REFERENCES

- Airasian, P. W. (1994). Classroom assessment. 2nd ed. McGraw Hill, New York.
- Anthony J.Nitko\Susan M.Brookhart.(2005). *Education Assessment of Students*. New Jersey: Person Education Ltd.
- Atkinson, P., & Silverman, D. (1997). Kundera's Immortality: *The interview society and the invention of the self*. Qualitative Inquiry, 3, 304 325.
- Black, P., & Wiliam, D. (1998a). *Assessment and classroom learning*. Assessment in Education: Principles, Policy & Practice, 5(1), 7-74.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). Assessment for learning: Putting it into practice. Maidenhead, UK: Open University Press.
- Bloom, B. S., Hastings, J.T., & Madaus, G. F. (1971). Handbook on formative and summative evaluation of student learning. New York: MacGraw-Hill.
- Bond, T., & Caust, M. (2005). Silk purses from sows' ears? Making measures for teacher judgements. Paper presented at the AARE Conference. Sydney, 2005.
- Bransford (Eds.), Preparing teachers for a changing world: What teachers should learn and be able to do (pp. 40-87). San Francisco, CA: Jossey-Bass. Bransford, J.
- Bransford, J., Derry, S., Berliner, D., Hammerness, K., & Beckett, K. L. (2005). *Theories of learning and their roles in teaching*. In L. Darling-Hammond & J.
- Brown, G. T. L. (2008). Assessment literacy training and teachers' conceptions of assessment. In C. M. Rubie-Davies & C. Rawlinson (Eds.), Challenging thinking about teaching and learning (pp. 285-302). New York, NY: Nova Science Publishers
- Brown, G., Irving, E., & Keegan, P. (2008). *An introduction to educational measurement, measurement and evaluation* (2nd ed.). North Shore, NZ: Pearson Education New Zealand.
- Cameron, M. J. (2018). Assessing four-year-old children's learning: New Zealand early childhood teachers' purposes, practices and knowledge: a thesis

- presented in partial fulfilment of the requirements for the degree of Doctor of Education at Massey University, Manawatū, New Zealand (Doctoral dissertation, Massey University).
- Canfield, M. L., Kivisalu, T. M., Karr, C. V. D., King, C., & Phillips, C. E. (2015). The Use of Course Grades in the Assessment of Student Learning Outcomes for General Education, SAGE Open, 5(4), 1-13.
- Carr, M. (1998a). Assessing children's experiences in early childhood. Final report to the Ministry of Education. Part one. Wellington, New Zealand: Ministry of Education.
- Carr, M. (1998b). Assessing children's learning in early childhood settings. A professional development programme for discussion and reflection. Support booklet for videos: What to assess? Why assess? How to assess? Wellington, New Zealand: New Zealand Council for Educational Research.
- Carr, M. (2001). Assessment in early childhood settings: Learning stories. London, England: Paul Chapman Publishing.
- Chaiklin, H. (2011). Attitudes, behavior, and social practice. J. Soc. & Soc. Welfare, 38, 31.
- Clay, Ben. Is This a Is Trick Question? A Short Guide to Writing Effective Test Questions. 2011.
- Creswell, J. W. (2007). Qualitative inquiry and research design: Choosing among five approaches (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2008). Educational research: Planning, conducting, and evaluating quantitative and qualitative research, 3rd ed. Upper Saddle River, NJ: Pearson Education Internasional
- D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academy Press.
- Denzin, N., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. Denzin & Y. S. Lincoln (Eds.), The Sage handbook of qualitative research (3rd ed., pp. 1-32). Thousand Oaks, CA: Sage Publications.
- Dillman, Don A. 1978. Mail and Telephone Surveys: The Total Design Method. New York: Wiley.

- Dubiel, J. (2014). *Effective assessment in the early years foundation stage*. Los Angeles, CA: Sage. Dubiel, J. (2016). Effective assessment in the early years foundation stage. (2nd ed.). Los Angeles, CA: Sage
- Earl, L. M. (2013). Assessment as learning: Using classroom assessment to maximize student learning (2nd ed.). Thousand Oaks, CA: Corwin.
- Eyers, G. (2014). Preservice teachers' assessment learning: Change, development and growth (Doctoral dissertation, ResearchSpace@ Auckland).
- Fisher RP, Geiselman RE. 1992. *Memory Enhancing Techniques for Investigative Interviewing: The Cognitive Interview*. Charles C. Thomas: Springfield, IL.
- Gunn, A. C., & Gilmore, A. (2014). Early childhood initial teacher education students' learning about assessment. Assessment Matters, 7, 24-38.
- Hall, K., & Burke, W. M. (2004). *Making formative assessment work: Effective practice in the primary classroom.* Berkshire, UK: Open University Press
- Hattie, J., & Timperley, H. (2007). *The power of feedback. Review of Educational Research*, 77(1), 81-112.
- Irons, A. 2008. Enhancing Learning Through Formative Assessment and Feedback. Oxon: Routledge.
- Kim H, Sefcik JS, Bradway C. (2017) *Characteristics of qualitative descriptive studies: A systematic review.* Research in Nursing & Health 40: 23–42. [PMC free article] [PubMed] [Google Scholar]
- Kong, S. C., & Yuen, C. N. (2022). An analysis of the attitudes and behaviours of university students and perceived contextual factors in alternative assessment during the pandemic using the attitude–behaviour–context model. Heliyon, 8(10).
- Lambert VA, Lambert CE. (2012) Qualitative descriptive research: An acceptable design. Pacific Rim International Journal of Nursing Research 16: 255–256. [Google Scholar]
- Moto, A., Musyarofah, L., & Taufik, K. S. (2020). Developing Item Analysis of Teacher—Made Test for Summative Assessment of Seventh Grade of SMPN 8 Komodo in Academic.
- Punch, K. F. (2009). *Introduction to research methods in Education*. London, UK: SAGE Publications.

- Sadler, R., D. 1989. Formative Assessment and The Design of Instructional Systems. Instructional Science. 18, 119-144.
- Sanchez, M. E. (1992). Effects of questionnaire design on the quality of survey data. Public opinion quarterly, 56(2), 206-217.
- Schendel, R., & Tolmie, A. (2017). Assessment techniques and students' higherorder thinking skills. Assessment & Evaluation in Higher Education, 42(5), 673-689.
- Shepard, L. A. (2000). *The role of assessment in a learning culture*. Educational Researcher, 29(7), 4-14.
- Shepard, L. A. (2006). *Classroom assessment*. In R. L. Brennan (Ed.), *Educational Measurement* (4th ed., pp. 623-646). Westport, CT: Praeger Publishers.
- Shepard, L., Hammerness, K., Darling-Hammond, L., Rust, F., Baratz Snowden, J., Gordon, E., . . . Pacheco, A. (2005). Assessment. In L. Darling-Hammond & J. Bransford (Eds.), Preparing teachers for a changing world: What teachers should learn and be able to do (pp. 275-326). San Francisco, CA: Jossey-Bass.
- Smith, J. A. (1995). Semi-structured interviewing and qualitative analysis. In J. A. Smith, R. Harré, & L. Van Langenhove (Eds.), Rethinking methods in psychology (pp. 9 26). London, England: Sage.
- Smith, J. A. (2005). Commentaries on Potter and Hepburn, "Qualitative interviews in psychology: Problems and possibilities." Qualitative Research in Psychology, 2, 309 311.
- Stanley, G., MacCann, R., Gardner, J., Reynolds, L., & Wild, I. (2009). Review of teacher assessment: Evidence of what works best and issues for development.
- Stokking, K., Schaaf, M., Jaspers, J., & Erkens, G. (2004). *Teachers' assessment of students' research skills*. British educational research journal, 30(1), 93-116.
- Ussher, B., & Earl, K. (2010). 'Summative' and 'Formative': Confused by the assessment terms? New Zealand Journal of Teachers' Work, 7(1), 53-63.