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Making Formative Test More Genuine

Current classrooms have been packed with students grouping. When it comes to a formative test, learners are commonly expected to do quizzes or formative tests individually—similar to summative tests. This reveals that there is a distortion between the regular instructional practice and the test practice. The argument underlying this thought-provoking article is that it is essential for formative test administration to come closer to the paradigm implemented in regular basis. A recent challenging design is on its way: group-oriented, representative-oriented, and structured-discussion oriented. This small-scale study attempts to depict the implementation of the challenging design with regard to assessment-oriented formative test and reports how they are perceived by students. The study reveals that the new design has been.
Dr. M.N. Siti Mina Tamarah, M.Pd.

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To: Megan

Subject: Copy Edits for Author: WorkID:73054

Dear Megan,

Thank you for your email.

I have received the revised manuscript. One concern is still there in the revised manuscript. I have marked the concern in the attached file. I hope it helps. Please let me know if you need further assistance.

Thank you for your time and effort.

Best regards,

Siti Mina Tamarah

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