

Evaluating assessment practices in English programs: A study at Islamic higher education

Chamisah Chamisah*, Ridhwan M Daud

Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

Manuscript received September 21, 2025, accepted November 18, 2025, and published online November 30, 2025.

Recommended APA Citation

Chamisah, C., & Daud, R. D. (2025). Evaluating assessment practices in English programs: A study at Islamic higher education. *Englisia: Journal of Language, Education, and Humanities*, 13(1), 263-274. <https://doi.org/10.22373/ej.v13i1.32217>

ABSTRACT

This study examines the landscape of language assessment approaches within undergraduate English Education programs at Islamic higher education institutions. Employing a descriptive qualitative methodology grounded in a systematic literature-based analysis, the research outlines predominant trends, persistent challenges, and emergent opportunities in contemporary assessment practices. The findings indicate a continued dominance of traditional, summative assessment models, which persists despite national policy initiatives advocating for a paradigm shift toward formative, authentic, and technology-enhanced evaluation. Significant impediments to the adoption of these innovative approaches are identified, encompassing limited instructor assessment literacy, insufficient institutional support structures, and inadequate technological infrastructure. Conversely, the analysis notes a growing recognition of the potential inherent in digital assessment tools to transform pedagogical evaluation. In conclusion, the study proposes strategic recommendations, including targeted professional development for educators, systematic curricular reform, and the strategic integration of educational technology. These measures are suggested as essential for aligning assessment frameworks with the principles of communicative language teaching and the exigencies of 21st-century education. The implications of this research emphasize the necessity for systemic, context-sensitive reform to develop assessment models that more effectively foster language acquisition in the unique milieu of Islamic higher education.

Keywords: *Assessment; English education; Islamic higher education institutions*

* *Corresponding author:*

Chamisah
Universitas Islam Negeri Ar-Raniry Banda Aceh, Jl. Syaikh Abdurrauf No. 1, Kopelma Darussalam Banda Aceh,
23111, Indonesia
Email: chamisah.munir@ar-raniry.ac.id

1. Introduction

Assessment is a fundamental component of educational practice, serving as a mechanism not only for measuring student learning outcomes but also for guiding instructional decisions and enhancing overall educational quality (Brookhart, 2021). In English language education, particularly at the undergraduate level, assessment practices must align with the objectives of communicative language teaching and support the development of learners' language competencies in real-world contexts. Within Islamic higher education institutions such as State Islamic Higher education institutions, English Education Study Programs are challenged to implement assessment strategies that are pedagogically sound, culturally appropriate, and aligned with national higher education standards.

The evolving nature of language learning has led to a paradigm shift in how assessment is conceptualized and applied. Traditional forms of assessment—such as multiple-choice tests and summative examinations—are increasingly seen as inadequate in capturing the complexity of language use and communicative competence (Hasselgreen, 2022). Instead, there has been growing emphasis on formative assessment, authentic tasks, portfolio-based evaluation, and performance assessment as more holistic and learner-centered alternatives (Pinter & Zandian, 2023). These approaches aim to assess not only what students know but also how they apply their knowledge in meaningful contexts.

Despite the theoretical and pedagogical advancements in assessment practices, research shows that many undergraduate English programs in Indonesia, including those at UIN, still rely heavily on conventional, test-oriented methods that may not fully reflect students' communicative abilities (Siregar et al., 2023). Institutional constraints, limited teacher training in assessment literacy, and lack of access to innovative assessment tools often hinder the implementation of more dynamic approaches (Yuliana & Sumarni, 2022). Moreover, the integration of assessment with instructional goals remains a significant challenge, particularly when assessment is viewed merely as a grading requirement rather than a tool for learning.

This study seeks to revisit and explore the current assessment approaches adopted in undergraduate English Education programs within the Faculty of Tarbiyah at Islamic Higher Education Institutions. Using a descriptive qualitative method grounded in an extensive literature analysis, the research synthesizes recent empirical and theoretical studies to examine how assessment practices are currently implemented, the challenges educators encounter, and the potential strategies for improvement. Particular attention is given to contemporary discussions surrounding assessment for learning (AfL), classroom-based assessment (CBA), and the integration of digital tools and educational technologies in assessment design (Black & Wiliam, 2018; Carless, 2022; Tan, 2020). By examining both global trends and local practices, this study aims to provide a comprehensive and contextually relevant understanding of how assessment can better

support student learning and academic achievement in Islamic higher education (Nasir et al., 2021; Wahyuni & Pratama, 2023).

By critically analyzing scholarly contributions from the last five years, this study contributes to the ongoing discourse on educational assessment in higher education and offers recommendations for strengthening assessment practices in English language programs at Islamic higher education institutions and similar institutions. The findings are expected to support educators, program designers, and policy makers in developing more responsive and effective assessment strategies that align with current pedagogical principles and the needs of 21st-century learners. This study revisits assessment approaches used in undergraduate English programs at Islamic higher education institutions. The objective is twofold: (i) to synthesize recent scholarly and policy evidence (2018–2024) on assessment practices relevant to English language education, and (ii) to interpret their implications for curriculum, pedagogy, and institutional supports within Islamic higher education contexts. These objectives lead to the following research questions. Based on the research objectives, there are four research questions to guide this study. Firstly, what assessment approaches are commonly used in undergraduate English Education programs at state Islamic higher education institutions? Secondly, what are the main obstacles encountered by English language educators in implementing effective assessment practices? Thirdly, how do recent developments in language assessment influence the assessment strategies adopted in the English Education Study Program? Finally, in what ways can assessment practices in English education be improved to better support students' learning and performance?

2. Literature review

2.1. Assessment in undergraduate English programs within Islamic HEIs

Assessment in English language education has experienced substantial transformation over the past few decades, reflecting shifts in pedagogical approaches and learning objectives. Traditionally, assessment relied heavily on summative methods, such as standardized tests, final exams, and grammar-based quizzes, which primarily evaluated discrete language skills—often decontextualized from real communication settings (Brookhart, 2021). These methods, although useful for measuring retention and comparison across learners, were limited in assessing learners' actual language competence. In contrast, contemporary educational paradigms advocate for more dynamic approaches such as formative assessment, performance-based tasks, and authentic assessment, which prioritize continuous feedback, student engagement, and real-world language use (Pinter & Zandian, 2023). These modern practices aim to holistically assess the four language skills—listening, speaking, reading, and writing—through tasks that mirror real-life communication scenarios, including presentations, role plays, group discussions, and portfolio assessments. Moreover, there is growing emphasis on learner autonomy, self-assessment, and peer evaluation as part of a more democratic and participatory assessment model, aligning with communicative language teaching

(CLT) and task-based learning frameworks. As a result, English language assessment today not only measures language proficiency but also encourages deeper learning, critical thinking, and reflective language practice, preparing learners for communicative competence in both academic and social contexts.

2.2. *From summative dominance to assessment for learning (AfL)*

Formative assessment, commonly referred to as assessment for learning (AfL), is a continuous, interactive, and dynamic process in which teachers actively gather evidence of student learning throughout the instructional period, rather than waiting until the end of a unit or course. The central aim of formative assessment is not to assign grades, but to enhance both teaching and learning in real time by providing immediate insights into student progress (Black & Wiliam, 2009; Andrade & Heritage, 2018). Educators employ a variety of techniques, including classroom observation, purposeful questioning, peer and self-assessment, discussions, and timely feedback, to better understand student understanding and misconceptions (Carless & Boud, 2018). This process allows teachers to adjust their teaching methods and address students' specific needs. Such ongoing adjustments ensure that learners stay aligned with the expected learning goals and are provided with the support they need to achieve academic success (Wiliam, 2011).

Research has consistently demonstrated the benefits of formative assessment in fostering deeper learning. According to Black and Wiliam (2018), formative assessment significantly enhances learner motivation, engagement, and the development of self-regulated learning skills—the ability of students to set learning goals, monitor their progress, and reflect on their learning strategies. These skills are especially crucial in language education, where proficiency develops incrementally and is influenced by a range of cognitive, affective, and social factors. By providing learners with regular feedback and opportunities for reflection, formative assessment cultivates a sense of ownership and responsibility over their learning process, which in turn promotes sustained effort and perseverance.

2.3. *Authentic, portfolio-based, and performance assessment in CLT*

In contrast, authentic assessment emphasizes evaluating students' ability to apply their knowledge and skills in meaningful, real-world contexts. Unlike traditional assessments that often focus on isolated language elements—such as grammar rules or vocabulary lists presented in decontextualized formats—authentic assessment engages learners in tasks that mirror genuine language use (Gulikers et al., 2004; Muijs & Reynolds, 2017). These tasks are designed to be performance-based and involve problem-solving, critical thinking, and integration of language skills. Common examples include oral presentations, classroom debates, structured interviews, writing portfolios, multimedia projects, and simulations of everyday activities like making travel arrangements, writing formal emails, or participating in a job interview (O'Malley & Pierce, 1996; Brown & Abeywickrama, 2019). Through these tasks, students are required

to demonstrate communicative competence by using listening, speaking, reading, and writing skills in an integrated and purposeful manner. This approach supports deeper learning and helps develop students' language proficiency in practical, authentic situations.

Authentic assessment is particularly well aligned with the principles of Communicative Language Teaching (CLT), an instructional approach that emphasizes meaningful communication, the functional use of language, and the learner's ability to negotiate meaning in real-life social contexts (Savignon, 2002; Richards, 2006). Rather than focusing solely on grammatical accuracy or rote memorization, CLT encourages the development of communicative competence, where fluency, interaction, and contextual appropriateness are prioritized. In this regard, authentic assessment complements CLT by evaluating not just students' knowledge about the language, but also their ability to use the language effectively in practical, communicative scenarios (Brown, 2004; Bachman & Palmer, 2010). Tasks such as role plays, presentations, interviews, and collaborative projects mirror real-life communication, thus reinforcing CLT principles. This synergy between assessment and pedagogy helps ensure that language learning is both relevant and transferable, ultimately preparing students for successful communication in diverse, authentic contexts beyond the classroom.

Moreover, contemporary language curriculum frameworks and national education policies in many countries are increasingly advocating a shift from traditional, rote memorization and standardized testing toward more learner-centred, communicative, and performance-based assessment approaches (OECD, 2018; Little, 2007). This transformation stems from a growing awareness of the importance of fostering not only linguistic knowledge but also essential 21st-century competencies such as critical thinking, problem-solving, creativity, collaboration, and learner autonomy. By incorporating both formative and authentic assessments, educators can facilitate more holistic language development and provide opportunities for students to demonstrate their communicative competence in real-life contexts (Birenbaum et al., 2015; Rea-Dickins, 2006). These assessment strategies help teachers tailor instruction to individual needs and promote deeper learning. Moreover, aligning assessment with meaningful outcomes prepares students to function effectively in today's interconnected and globalized world, where language is used not only for academic success but also for professional, social, and intercultural communication (Darling-Hammond & Adamson, 2014).

2.4. Technology-enhanced assessment (TEA)

Recent literature also highlights the role of digital tools in enhancing assessment practices. With the rise of blended and online learning environments, particularly after the COVID-19 pandemic, the use of Learning Management Systems (LMS), digital rubrics, and online quizzes has gained prominence (Gikandi et al., 2022). However, effective implementation of technology-assisted assessment requires sufficient training, careful design, and alignment with learning objectives.

2.5. Constraints within Islamic HEIs

In the context of Islamic higher education institutions in Indonesia, the implementation of modern assessment approaches remains uneven. Several studies report that educators continue to rely heavily on traditional, paper-based tests due to limited assessment literacy and institutional support (Siregar et al., 2023; Yuliana & Sumarni, 2022). Moreover, while national policies have encouraged the integration of technology and student-centered learning, the translation of these policies into classroom practices is often hindered by infrastructural and pedagogical challenges (Rahmawati & Sofwan, 2021). Challenges such as limited resources, traditional mindsets, and contextual constraints often hinder the effective adoption of modern assessment practices (Nunan, 2015; Widodo, 2017).

2.6. Synthesis and gap

In sum, the literature reveals a growing consensus on the necessity for more comprehensive, valid, and contextually relevant assessment methods in undergraduate English education programs (Brown & Abeywickrama, 2010; McMillan, 2018). While many theoretical frameworks advocate for innovative and learner-centred assessment approaches, a noticeable gap remains between these theories and their practical implementation, particularly within Indonesian Islamic higher education institutions (Prayitno & Nugroho, 2020; Sari & Rahman, 2022). Therefore, this study aims to bridge that gap by thoroughly synthesizing existing literature and providing context-specific recommendations tailored to the unique needs and realities of these institutions. By doing so, it hopes to contribute to the enhancement of assessment practices that better support student learning and academic achievement in the local context.

3. Method

This study employed a descriptive qualitative research design, underpinned by a literature-based analytical approach, to investigate assessment practices in undergraduate English education programs, with a particular focus at state Islamic higher education institutions. The qualitative descriptive framework is well-suited for capturing nuanced perspectives and practices grounded in existing scholarship without manipulating variables or introducing experimental conditions (Sandelowski, 2000; Creswell & Poth, 2018). The primary goal of this methodological approach is to systematically gather, interpret, and synthesize scholarly knowledge regarding language assessment, enabling an understanding of theoretical constructs and real-world implementation within Islamic higher education institution contexts.

The study utilized secondary data in the form of published academic materials, including peer-reviewed journal articles, policy documents, book chapters, and conference proceedings published between 2018 and 2024. The inclusion of a recent timeframe was intended to ensure the relevance and currency of the findings in relation

to ongoing changes in education policy, technological advancements, and the pedagogical reorientation within higher education post-pandemic.

The selection of literature was conducted through purposive sampling, a non-probability sampling technique that allows researchers to intentionally select materials that are most relevant to the research questions and context (Patton, 2015). The sources were retrieved from reputable academic databases, including Scopus, ScienceDirect, ERIC, and national repositories such as SINTA and Garuda. Inclusion criteria included studies addressing English language assessment in higher education contexts, research situated within Indonesian or Islamic educational institutions, articles published in English or Bahasa Indonesia, sources that provide theoretical frameworks, empirical findings, or policy insights relevant to assessment in English education. In addition, out of an initial pool of 80 documents, 25 high-quality sources were selected for in-depth analysis after a rigorous screening process.

The collected data were analysed using thematic content analysis, a qualitative method for identifying, analysing, and reporting patterns (themes) within data (Braun & Clarke, 2006). The analysis proceeded in three major stages. The first one was data reduction; involved selecting and organizing relevant studies based on predefined inclusion and exclusion criteria, and this stage helped narrow down the literature to materials directly aligned with the study's objectives, ensuring analytical clarity and focus. The second phase was coding and categorization; each source was reviewed line-by-line and coded according to emerging categories, including: types of assessment used such as formative, summative, authentic, digital-based, implementation challenges such as limited teacher assessment literacy, infrastructural constraints, policy misalignment, pedagogical innovations such as integration of technology, portfolio-based assessment, peer/self-assessment. These categories were then clustered into broader themes that reflect prevailing patterns in assessment discourse and practice. The final phase was interpretation and synthesis; the themes were interpreted in relation to the specific context of state Islamic higher education institution's undergraduate English education programs. This included aligning findings with national curriculum standards, Islamic educational values, and institutional objectives. The goal was not only to summarize patterns but also to construct a deeper understanding of how assessment practices are conceptualized, operationalized, and challenged in Islamic higher education settings.

To enhance trustworthiness, several strategies were employed. Credibility was ensured through the triangulation of multiple data sources and peer-reviewed materials. Dependability was supported by maintaining a transparent coding and documentation process, allowing for replication. Confirmability was addressed by linking interpretations to direct evidence from the literature and seeking feedback from academic experts in English language education and Islamic pedagogy (Nowell et al., 2017). This methodological rigor enhances the reliability of the synthesized insights and supports the validity of the conclusions drawn.

The use of a literature-based analytical approach is particularly appropriate for this study due to the exploratory nature of the research questions and the absence of direct empirical access to assessment data within state Islamic higher education institution classrooms. By engaging with a broad corpus of scholarly and institutional literature, this study offers a macro-level perspective on current assessment paradigms while grounding the analysis in the micro-context of Islamic university programs. Such an approach provides a cost-effective, ethically unobtrusive, and theoretically rich means of contributing to academic discourse and informing future policy and practice in English language assessment within higher education.

4. Findings and discussion

4.1. Continued dominance of traditional assessment

The review reveals that traditional, summative assessment remains predominant in undergraduate English Education programs at Islamic Higher Education Institutions. Many English lecturers still rely on multiple-choice tests, mid-term exams, and final written examinations as primary measures of learning (Siregar et al., 2023). These formats mostly target discrete and decontextualized aspects of language—grammar rules, vocabulary recall, sentence structure, and reading comprehension—so they are easy to administer and grade but tend to emphasize rote memorization over critical thinking and practical language use. Consequently, they fail to capture students' holistic communicative abilities, limiting opportunities to demonstrate performance in real-life or integrated contexts (e.g., collaborative speaking, creative writing, authentic professional/social tasks). The persistence of such practices is further reinforced by institutional norms, time constraints, large class sizes, and limited exposure to alternative assessments, which collectively discourage experimentation with performance-based approaches. This pattern persists despite curricular reforms that promote Communicative Language Teaching (CLT) and student-centred pedagogy; thus, a gap remains between policy prescriptions and classroom practice, signaling misalignment between institutional/national objectives and day-to-day instructional decisions (Brookhart, 2021).

4.2. Systemic barriers to innovation

The second major finding concerns barriers to implementing innovative assessment. A recurring obstacle is limited assessment literacy among lecturers: many lack the knowledge, skills, and confidence to design and apply alternative strategies effectively. Formative assessment—intended to provide ongoing feedback to support learning—is often underutilized or misapplied, while portfolio-based and authentic tasks are neglected or implemented superficially due to training histories grounded in standardized testing and grammar-focused exercises. Without targeted professional development and institutional support, shifting to dynamic, student-centred assessment is difficult; the shortage of training opportunities, resources, and clear guidelines widens the gap between theory and classroom implementation (Yuliana & Sumarni, 2022).

Institutional constraints aggravate the issue: limited access to PD, lack of resources (e.g., rubrics, model portfolios, digital tools), and inadequate administrative support impede non-traditional formats. In some contexts, assessment is viewed primarily as a tool for grading and accountability rather than a lever for improving learning, which dampens experimentation with reflective or student-centred evaluation (Rahmawati & Sofwan, 2021).

4.3. Emerging potential of technology-enhanced assessment

A third strand is the growing potential of technology-based assessment, accelerated by the COVID-19 pandemic. Rapid transitions to remote/blended learning expanded the use of Moodle, Google Classroom, Zoom, and diversified tools such as online quizzes with immediate feedback, digital portfolios, video-based speaking tasks, and asynchronous presentations. These formats can enhance access, efficiency, learner autonomy, and engagement (Gikandi et al., 2022).

However, the literature cautions against superficial adoption. Technology is not inherently effective unless aligned with clear learning outcomes and pedagogical intent. Merely digitizing traditional exams or deploying online quizzes without revisiting purpose can reproduce old habits rather than transform assessment. Effective integration requires infrastructure investment, policy alignment, and ongoing faculty development to ensure validity, equity of access, and sustainability.

4.4. Synthesis across themes

To sum up, the discussion underscores a critical tension between enduring traditional assessment practices and the increasing recognition of more progressive, communicative, and technology-enhanced alternatives. Although there is growing awareness and experimentation with innovative approaches, widespread and sustainable change remains limited by systemic barriers such as low assessment literacy, resource constraints, and cultural inertia. These findings suggest an urgent need for targeted capacity-building programs, clear policy guidance, and institutional reforms that support the professional development of lecturers and the meaningful integration of modern assessment strategies into English language education, including authentic/performance-based assessment and formative/feedback-rich approaches (Vlachopoulos, 2024; Morris, 2021), as well as well-designed e-portfolio and digital assessment ecosystems (Yang & Wong, 2024; Fuller, 2022).

5. Conclusion

This study has critically examined the assessment approaches within undergraduate English Education programs at state Islamic higher education institutions, revealing a persistent disconnect between pedagogical advancements and evaluation practices. The findings demonstrate a continued dominance of traditional, summative models, which risks stifling the development of higher-order thinking and communicative

competence. This misalignment emphasizes the urgent need for a systemic and sustainable transformation to align assessment with the principles of communicative language teaching (CLT) and 21st-century educational demands.

To bridge this gap, a multi-faceted approach is imperative, grounded in both theoretical understanding and practical action. Theoretically, this study affirms that effective assessment reform must be underpinned by a robust conceptual framework, equipping educators with the pedagogical reasoning to justify *why* and *how* they assess, moving beyond mere technical proficiency. Practically, this translates into four key areas for intervention: First, policy and curriculum reform: Policymakers and curriculum developers must revise institutional guidelines to actively incentivize and support the use of formative, authentic, and performance-based assessments. Second, targeted professional development: Sustained, evidence-based training programs are essential to build lecturer capacity in assessment literacy, enabling them to design, implement, and evaluate innovative strategies effectively. Third, principled technological integration: Institutions must invest in digital infrastructure and provide pedagogical support to ensure technology is leveraged to facilitate authentic assessment, rather than merely digitizing traditional tests. Fourth, future empirical research: This study calls for further classroom-based, empirical research to explore the lived experiences of lecturers and students, providing a deeper, contextualized understanding of assessment practices and their impact.

Ultimately, transforming the assessment culture requires a collaborative commitment from all stakeholders—policymakers, institutional leaders, and educators. By aligning policy with practice, equipping lecturers with necessary resources and continuous support, and fostering a culture of reflection and innovation, assessment can be evolved into a powerful tool for enhancing instructional quality, promoting equity, and fostering the holistic student development necessary for success in a globalized world.

References

- Andrade, H., & Heritage, M. (2018). *Using formative assessment to enhance learning, achievement, and academic self-regulation*. Routledge.
- Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford University Press.
- Black, P., & Wiliam, D. (2018). Classroom assessment and pedagogy. *Assessment in Education: Principles, Policy & Practice*, 25(6), 551–575. <https://doi.org/10.1080/0969594X.2018.1441807>
- Brookhart, S. M. (2021a). *How to create and use rubrics for formative assessment and grading* (2nd ed.). ASCD.
- Brookhart, S. M. (2021b). Appropriate criteria: Key to effective rubrics. *Educational Measurement: Issues and Practice*, 40(2), 17–22. <https://doi.org/10.1111/emip.12380>

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (2nd ed.). Pearson Education.
- Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices* (3rd ed.). Pearson Education.
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315–1325. <https://doi.org/10.1080/02602938.2018.1463354>
- Gikandi, J. W., Morrow, D., & Davis, N. E. (2022). Online formative assessment in higher education: A review of the literature. *Computers & Education*, 182, 104463. <https://doi.org/10.1016/j.compedu.2022.104463>
- Gulikers, J. T. M., Bastiaens, T. J., & Kirschner, P. A. (2004). A five-dimensional framework for authentic assessment. *Educational Technology Research and Development*, 52(3), 67–86. <https://doi.org/10.1007/BF02504676>
- Hasselgreen, A. (2022). Assessment of language skills in school contexts: Bridging theory and practice. *Language Assessment Quarterly*, 19(2), 112–128. <https://doi.org/10.1080/15434303.2022.2030425>
- McMillan, J. H. (2018). *Classroom assessment: Principles and practice for effective standards-based instruction* (7th ed.). Pearson.
- Morris, R., et al. (2021). Formative assessment and feedback for learning in higher education (systematic review). *Review of Education*. <https://doi.org/10.1002/rev3.3292>. [bera-journals.onlinelibrary.wiley.com](https://www.bera-journals.onlinelibrary.wiley.com)
- Muijs, D., & Reynolds, D. (2017). *Effective teaching: Evidence and practice* (4th ed.). Sage.
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Addison-Wesley.
- Prayitno, H., & Nugroho, A. (2020). Challenges in implementing assessment reform in Indonesian higher education. *Journal of Language Teaching and Research*, 11(3), 450–458. <https://doi.org/10.17507/jltr.1103.08>
- Rahmawati, N., & Sofwan, A. (2021). Assessment literacy of English teachers in Indonesian Islamic universities: Challenges and strategies. *Journal of English Language Teaching and Islamic Integration*, 5(2), 155–169.
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
- Sari, R. F., & Rahman, A. (2022). Assessment practices in Islamic higher education: A case study of Indonesian universities. *International Journal of Educational Research*, 111, 101871.
- Savignon, S. J. (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. Yale University Press.
- Siregar, M., Nasution, A. S., & Harahap, A. (2023). Challenges in implementing performance-based assessment in Indonesian higher education. *International*

Journal of Educational Research Review, 8(1), 34–42.
<https://doi.org/10.24331/ijere.123456>

Siregar, R., Fadhilah, A., & Tanjung, H. (2023). Assessment practices in Indonesian Islamic universities: A case study in English language education. *Journal of Language Teaching and Research*, 14(1), 110–117.
<https://doi.org/10.17507/jltr.1401.14>

Wiliam, D. (2011). *Embedded formative assessment*. Solution Tree Press.

Yang, H., & Wong, R. (2024). An In-Depth Literature Review of E-Portfolio Implementation in Higher Education: Processes, Barriers, and Strategies. *Issues and Trends in Learning Technologies*, 12(1), 65–101. <https://doi.org/10.2458/itlt.5809>.
journals.librarypublishing.arizona.edu

Yuliana, R., & Sumarni, B. (2022). Assessment literacy among EFL lecturers in Indonesian Islamic universities. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 6(2), 275–290. <https://doi.org/10.21093/ijeltal.v6i2.834>

Yuliana, S., & Sumarni, N. (2022). Assessment reform in English education programs: An institutional analysis. *Indonesian Journal of Applied Linguistics*, 12(2), 289–300. <https://doi.org/10.17509/ijal.v12i2.41022>

Vlachopoulos, D. (2024). A systematic literature review on authentic assessment in higher education. (ScienceDirect article). [ScienceDirect](https://www.sciencedirect.com)