

REFERENCES

- Adams, W. C. (2015). Conducting Semi-Structured interviews. In *Handbook of Practical Program Evaluation: Fourth Edition (Pp. 492–505)*., 492–505. <https://doi.org/10.1002/9781119171386.ch19>
- Adie, L. E., Willis, J., & Van Der Kleij, F. M. (2018). Diverse perspectives on student agency in classroom assessment. *Australian Educational Researcher*, 45(1), 1–12. <https://doi.org/10.1007/s13384-018-0262-2>
- Alghammas, A. (2020). Online Language Assessment during the COVID-19 Pandemic: University Faculty Members' Perceptions and Practices. *Asian EFL Journal*, 27(44), 169–195. <https://pesquisa.bvsalud.org/global-literature-on-novel-coronavirus-2019-ncov/resource/en/covidwho-934745>
- Alomran, M., & Chai, D. (2018). Automated Scoring System for Multiple Choice Test with Quick Feedback. *International Journal of Information and Education Technology*, 8(8), 538–545. <https://doi.org/10.18178/ijiet.2018.8.8.1096>
- Badaruddin, A., Hikmawati, H., Uge, S., Arisanti, W. O. L., & Hamid, M. (2023). The effect of online learning assisted by Google Classroom and Zoom meetings on students' creative thinking ability. *Journal of Educational Science and Technology (EST)/Journal of EST (Educational Science and Technology)*, 9(2), 161. <https://doi.org/10.26858/est.v9i1.46933>
- Baleni, Z. G. (2015). Online formative Assessment in Higher Education: Its pros and cons. *Electronic Journal of e-Learning*, 13(4), 228–236. <http://files.eric.ed.gov/fulltext/EJ1062122.pdf>
- Braun, V., & Clarke, V. (2012). Thematic analysis. In *American Psychological Association eBooks* (pp. 57–71). <https://doi.org/10.1037/13620-004>
- Brown, H. Douglas; Abeywickrama, Priyanvada. (2010). *Language Assessment Principles and Classroom Practices*.
- Cakiroglu, U., Erdogdu, F., Kokoc, M., & Atabay, M. (2017). STUDENTS' PREFERENCES IN ONLINE ASSESSMENT PROCESS: INFLUENCES ON ACADEMIC PERFORMANCES. *Turkish Online Journal of Distance Education/the Turkish Online Journal of Distance Education*, 18(1), 132. <https://doi.org/10.17718/tojde.285721>
- Daka, H., Mulenga-Hagane, M. L., Mukalula-Kalumbi, M., & Lisulo, S. (2021). Making summative assessment effective. *ResearchGate*. <https://www.researchgate.net/publication/354563214>
- Dhawan, S. (2020). Online learning: a panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>
- Doll, K., Ragan, M., Calnin, G., Mason, S., & House, K. (2021). Adapting and Enduring: Lessons Learned from International School Educators During COVID-19. *Journal of Research in International Education*, 20(2), 114–133. <https://doi.org/10.1177/14752409211034399>

- Elsayed, S., & Cakir, N. D. (2023). Implementation of assessment and feedback in higher education. *Acta Pedagogica Asiana*, 2(1), 34–42. <https://doi.org/10.53623/apga.v2i1.170>
- Education, U. S. D. (n.d.). *Reimagining the Role of Technology in Education*. <http://tech.ed.gov>.
- Evans, C. (2013). Making sense of assessment feedback in higher education. *Review of Educational Research*, 83(1), 70–120. <https://doi.org/10.3102/0034654312474350>
- Fatimah, A. S., & Santiana, S. (2017). TEACHING IN 21ST CENTURY: STUDENTS-TEACHERS' PERCEPTIONS OF TECHNOLOGY USE IN THE CLASSROOM. *Script Journal*, 2(2), 125. <https://doi.org/10.24903/sj.v2i2.132>
- Fitria, T. (2023). Using google forms as an online learning assessment tool or non-efl students.
- Fitria, T. N., & History, A. (2021). Implementation of institution's e-learning platform in teaching online at itb aas indonesia (Vol. 4). <https://elearning.itbaas.ac.id/>
- Fowler, J. H., Hill, S. J., Levin, R., & Obradovich, N. (2021). Stay-at-home orders associate with subsequent decreases in COVID-19 cases and fatalities in the United States. *PloS One*, 16(6), e0248849. <https://doi.org/10.1371/journal.pone.0248849>
- Golubina, E., & Löser, A. (2018). Competency-Based exams in professional education. In *Technical and vocational education and training* (pp. 141–149). https://doi.org/10.1007/978-3-319-73093-6_15
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Hartel, R. W., & Foegeding, E. A. (2004). *Learning: Objectives, Competencies, or Outcomes? In JOURNAL OF FOOD SCIENCE EDUCATION (Vol. 3)*. <https://www.ift.org>
- Jiang, F., Yang, W., Wang, J., Zhu, Z., Luo, C., Arendt-Nielsen, L., & Song, X. (2021). Pain during and after coronavirus disease 2019: Chinese perspectives. *Pain Reports*, 6(1), e931. <https://doi.org/10.1097/pr9.0000000000000931>
- Jiang, F., Yang, W., Wang, J., Zhu, Z., Luo, C., Arendt-Nielsen, L., & Song, X. (2021). Pain during and after coronavirus disease 2019: Chinese perspectives. *Pain Reports*, 6(1), e931. <https://doi.org/10.1097/pr9.0000000000000931>
- Khaled, S., & Khatib, S. E. (2020). Summative Assessment in Higher Education: A feedback for Better learning Outcomes. *ResearchGate*. <https://www.researchgate.net/publication/342014331>
- Maican, M., & Cocoradă, E. (2021). Online Foreign Language Learning in Higher Education and Its Correlates during the COVID-19 Pandemic. *Sustainability*, 13(2), 781. <https://doi.org/10.3390/su13020781>
- Molina-Moreira, A. A., Velásquez-Orellana, O. J., Zambrano-Murillo, D. J., & Zambrano-Villamil, M. E. (2023). Importance of feedback in the student

- evaluation process. *International Journal of Social Sciences*, 6(3), 168–172. <https://doi.org/10.21744/ijss.v6n3.2176>
- Ozan, C., & Kınca, R. Y. (2018). The Effects of Formative Assessment on Academic Achievement, Attitudes toward the Lesson, and Self-Regulation Skills. *Kuram Ve Uygulamada Eğİtim Bilimleri/Kuram Ve Uygulamada Eğİtim Bilimleri Dergisi* : <https://doi.org/10.12738/estp.2018.1.0216>
- Patnaik, S., & Pandey, S. C. (2019). Case study research. In *Emerald Publishing Limited eBooks* (pp. 163–179). <https://doi.org/10.1108/978-1-78973-973-220191011>
- Perera-Diltz, D. M., & Moe, J. L. (2014). Formative and summative assessment in online education. In *Journal of Research in Innovative Teaching (Vol. 7, Issue 1)*, 7(1). https://digitalcommons.odu.edu/cgi/viewcontent.cgi?article=1038&context=chs_pubs
- Pereira, D., Flores, M. A., & Barros, A. (2017). Perceptions of Portuguese undergraduate students about assessment: a study in five public universities. *Educational Studies*, 43(4), 442–463. <https://doi.org/10.1080/03055698.2017.1293505>
- Peterson, L., & Scharber, C. (2017). Learning About Makerspaces: Professional Development with K-12 Inservice Educators. *Journal of Digital Learning in Teacher Education*, 34(1), 43–52. <https://doi.org/10.1080/21532974.2017.1387833>
- Rahman, M. M., Alam, C. S., & Ahsan, T. A. (2019). A life cycle assessment model for quantification of environmental footprints of a 3.6 kWp photovoltaic system in Bangladesh. *IJRED (International Journal of Renewable Energy Development)*, 8(2), 113–118. <https://doi.org/10.14710/ijred.8.2.113-118>
- Sari, A. B. P., Iswahyuni, D., Rejeki, S., & Sutanto, S. (2020). GOOGLE FORMS AS AN EFL ASSESSMENT TOOL: POSITIVE FEATURES AND LIMITATIONS. *Premise*, 9(2), 231. <https://doi.org/10.24127/pj.v9i2.3037>
- Supianto, S. (2020). Web-Based Project Assessment. *International Journal of Psychosocial Rehabilitation*. <https://doi.org/10.37200/ijpr>
- Werdiyanti, N. N. D. (2021). Assessment process in teaching and learning English in the midst of COVID-19 pandemic. *The Art of Teaching English as a Foreign Language (TATEFL)/the Art of Teaching English as a Foreign Language (TATEFL)*, 2(2), 134–142. <https://doi.org/10.36663/tatefl.v2i2.132>
- Yale University. (2023). Formative and Summative Assessment. <http://facdev.niu.edu>.
- Yambi. (2018). *Assessment and Evaluation in Education*.
- Zaindanu, Y., & Taufik Ihsan, M. (2021). THE ROLE OF GOOGLE FORM AS AN ASSESSMENT TOOL IN ELT: CRITICAL REVIEW OF THE LITERATURE. 1(1), 58–66.