*, *28*(1), 19-43.

Berry, R. (2011). Assessment trends in Hong Kong: Seeking to establish formative assessment in an examination culture. *Assessment in Education: Principles, Policy & Practice*, *18*(2), 199-211.

Biggs, J. (1998). Assessment and classroom learning: A role for formative assessment? *Assessment in Education: Principles, Policy & Practice, 5*, 103-110.

Black, P. (2001). Formative assessment and curriculum consequences. In D. Scott (Ed.), *Curriculum and assessment* (pp. 7-23). Ablex.

Black, P. (2015). Formative assessment–an optimistic but incomplete vision. *Assessment in Education: Principles, Policy & Practice*, *22*(1), 161-177.

Black, P., & Harrison, C. (2000). Formative assessment. In J. Osborne & J. Dillon (Eds.), *Good practice in science teaching: What research has to say* (pp. 25-40). McGraw-Hill Education.

Black, P., & Harrison, C. (2001). Feedback in questioning and marking: The science teacher's role in formative assessment. *School Science Review*, *82*(301), 55-61.

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, *86*(1), 8-21. <http://iteswhite.d20blogs.org/files/2013/06/Assessment-for-Learning-in-the-Classroom.pdf>

Black, P., & Jones, J. (2006). Formative assessment and the learning and teaching of MFL: Sharing the language learning road map with the learners. *Language Learning Journal*, *34*(1), 4-9.

Black, P., & Wiliam, D. (2003). ‘In praise of educational research’: Formative assessment. *British educational research journal*, *29*(5), 623-637.

Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, *21*(1), 5-31. https://kclpure.kcl.ac.uk/portal/files/9119063/Black2009\_Developing\_the\_theory\_of\_formative\_assessment.pdf

Black, P., & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, *92*(1), 81-90. https://pdfs.semanticscholar.org/15bc/cadd19dbeb64ee5f0edac90e5857e6d5ad66.pdf

Black, P., & Wiliam, D. (2011). Developing a theory of formative assessment. In J. Gardner (Ed.), *Assessment and learning* (2 ed.). Sage.

Blanche, P., & Merino, B. J. (1989). Self‐assessment of foreign‐language skills: Implications for teachers and researchers. *Language Learning*, *39*(3), 313-338.

Børte, K., Lillejord, S., Chan, J., Wasson, B., & Greiff, S. (2023). Prerequisites for teachers’ technology use in formative assessment practices: A systematic review. *Educational Research Review*, 100568.

Boston, C. (2002). The concept of formative assessment. *Practical Assessment, Research, and Evaluation*, *8*(1), 1-4.

Brookhart, S. (2001). Successful students' formative and summative uses of assessment information. *Assessment in Education: Principles, Policy & Practice*, *8*(2), 153-169.

Brookhart, S. M., Moss, C. M., & Long, B. A. (2010). Teacher inquiry into formative assessment practices in remedial reading classrooms. *Assessment in Education: Principles, Policy & Practice*, *17*(1), 41-58.

Brookhart, S., Moss, C., & Long, B. (2008). Formative assessment. *Educational Leadership*, *66*(3), 52-57.

Buchanan, T. (2000). The efficacy of a World‐Wide Web mediated formative assessment. *Journal of Computer Assisted Learning*, *16*(3), 193-200. <http://www.fisme.science.uu.nl/staff/christianb/downloads/180509/buchanan2000.pdf>

Burner, T. (2023). A Review of formative language assessment research and implications for practitioners. In S. W. Chong & H. Reinders (Eds.), *Innovation in learning-oriented language assessment* (pp. 13-26). Palgrave MacMillan.

Cañadas, L. (2023). Contribution of formative assessment for developing teaching competences in teacher education. *European Journal of Teacher Education*, *46*(3), 516-532.

Carless, D. (2005). Prospects for the implementation of assessment for learning. *Assessment in Education, 12*(1), 39-54. <http://web.edu.hku.hk/f/acadstaff/412/2005_Prospects-for-the-implementation-of-assessment-for-learning.pdf>

Carless, D. (2007). Conceptualizing pre‐emptive formative assessment. *Assessment in Education*, *14*(2), 171-184.

Carless, D. (2012). *From testing to productive student learning: Implementing formative assessment in Confucian-heritage settings*. Routledge.

Carreira, M. M. (2012). Formative assessment in HL teaching: Purposes, procedures, and practices. *Heritage Language Journal*, *9*(1), 100-120.

Cauley, K. M., & McMillan, J. H. (2010). Formative assessment techniques to support student motivation and achievement. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *83*(1), 1-6. <https://pdfs.semanticscholar.org/442e/04cacceeb9afecb5b6dc52884d69b5adfe5e.pdf>

Chen, I. C. (2023). Enhancing EFL students' writing skills through formative assessments in a blended learning course. *Computer-Assisted Language Learning Electronic Journal*, *24*(2).

Chen, X. H. (2009). An empirical study of applying formative assessment to college English oral testing [J]. *Foreign Languages and Their Teaching*, *7*, 008.

Cizek, G. (2010). An introduction to formative assessment: History, characteristics, and challenges. In H. Andrade & G. Cizek (Eds.), *Handbook of formative assessment* (pp. 3-17). Routledge.

Clark, I. (2012). Formative assessment: Assessment is for self-regulated learning. *Educational Psychology Review*, *24*(2), 205-249. https://www.researchgate.net/profile/Ian\_Clark/publication/229614556\_Formative\_Assessment\_Assessment\_Is\_for\_Self-regulated\_Learning/links/0fcfd501038c6c376a000000.pdf

Clarke, S., Timperley, H., & Hattie, J. (2001). *Unlocking formative assessment*. Hodder and Stoughton.

Coffey, J., Hammer, D., Levin, D. M., & Grant, T. (2011). The missing disciplinary substance of formative assessment. *Journal of Research in Science Teaching, 48*(10), 1109-1136.

Colby-Kelly, C., & Turner, C. E. (2007). AFL research in the L2 classroom and evidence of usefulness: Taking formative assessment to the next level. *Canadian Modern Language Review*, *64*(1), 9-37.

Cowie, B., & Bell, B. (1999). A model of formative assessment in science education. *Assessment in Education: Principles, Policy & Practice*, *6*(1), 101-116.

Davison, C. (2007). Views from the chalkface: English language school-based assessment in Hong Kong. *Language Assessment Quarterly*, *4*(1), 37-68. <https://hub.hku.hk/bitstream/10722/57428/1/134517.pdf?accept=1>

Davison, C., & Leung, C. (2009). Current issues in English language teacher-based assessment. *TESOL Quarterly*, *43*(3), 393-415.

Daws, N., & Singh, B. (1996). Formative assessment: To what extent is its potential to enhance pupils' science being realized? *School Science Review, 77*, 93-99

Dunn, K. E., & Mulvenon, S. W. (2009). A critical review of research on formative assessment: The limited scientific evidence of the impact of formative assessment in education. *Practical Assessment, Research & Evaluation*, *14*(7), 1-11. <https://www.researchgate.net/profile/Karee_Dunn/publication/237409416_A_Critical_Review_of_Research_on_Formative_Assessment_The_Limited_Scientific_Evidence_of_the_Impact_of_Formative_Assessment_in_Education/links/54723a070cf2d67fc035c4f3.pdf>

Ecclestone, K. (2007). Commitment, compliance and comfort zones: the effects of formative assessment on vocational education students’ learning careers. *Assessment in Education*, *14*(3), 315-333.

Elwood, J. (2006). Formative assessment: possibilities, boundaries and limitations. *Assessment in Education: Principles, Policy & Practice*, *13*(2), 215-232.

El Yazidi, R. (2023). Investigating the influence of formative assessment on the learning process in the English language classroom. *Asian Journal of Education and Training*, *9*(1), 23-32.

Fisher, D., & Frey, N. (2015). *Checking for understanding: Formative assessment techniques for your classroom*. Association for Supervision and Curriculum Development.

Furtak, E., Ruiz-Primo, M. A., & Bakeman, R. (2017). Exploring the utility of sequential analysis in studying informal formative assessment practices. *Educational Measurement: Issues and Practice, 36*(1), 28-38.

Gattullo, F. (2000). Formative assessment in ELT primary (elementary) classrooms: An Italian case study. *Language Testing*, *17*(2), 278-288.

Gijbels, D., & Dochy, F. (2006). Students’ assessment preferences and approaches to learning: can formative assessment make a difference?. *Educational Studies*, *32*(4), 399-409.

Gikandi, J. W., Morrow, D., & Davis, N. E. (2011). Online formative assessment in higher education: A review of the literature. *Computers & Education*, *57*(4), 2333-2351. <http://uncw.edu/assessment/documents/gikandietal2011.pdf>

Gong, W. (2023). Reshaping the EFL formative assessment pedagogy with blockchain technology. *International Journal of English Linguistics*, *13*(1).  DOI:[10.5539/ijel.v13n1p12](https://doi.org/10.5539/ijel.v13n1p12)

Greenier, V., Liu, X., & Xiao, Y. (2023). Creative translanguaging in formative assessment: Chinese teachers’ perceptions and practices in the primary EFL classroom. *Applied Linguistics Review*, (0), 1-24. https://aura.abdn.ac.uk/bitstream/handle/2164/23515/Greenier\_etal\_ALR\_Creative\_Translanguaging\_VOR.pdf?sequence=1

Harlen, W. (2006). On the relationship between assessment for formative and summative purposes. *Assessment and Learning*, *2*, 95-110.

Harlen, W., & James, M. (1997). Assessment and learning: Differences and relationships between formative and summative assessment. *Assessment in Education: Principles, Policy & Practice*, *4*(3), 365-379.

Harris, C. J., Krajcik, J. S., Pellegrino, J. W., & McElhaney, K. W. (2016). *Constructing assessment tasks that blend disciplinary core ideas, crosscutting concepts, and science practices for classroom formative applications.* SRI International.

Heritage, M. (2007). Formative assessment: What do teachers need to know and do?. *Phi Delta Kappan*, *89*(2), 140-145. <http://prekprograms.cmswiki.wikispaces.net/file/view/FA%20What%20do%20teachers%20need%20to%20know%20about%20formatives!.pdf/247610871/FA%20What%20do%20teachers%20need%20to%20know%20about%20formatives!.pdf>

Heritage, M., Kim, J., Vendlinski, T., & Herman, J. (2009). From evidence to action: A seamless process in formative assessment?. *Educational Measurement: Issues and Practice*, *28*(3), 24-31.

Hua, W., & Changhong, F. (2006). A survey of studies on using formative evaluation in foreign language instruction. *Foreign Language World*, *4*, 67-72.

Huang, E., Jiang, L., & Yang, M. (2021). The affordances of a technology-aided formative assessment platform for the assessment and teaching of English as a foreign language: an ecological perspective. *Educational Technology Research and Development*, *69*(6), 3391-3412.

Huhta, A. (2007). Diagnostic and formative assessment. In B. Spolsky & F. M. Hult (Eds.), *The handbook of educational linguistics* (pp. 469 - 482). Blackwell.

Hwang, G. J., & Chang, H. F. (2011). A formative assessment-based mobile learning approach to improving the learning attitudes and achievements of students. *Computers & Education*, *56*(4), 1023-1031. <https://www.researchgate.net/profile/Gwo_Jen_Hwang/publication/223336625_A_formative_assessment-based_mobile_learning_approach_to_improving_the_learning_attitudes_and_achievements_of_students/links/545709cf0cf2cf516480411c/A-formative-assessment-based-mobile-learning-approach-to-improving-the-learning-attitudes-and-achievements-of-students.pdf>

Irons, A. (2007). *Enhancing learning through formative assessment and feedback*. Routledge.,

Kanjee, A. (2000). Investigating formative assessment: Teaching, learning and assessment in the classroom (H. Torrance & J. Pryor) reviewed. *Assessment in Education*, *7*(1), 160-164.

Karagoz, I., & Bangun, I. (2023). Trends and challenges in formative assessment of reading and writing: Online EAP contexts. In A. L. Gokturk-Saglam & E. Sevgi-Sole (Eds.), *Emerging practices for online language assessment, exams, evaluation, and feedback*, (pp. 1-20). IGI Global.

Kaur, K., & Lim-Ratnam, C. (2023). Implementation of formative assessment in the English language classroom: Insights from three primary schools in Singapore. *Educational Research for Policy and Practice*, *22*(2), 215-237.

Khan, A., Hassan, N., & Ali, A. (2023). Implementing formative assessment in Malaysia: Teachers' viewpoints. *Language Testing in Focus: An International Journal*, *7,* 28-41.

Kingston, N., & Nash, B. (2011). Formative assessment: A meta‐analysis and a call for research. *Educational Measurement: Issues and Practice*, *30*(4), 28-37.

Klenowski, V. (2009). Assessment for learning revisited: An Asia-Pacific perspective. *Assessment in Education, Principles, Policy and Practice, 16*(3), 263-268. <http://eprints.qut.edu.au/28741/1/28741.pdf>

Köller, O. (2005). Formative assessment in classrooms: A review of the empirical German literature. In J. Looney (Ed.), *Formative assessment: Improving learning in secondary classrooms* (pp. 265-279). Organization for Economic Cooperation and Development. <http://www.oecd.org/edu/ceri/35337965.pdf>

Lam, R. (2022). Assessing creative writing formatively and summatively with e-portfolios: A case study in Hong Kong. In B. Chamcharatsri & A. Iida (Eds.), *International perspectives on creative writing in second language education: Supporting language learners’ proficiency, identity, and creative expression* (pp. 171-188). Routledge.

Lee, B., & Park, M. (2023). Exploring high school students' formative assessment perception types and influencing factors in Korean language classes. *Journal of Curriculum Evaluation*, *26*(4), 93-111.

Lee, I. (2007). Feedback in Hong Kong secondary writing classrooms: Assessment for learning or assessment of learning?. *Assessing Writing*, *12*(3), 180-198.

Leighton, J. P. (2019). Students’ interpretation of formative assessment feedback: Three claims for why we know so little about something so important. *Journal of Educational Measurement, 56*(4), 793–814. http://doi.org/10.1111/jedm.12237

Leung, C. (2004). Developing formative teacher-based assessment: Knowledge, practice, and change. *Language Assessment Quarterly, 1*, 19-41.

Leung, C., & Mohan, B. (2004). Teacher formative assessment and talk in classroom contexts: Assessment as discourse and assessment of discourse. *Language Testing*, *21*(3), 335-359.

Li, J., & Yongqi GU, P. (2023). Developing classroom-based formative assessment literacy: An EFL teacher’s journey. *Chinese Journal of Applied Linguistics*, *46*(2), 198-218.

Lyon, E. G. (2023). Reframing formative assessment for emergent bilinguals: Linguistically responsive assessing in science classrooms. *Science Education*, *107*(1), 203-233.

Mahmudah, S., & Anggunsari, P. (2023). Oral corrective feedback as a formative assessment in teaching speaking skill. *Journal of Research on English and Language Learning (J-REaLL)*, *4*(1), 18-25.

Mashauri, M. M. (2023). Formative assessment in EFL classrooms in the Democratic Republic of the Congo: Analysis of teachers’ judgements at Oicha Senior School. *Open Access Library Journal*, *10*(5), 1-11.

McMillan, J. H. (2007). *Formative classroom assessment: Theory into practice*. Teachers College Press.

Mohamadi, Z. (2018). Comparative effect of online summative and formative assessment on EFL student writing ability. *Studies in Educational Evaluation*, *59*, 29-40.

Mohammadi, M., Zarrabi, M., & Kamali, J. (2023). Formative assessment feedback to enhance the writing performance of Iranian IELTS candidates: Blending teacher and automated writing evaluation. *International Journal of Language Testing*, *13*(1), 206-224.

Moorhouse, B. L., & Kohnke, L. (2023). Conducting formative assessment during synchronous online lessons: University teachers’ challenges and pedagogical strategies. *Pedagogies: An International Journal*, *18*(3), 431-449.

Mu'alima, D. I., Fitriyah, S. M., & Ruminda, R. (2024). Literacy-based formative assessment: Examining EFL teachers’ perspective. *Instructional Development Journal*, *7*(2), 490-499. <https://ejournal.uin-suska.ac.id/index.php/IDJ/article/viewFile/32016/11014>

Naka, L. (2023). The impression of formative assessment in the immediate improvement of EFL learning: Investigation of pre-service teachers’ percipience in English for teachers course. *International Journal of Language Testing*, *13*(1), 236-259.

Nicol, D. J., & Macfarlane‐Dick, D. (2006). Formative assessment and self‐regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, *31*(2), 199-218.

Nitko, A. J. (1996). *Educational assessment of students*. Prentice-Hall.

Osborne, J., & Dillon, J. (2010). *Good practice in science teaching: What research has to say*. McGraw-Hill Education.

Pan, M., & Wu, X. (2019). Applying CSE to English formative assessment in elementary and secondary schools: Cases of CSE Writing Scale applications. *Foreign Language World*, *190*(1), 89-96.

Panadero, E., & Jonsson, A. (2013). The use of scoring rubrics for formative assessment purposes revisited: A review. *Educational Research Review*, *9*, 129-144.

Paschal, C. B. (2002). Formative assessment in physiology teaching using a wireless classroom communication system. *Advances in Physiology Education*, *26*(4), 299-308. <http://advan.physiology.org/content/26/4/299>

Peat, M., & Franklin, S. (2002). Supporting student learning: the use of computer–based formative assessment modules. *British Journal of Educational Technology*, *33*(5), 515-523. <http://www.speakeasydesigns.com/SDSU/student/SAGE/compsprep/Computer-based_Formative_Assessment_Models.pdf>

Penuel, W. R., Roschelle, J., & Shechtman, N. (2007). Designing formative assessment software with teachers: An analysis of the co-design process. *Research and Practice in Technology Enhanced Learning*, *2*(01), 51-74.

Pham, L. A. (2013). A case study into English classroom assessment practices in three primary schools in Hanoi: Implications for developing a contextualized formative assessment practice framework. *VNU Journal of Foreign Studies*, *29*(1), 1-16.

Poehner, M. E., & Lantolf, J. P. (2005). Dynamic assessment in the language classroom. *Language Teaching Research*, *9*(3), 233-265.

Pryor, J., & Crossouard, B. (2008). A socio‐cultural theorisation of formative assessment. *Oxford Review of Education*, *34*(1), 1-20.

Qian, G. (2004). Promoting learner's autonomy in college English teaching with formative evaluation [J]. *Journal of Xi'an International Studies University*, *2*, 021.

Ranalli, J., Link, S. & Chukharev-Hudilainen, E. (2017). Automated writing evaluation for formative assessment of second language writing: Investigating the accuracy and usefulness of feedback as part of argument-based validation. *Educational Psychology, 37*(1), 8-25. http://www.tandfonline.com/doi/full/10.1080/01443410.2015.1136407

Rea-Dickins, P., & Gardner, S. (2000). Snares and silver bullets: Disentangling the construct of formative assessment. *Language Testing*, *17*(2), 215-243. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.977.1047&rep=rep1&type=pdf

Rolfe, I., & McPherson, J. (1995). Formative assessment: how am I doing?. *The Lancet*, *345*(8953), 837-839.

Roos, B., & Hamilton, D. (2005). Formative assessment: A cybernetic viewpoint. *Assessment in Education, 12,* 7-20.

Ruiz-Primo, M. A. (2011). Informal formative assessment: The role of instructional dialogues in assessing students’ learning. *Studies in Educational Evaluation, 37*, 15-24.

Ruiz-Primo, M. A., & Furtak, E. (2006). Informal formative assessment and scientific inquiry: Exploring teachers’ practices and student learning. *Educational Assessment, 11*(3-4), 205-235.

Ruiz‐Primo, M. A., & Furtak, E. M. (2007). Exploring teachers' informal formative assessment practices and students' understanding in the context of scientific inquiry. *Journal of Research in Science Teaching*, *44*(1), 57-84.

Rushton, A. (2005). Formative assessment: A key to deep learning?. *Medical Teacher*, *27*(6), 509-513.

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, *18*(2), 119-144. <http://pdf.truni.sk/e-ucebnice/iktv/data/media/iktvv/Symposium_LTML_Royce%20Sadler_BFormative_Assessment_and_the_design_of_instructional_systems.pdf>

Sadler, D. R. (1998). Formative assessment: Revisiting the territory. *Assessment in education: Principles, Policy & Practice*, *5*(1), 77-84. <http://dropoutrates.teachade.com/resources/support/5035b24fecda6.pdf>

Shavelson, R. J., Young, D. B., Ayala, C. C., Brandon, P. R., Furtak, E. M., Ruiz-Primo, M. A., ... & Yin, Y. (2008). On the impact of curriculum-embedded formative assessment on learning: A collaboration between curriculum and assessment developers. *Applied Measurement in Education*, *21*(4), 295-314.

Shepard, L. A. (2005). Linking formative assessment to scaffolding. *Educational Leadership*, *63*(3), 66-70.

Shepard, L. A. (2008). Formative assessment: Caveat emptor. In C. A. Dwyer (Ed.), *The future of assessment: Shaping teaching and learning* (pp. 279-303). Routledge.

Stanja, J., Gritz, W., Krugel, J., Hoppe, A., & Dannemann, S. (2023). Formative assessment strategies for students' conceptions—The potential of learning analytics. *British Journal of Educational Technology*, *54*(1), 58-75.

Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. *Phi Delta Kappan*, *87*(4), 324-328. <http://bibliotecadigital.academia.cl/jspui/bitstream/123456789/586/1/Rick%20Stiggins.pdf>

Stobart, G. (2006). The validity of formative assessment. In G. Gardner (Ed.), *Assessment and learning* (pp. 133-146). Sage.

Taras, M. (2005). Assessment–summative and formative–some theoretical reflections. *British Journal of Educational Studies*, *53*(4), 466-478. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.468.8395&rep=rep1&type=pdf>

Taras, M. (2009). Summative assessment: The missing link for formative assessment. *Journal of further and higher education*, *33*(1), 57-69.

Torrance, H. (1993). Formative assessment: Some theoretical problems and empirical questions. *Cambridge Journal of Education*, *23*(3), 333-343.

Torrance, H. (2012). Formative assessment at the crossroads: Conformative, deformative and transformative assessment. *Oxford Review of Education*, *38*(3), 323-342.

Torrance, H. (2007). Assessment as learning? How the use of explicit learning objectives, assessment criteria and feedback in post‐secondary education and training can come to dominate learning. *Assessment in Education*, *14*(3), 281-294. <https://s3.amazonaws.com/academia.edu.documents/31232796/assessment_as_learning.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1504968381&Signature=qtDFoVIo3A9dMIaEDOXM6fBzrSk%3D&response-content-disposition=inline%3B%20filename%3DAssessment_as_learning_How_the_use_of_ex.pdf>

Torrance, H., & Pryor, J. (1998). *Investigating formative assessment: Teaching, learning and assessment in the classroom*. McGraw-Hill Education.

Torrance, H., & Pryor, J. (2001). Developing formative assessment in the classroom: Using action research to explore and modify theory. *British Educational Research Journal*, *27*(5), 615-631.

Trumbell, E., & Gerzon, N. (2013). *Professional development on formative assessment: Insights from research and practice.* WestEd.

Tunstall, P., & Gsipps, C. (1996). Teacher feedback to young children in formative assessment: A typology. *British Educational Research Journal*, *22*(4), 389-404.

Van der Kleij, F. M., Vermeulen, J. A., Schildkamp, K., & Eggen, T. J. (2015). Integrating data-based decision making, assessment for learning and diagnostic testing in formative assessment. *Assessment in Education: Principles, Policy & Practice*, *22*(3), 324-343.

van der Steen, J., van Schilt-Mol, T., Van der Vleuten, C., & Joosten-ten Brinke, D. (2023). Designing formative assessment that improves teaching and learning: What can be learned from the design stories of experienced teachers?. *Journal of Formative Design in Learning*, *7*(2), 182-194.

Vassiliou, S., Papadima-Sophocleous, S., & Giannikas, C. N. (2023). Technologies in second language formative assessment: A systematic review. *Research Papers in Language Teaching and Learning*, *13*(1), 50-63.

Vickerman, P. (2009). Student perspectives on formative peer assessment: An attempt to deepen learning?. *Assessment & Evaluation in Higher Education*, *34*(2), 221-230.

Vishnyakova, O. D., Markova, E. S., & Leonov, T. V. (2023). The role of prior knowledge in formative assessment for linguistic competence development. *Professional Discourse & Communication*, *5*(4), 68-78.

Wang, K. H., Wang, T. H., Wang, W. L., & Huang, S. C. (2006). Learning styles and formative assessment strategy: enhancing student achievement in Web‐based learning. *Journal of Computer Assisted Learning*, *22*(3), 207-217.

Wang, L. J., Li, J. H., Wu, X. Y., & Meng, G. H. (2006). The influence of formative evaluation upon English learning strategies [J]. *Journal of Hebei University (Philosophy and Social Science)*, *4*, 021.

Wang, T. H. (2007). What strategies are effective for formative assessment in an e‐learning environment?. *Journal of Computer Assisted Learning*, *23*(3), 171-186. <http://www.fisme.science.uu.nl/staff/christianb/downloads/180509/wang2007.pdf>

Wang, T. H. (2008). Web-based quiz-game-like formative assessment: Development and evaluation. *Computers & Education*, *51*(3), 1247-1263. https://pdfs.semanticscholar.org/bc4b/35d12dfd885193e8c3e793a9ff9b4aefcef8.pdf

Wiliam, D. (2006). Formative assessment: Getting the focus right. *Educational Assessment*, *11*(3-4), 283-289.

Wiliam, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press. <http://www.d11.org/Instruction/Documents/Principal%20Docs/Study_Guide_EFA.pdf>

Wiliam, D., & Black, P. (1996). Meanings and consequences: a basis for distinguishing formative and summative functions of assessment?. *British Educational Research Journal*, *22*(5), 537-548.

Wolf, M. K., & Lopez, A. A. (2022). Developing a technology-based classroom assessment of academic reading skills for English language learners and teachers: Validity evidence for formative use. *Languages*, *7*(2), 71. <https://www.mdpi.com/2226-471X/7/2/71>

Wu, Y.A. (2001). English language teaching in China: Trends and challenges. *TESOL quarterly*, 191-194.

Xiao, Y., Cai, Y., Ge, Q., & Yang, Y. (2023). The potential of using formative assessment to enhance academic achievement in the Confucian-heritage culture: A comparison between Hong Kong and Shanghai. *The Asia-Pacific Education Researcher*, *32*(6), 867-876.

Xiao, Y., & Yang, M. (2019). Formative assessment and self-regulated learning: How formative assessment supports students' self-regulation in English language learning. *System*, *81*, 39-49.

Xiulan, W. (2008). A survey of studies on applying formative evaluation to college foreign language teaching in China. *Foreign Language World*, *3*, 019.

Yan, C., Shang, R.P., & Zhou, W.X. (2004). Implementation of Formative Evaluation in an EFL Writing Course for Chinese College Non-Language Majors [J]. *Foreign Language Education*, *5*, 020.

Yan, Q. (2024). Exploring Chinese university EFL students’ perceptions of formative assessment: A qualitative study. *System*, *125*, 103391.

Yildirim-Erbasli, S. N., & Bulut, O. (2023). Conversation-based assessment: A novel approach to boosting test-taking effort in digital formative assessment. *Computers and Education: Artificial Intelligence*, *4*, 100135.

Yongqi GU, P., & LAM, R. (2023). Developing assessment literacy for classroom-based formative assessment. *Chinese Journal of Applied Linguistics*, *46*(2), 155-161.

Yorke, M. (2001). Formative assessment and its relevance to retention. *Higher Education Research & Development*, *20*(2), 115-126.

Yorke, M. (2003). Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice. *Higher Education*, *45*(4), 477-501.

Zhang, Z., & Crawford, J. (2024). EFL learners’ motivation in a gamified formative assessment: The case of Quizizz. *Education and Information Technologies*, *29*(5), 6217-6239.

Zheng, C., Wang, L., & Chai, C. S. (2023). Self-assessment first or peer-assessment first: Effects of video-based formative practice on learners’ English public speaking anxiety and performance. *Computer Assisted Language Learning*, *36*(4), 806-839.

Zhi-qiang, G. Q. Y. (2003). Formative assessment and college English teaching and testing [J]. *Research on Education Tsinghua University*, *5*, 1-18.

Zhou, P. D., & Qin, X. B. (2005). The application of formative assessment in multimedia computer-assisted language learning. *Media in Foreign Language Instruction*, *5*, 9-13.

Zou, H. M., & Cai, Z. Y. (2006). An experiment on implementation of formative assessment and the reform of the current assessing system of college English teaching [J]. *Journal of Jiangxi Normal University*, *1*, 024.