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EXPLORING THE LINK BETWEEN LECTURER WRITING ASSESSMENT LITERACY AND STUDENT LEARNING EXPERIENCES

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Abstract: Teachers' and students' ability to understand and apply principles of assessment, referred to as assessment literacy (AL), is central to sustaining high-quality teaching and learning. Despite growing recognition of AL's importance in L2 writing instruction, research directly measuring its impact on students' writing development remains limited. This study examines the influence of teachers' writing assessment literacy (WAL) on students' learning experiences in advanced L2 writing courses. Drawing on a multi-phase approach, a total of 24 teachers were first assessed using a writing assessment literacy test and then divided into proficiency groups. A total of 92 students (distributed across four groups of 18, 24, 26, and 24 participants, each

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corresponding to a teacher proficiency group) had their perceptions of assessment practices collected using the Assessment Experience Questionnaire and analyzed alongside the teacher groups. Surprisingly, the results showed that students of teachers with lower levels of writing assessment literacy (WAL) expressed significantly more positive views about assessment practices and educational experiences than those whose teachers had higher WAL levels. These findings challenge the prevailing assumption that greater teacher expertise inevitably leads to better student outcomes and highlight the complexity of the WAL–student learning relationship. The study highlights the need for context-sensitive approaches to professional development and suggests that both standardized and differentiated assessment strategies can provide significant benefits for diverse learners.

Keywords: *assessment practices, students learning, teacher assessment expertise, writing assessment literacy*

INTRODUCTION

Writing plays a crucial role in academic development within second language (L2) contexts, serving not only as a means of communication but also as a tool for knowledge construction and self-expression (Atkinson, 2003; Kirschner et al., 2006). As L2 writing is often marked by linguistic and rhetorical challenges, assessment becomes a central mechanism through which learning is guided and reinforced (Acar, 2023; Xu et al., 2023). However, writing assessment is effective only when it is understood and enacted with clear pedagogical intention. This capacity is known as Assessment Literacy (AL), commonly defined as the ability to design, interpret, and apply assessment to enhance learning (Stiggins, 1991; Malone, 2017).

Within the domain of L2 writing, AL acquires a more specific form known as Writing Assessment Literacy (WAL). WAL requires not only familiarity with assessment tools, but also sensitivity to

linguistic accuracy, genre conventions, developmental progression, and feedback practices that support writing improvement (Fulcher, 2012; Crusan et al., 2016). Assessment-literate lecturers are expected to design appropriate writing tasks, establish transparent criteria, and deliver feedback that motivates learners to revise meaningfully (Graham et al., 2015). Conversely, limited WAL may result in vague feedback, inconsistent grading, and misaligned expectations, ultimately discouraging students' engagement with writing (Weigle, 2002; Pastore, 2023).

Although the importance of WAL has been increasingly acknowledged, existing research presents two major gaps. First, most studies investigate lecturers' assessment beliefs or self-reported practices rather than measuring their actual WAL competence using structured instruments (Crusan et al., 2016; Sohrabi et al., 2022). Second, relatively few studies explore WAL from the student perspective, particularly regarding how lecturers' assessment competence is experienced by learners in day-to-day writing instruction. Understanding this perspective is essential, as the pedagogical value of assessment lies not only in its design but in how it is perceived, interpreted, and acted upon by students.

Addressing these gaps, the present study examines the following research question: How do variations in lecturers' Writing Assessment Literacy influence students' assessment experiences in L2 writing classrooms? In this study, students' experience is conceptualized not merely as performance outcome, but as their perceived interaction with assessment practices. To operationalize this construct, the Assessment Experience Questionnaire (Gibbs & Simpson, 2003) is adopted, specifically its five core dimensions: (1) distribution of study effort, (2) clarity and learning value of writing assignments, (3) quantity and timing of feedback, (4) quality of feedback, and (5) engagement with feedback. These dimensions reflect how assessment shapes learners' motivation, understanding, and response to feedback.

The study adopts Chan and Luo's (2021) four-dimensional framework of assessment literacy as its conceptual foundation. The framework conceptualizes WAL as consisting of: (1) assessment knowledge, (2) practical skills, (3) guiding principles, and (4) contextual awareness. It is assumed that variations across these dimensions will be reflected in students' assessment experiences, as lecturers with higher WAL are more likely to articulate clearer expectations, provide timely and constructive feedback, and promote active engagement with assessment inputs.

By linking lecturers' WAL competence with students' lived assessment experiences, this study offers two key contributions. Theoretically, it strengthens the understanding of WAL as not only a professional attribute but also a learner-mediated construct that manifests in classroom dynamics. Practically, it provides direction for lecturer development programmes, suggesting that improving WAL may lead to more positive student experiences with writing assessment. Ultimately, enhancing WAL is expected to cultivate assessment environments that are transparent, motivating, and conducive to sustained writing improvement.

METHOD

This study employed a causal-comparative cross-sectional survey design to examine how variations in lecturers' Writing Assessment Literacy (WAL) relate to students' assessment experiences in L2 writing classrooms. Rather than manipulating instructional conditions, naturally occurring lecturer competence levels were treated as grouping variables, and student perceptions were compared across these groups.

Research Site and Participants

The study was conducted at a mid-sized university known for its robust English language and writing programs. The research

involved two primary sets of participants: L2 writing instructors and their students.

To identify representative teachers, a Writing Assessment Literacy Test was first administered to a wider pool of 24 instructors. Their scores were analyzed through clustering procedures, which generated four distinct WAL profiles: high, good, average, and low. From each profile, the lecturer whose score was closest to the cluster centroid was selected, resulting in four lecturers participating in the comparative phase. This ensured that each selected lecturer reflected the most typical and central representation of their respective WAL level rather than an extreme outlier.

Each selected teacher's intact class subsequently participated in the study. A total of 92 students completed the Assessment Experience Questionnaire (AEQ), distributed across the four classes as follows: 18, 26, 24, and 24 students respectively. These students, enrolled in advanced L2 writing courses, were primarily non-native English speakers from diverse linguistic and cultural backgrounds. Participation was voluntary, and no academic incentives were provided.

Instructional Procedures

No experimental treatment or instructional intervention was introduced. Each lecturer conducted their course according to the existing curriculum for advanced L2 writing, which typically included essay writing tasks and formative feedback. The researchers did not interfere with classroom practices; thus, the data reflect authentic instructional conditions.

Data Collection

Data were collected through two primary instruments:

Writing Assessment Literacy Test:

The writing assessment literacy test, originally developed by Ölmezer-Öztürk and Aydın (2018), was adapted and expanded for this study to more comprehensively measure teachers' understanding of key principles and practices in writing assessment. The original instrument contained 15 multiple-choice items; an additional 35 items were developed based on the theoretical framework of writing assessment knowledge proposed by Weigle (2007) and Lee (2017), resulting in a total of 50 items. These items covered domains such as rating scale design, rater training, validity and reliability, feedback strategies, and the use of assessment outcomes to inform instruction. For example, items asked about appropriate rater training procedures, principles of analytic versus holistic scoring, and the role of feedback in improving student writing.

To ensure content validity, the expanded instrument was reviewed by two experts in language assessment, who confirmed the clarity, relevance, and theoretical alignment of each item. Minor revisions were made based on their feedback. Construct validity and reliability were then evaluated using pilot data. The instrument has been also empirically validated, with reported Reproducibility Coefficient (Kr) = 0.91, Scalability Coefficient (Ks) = 1.84, and KR-20 reliability = 0.85 (Ölmezer Öztürk & Aydın, 2018), all exceeding minimum accepted thresholds. Scores from this instrument were later used for cluster-based lecturer selection.

Student Assessment Experience Questionnaire:

To gauge students' perceptions of assessment in their writing courses, this study used an adapted version of the Assessment Experience Questionnaire (AEQ) developed by Gibbs (2015). The AEQ was originally designed for general higher education contexts, but in this study it was contextualized for L2 writing instruction by replacing generic terms such as "assignment" with "writing assignment" or "writing task," and clarifying that "feedback" referred specifically to written feedback on students' writing. The adapted instrument

consisted of 41 Likert-scale items (1 = strongly disagree to 5 = strongly agree) grouped into six subscales: (1) Amount and distribution of study effort, (2) Assignments and learning, (3) Quantity and timing of feedback, (4) Quality of feedback, (5) Use of feedback, and (6) Examination and learning. As the writing course did not include a formal examination, the sixth subscale was omitted. Example adapted items include: "I understood the standards my writing was expected to meet" (Clarity of assessment criteria), "Feedback on my writing has helped me improve" (Usefulness of feedback), and "The writing assessments reflected what was taught in the course" (Alignment with learning outcomes). The questionnaire was administered online at the midpoint of the semester to allow students to respond while still actively engaged in the course. Responses were collected anonymously to minimize social desirability bias and encourage honest feedback.

Data Analysis

Data analysis proceeded in several stages to ensure a comprehensive examination of the relationship between teacher assessment literacy and student experiences:

Teacher Grouping with K-Means Clustering:

Teachers' scores on the Writing Assessment Literacy Test were subjected to a k-means clustering procedure. This method allowed for the identification of natural groupings within the dataset. Using cluster centroids, the teachers were categorized into the four predetermined proficiency levels (low, average, good, and excellent). The clustering approach provided a statistically sound basis for grouping, beyond arbitrary cut-off points, while maintaining alignment with the study's conceptual framework.

Comparison of Student Experiences Across Groups:

Once teacher groups were established, the students' AEQ responses were compared across the four groups of instructors to determine whether there were significant differences in their perceived assessment experiences. The Kruskal-Wallis test, a nonparametric statistical test, was employed due to its suitability for comparing independent groups with ordinal data. Significant test results were followed by post-hoc pairwise comparisons to identify which groups differed significantly. This approach offered a robust examination of how varying levels of teacher assessment literacy might influence students' perceptions of the assessment environment.

Ethical Considerations

Prior to data collection, written informed consent was obtained from both teachers and students after explaining the research purpose, procedures, voluntary nature of participation, and data confidentiality measures. All participants were assured that their responses and scores would be used exclusively for research purposes, that no personal identifying information would be disclosed, and that non-participation or withdrawal would not affect their academic standing or professional appraisal. Results were reported in aggregate form to ensure anonymity and to maintain the trust and privacy of all participants.

FINDINGS

Teachers Writing Assessment Literacy Level

The analysis of teacher writing assessment literacy (WAL) began with a demographic overview of the 24 English language instructors participating in the study. Of these, 17 were male and 7 were female, and the majority (14 out of 24) reported 11–15 years of teaching experience. Educational background data showed that 17 participants had completed an English Language Teaching (ELT) program, while 7 held degrees in non-ELT fields.

Initial scoring of the Writing Assessment Literacy Test produced an average of 37.75 (SD = 5.91), with scores ranging from 24 to 46, indicating a broad spectrum of WAL levels within the sample. These results were based on the raw scoring system of the test, which used a maximum of 50 points. To provide a clearer interpretation and to align the results with a more familiar grading convention, the raw scores were subsequently converted into a 100-point scale. On this converted scale (Nilai), participants' scores ranged from 48 to 92, with a mean of 75.50 (SD = 11.83). This conversion explains the apparent difference between the descriptive statistics of the raw scores and the mean values reported for each cluster. Importantly, both sets of figures derive from the same data, and the cluster analysis was conducted using the converted scores.

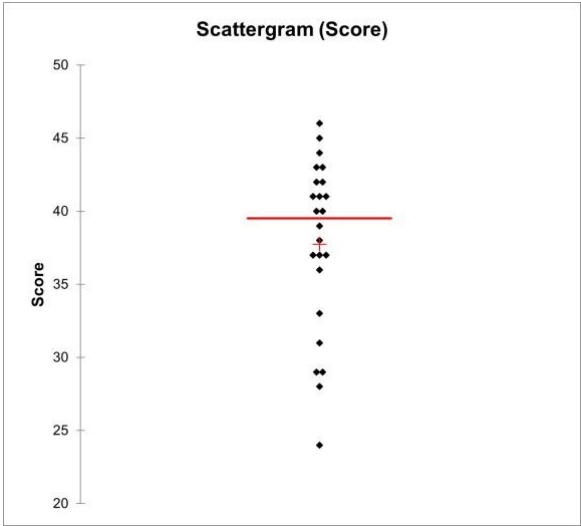


Figure 1. Teacher' Score on Writing Assessment Literacy

Using k-means clustering, the teachers' WAL scores on the converted 100-point scale were grouped into four categories: Low (n = 5), Average (n = 6), Good (n = 6), and Excellent (n = 7). The Low group displayed an average score of 56.4 and notable internal variability,

whereas the Excellent group achieved a mean score of 87.143 with lower variability, suggesting a more consistent grasp of assessment principles. The Good cluster (mean = 80.667) also showed strong consistency among its members, while the Average cluster (mean = 72.667) exhibited moderate levels of WAL with some internal variation.

Regarding assessment literacy, based on the figure above, the descriptive analysis demonstrated moderate variability among participants, with scores ranging from 24 to 46 on the raw scale (equivalent to 48–92 on the converted scale). This highlights the diversity in assessment knowledge within the sample and provides the foundation for the subsequent cluster analysis.

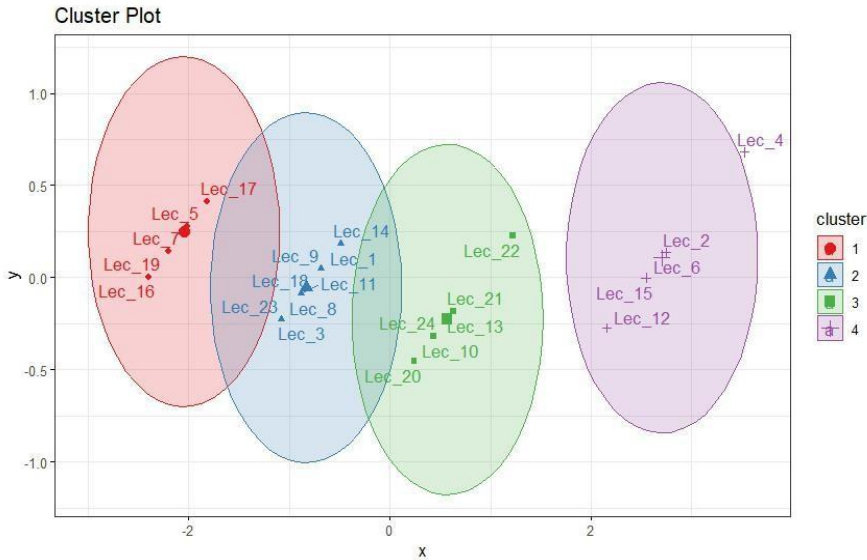


Figure 2. Cluster Plot of Teacher Assessment Literacy Level

The k-means clustering then revealed four distinct groups of participants based on their writing assessment knowledge. These groups provide valuable insights into the distribution of skills and consistency within each level.

The "Low" cluster, with 5 participants, had the most concerning results. This group demonstrated a significant lack of proficiency, with an average score of 56.4. Moreover, this group had the highest internal variability, suggesting inconsistent knowledge - some may be close to the next level, while others struggle significantly. This points to the need for targeted, comprehensive intervention for this group.

In contrast, the "Excellent" cluster, with 7 participants, stood out as the highest-performing group. They achieved an impressive average score of 87.143, indicating a deep, comprehensive understanding of writing assessment. Importantly, this group also showed the lowest internal variability, suggesting consistency in their high performance. These participants could be valuable resources for peer mentoring or leading professional development.

The "Good" cluster, with 6 participants, showed solid knowledge, with a mean score of 80.667. This group was distinguished by its remarkably low internal variability, the lowest among all clusters. This consistency suggests that focused interventions could potentially elevate this entire group to the "Excellent" level.

Finally, the "Average" cluster, also with 6 participants, occupied the middle ground, with a mean score of 72.667. This group demonstrated a moderate level of writing assessment knowledge but with noticeable internal variability, indicating strengths and gaps in different areas.

Students Learning

Understanding students' attitudes toward writing assessment is essential for interpreting how different performance levels relate to their perceptions and responses. By examining these attitudes across categorized proficiency groups, this section aims to provide a clearer picture of how students at varying levels engage with and perceive writing assessment practices.

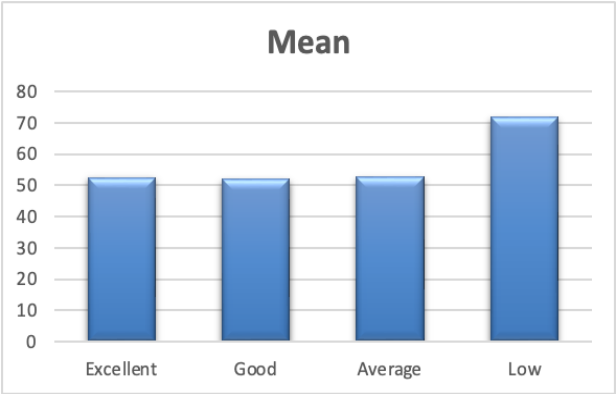


Figure 3. *Students Score of Writing Assessment Attitude*

The data presented offers a comprehensive analysis of writing assessment attitudes across four distinct groups using the Kruskal-Wallis test and the Steel-Dwass-Critchlow-Fligner procedure for multiple pairwise comparisons. The sample sizes for the four groups are 18, 24, 26, and 24 participants respectively, providing a robust basis for comparison. Interestingly, the mean scores for the first three groups (excellent, good, and average) cluster closely together, ranging from 52.014 to 52.729, while the fourth group (low) stands out with a substantially higher mean of 71.784. This initial observation suggests a potentially significant difference in attitudes between the fourth group and the others.

Influence of Lecturers WAL on Students' Learning

Student performance and attitudes were subsequently assessed using the Kruskal-Wallis test, which revealed significant differences among the four lecturer groups. The mean scores for students taught by Excellent, Good, and Average WAL teachers clustered closely together (52.014 to 52.729), while the students instructed by Low WAL teachers recorded a higher mean score of 71.784. The observed K value (41.231, $p < 0.0001$) indicated that the samples did not originate from the same population. Post-hoc comparisons further confirmed that the Low WAL group's students differed significantly from students in the

other three groups, while no significant differences emerged among the Excellent, Good, and Average groups.

The Kruskal-Wallis test results strongly support this initial observation. With an observed K value of 41.231, far exceeding the critical value of 7.815, and a p-value less than 0.0001, the test provides compelling evidence to reject the null hypothesis. This indicates that the samples do not come from the same population, suggesting significant differences in writing assessment attitudes among the groups. The extremely low p-value underscores the high statistical significance of these differences, leaving little doubt about the validity of this conclusion. Kruskal-Wallis test (Attitude Score):

Table 1.

Kruskal-Wallis Test Results for Attitude Scores

K (Observed value)	41,231
K (Critical value)	7,815
DF	3
p-value (Two-tailed)	< 0,0001
alpha	0,05

The subsequent multiple pairwise comparisons using the Steel-Dwass-Critchlow-Fligner procedure offer a more nuanced view of the inter- group differences. This analysis clearly delineates two distinct categories among the four groups. The first three groups, marked as 'A', show no statistically significant differences from each other. This suggests that despite minor variations in their mean scores, these groups share similar attitudes towards writing assessment. In stark contrast, the fourth group, designated as 'B', emerges as significantly different from all other groups. This statistical grouping reinforces the initial observation of the fourth group's distinctive nature.

Table 2.

Descriptive Statistics and Group Classification of Attitude Scores

Sample	Frequency	Sum of ranks	Mean of ranks	Groups
Attitude Score 2	24	831,000	34,625	A
Attitude Score 1	18	640,000	35,556	A
Attitude Score 3	26	970,000	37,308	A
Attitude Score 4	24	1837,000	76,542	B

A closer examination of the specific group comparisons through the p-values matrix provides further clarity. The comparisons between groups 1, 2, and 3 all yield p-values close to 1, statistically confirming the lack of significant differences among these groups. This high degree of similarity suggests that these three groups likely share common characteristics or experiences that shape their attitudes toward writing assessment. On the other hand, all comparisons involving group 4 result in p-values less than 0.0001, emphatically confirming its significant difference from the other groups. This stark contrast in p-values underscores the unique position of group 4 in terms of writing assessment attitudes.

DISCUSSION

This study revealed a counterintuitive yet theoretically revealing finding: students taught by lecturers with lower levels of Writing Assessment Literacy (WAL) reported more positive perceptions of assessment, indicating higher levels of satisfaction, fairness, and clarity. This result challenges the conventional assumption, commonly advanced by scholars such as Darling-Hammond (2000) and Hattie (2003), that higher assessment literacy automatically leads to better student outcomes. Instead, the finding underscores the complex and context-dependent relationship between teachers' assessment competence and students' lived experiences of assessment in L2 writing classrooms.

Within the framework proposed by Chan and Luo (2021), WAL is conceptualized as a multidimensional construct comprising four

interrelated dimensions: conceptual, practical, affective, and contextual. The conceptual and practical dimensions reflect teachers' theoretical knowledge and operational capacity in assessment design, implementation, and interpretation. However, the affective and contextual dimensions highlight the emotional, motivational, and institutional forces that shape how assessment practices are perceived and enacted. The current study's findings suggest that these latter dimensions, affective and contextual, may exert a particularly strong influence on students' assessment experiences.

One plausible interpretation of the paradoxical finding is that lecturers with lower WAL may employ simpler or more conventional assessment strategies that students perceive as transparent and easy to navigate. However, prior research suggests that conventional assessment practices often fail to provide sufficiently detailed and meaningful feedback to support deeper learning (Hamamah et al., 2023). This indicates that while such approaches may enhance students' perceptions of clarity and fairness, they may also limit opportunities for more substantive writing development. Simplified assessment designs, such as straightforward rubrics or uniform grading standards, may enhance students' sense of fairness and reduce anxiety, even when they lack theoretical rigor. This interpretation aligns with Brookhart (2011) and Popham (2001), who argue that perceived clarity and fairness are central to positive assessment experiences. Similarly, Sadler (1989) emphasized the importance of accessibility, the extent to which students understand assessment criteria and feedback, as a key determinant of their engagement and confidence.

From an affective perspective, this pattern resonates with Yu and Xu (2024), who found that students often evaluate assessments based on emotional comfort and perceived manageability rather than technical validity. In this study, the high AEQ scores among students taught by the Low-WAL lecturer may reflect reduced affective pressure or cognitive load. When assessment demands are lower and

expectations are explicit, students may feel more confident and in control, leading to more favorable evaluations of the learning environment. However, such perceptions do not necessarily correspond to higher-quality learning outcomes, a distinction that must be considered carefully when interpreting assessment satisfaction data.

The relational and communicative aspects of assessment also appear to mediate these perceptions. Xu, Zheng, and Braund (2023) argue that student writing assessment literacy (SWAL), their ability to interpret and respond to assessment, shapes how they perceive fairness, feedback, and transparency. When lecturers with limited WAL emphasize routine feedback and surface-level correctness, students may perceive such feedback as “clear” and “helpful,” even if it lacks depth. This dynamic mirrors findings by Silva and Vieira (2024), who note that students often feel disconnected from formal assessment goals when feedback is abstract or overly theoretical. In contrast, feedback that is simple, direct, and linguistically accessible, even if technically limited, can enhance students’ sense of achievement and trust.

The results also reveal the importance of the contextual dimension of WAL (Chan & Luo, 2021). In the Indonesian higher education context, institutional constraints, heavy workloads, and limited assessment training often restrict teachers’ capacity to implement innovative or formative assessment models. Zulaiha et al. (2020) highlight that institutional policies and cultural norms emphasizing harmony and non-confrontation may further discourage critical feedback practices. Consequently, lower-WAL lecturers may inadvertently align their assessment approaches with students’ cultural expectations for predictability and leniency, which, in turn, fosters perceptions of fairness and satisfaction. This sociocultural alignment is further consolidated at the level of feedback delivery: when feedback is perceived as clear, direct, and cognitively manageable, students tend to respond more positively, not necessarily

because the feedback is pedagogically rigorous, but because it meets their expectations for clarity and ease of interpretation (Fitriyah et al., 2024). In this sense, student positivity toward assessment may emerge less from pedagogical excellence and more from sociocultural alignment.

This interpretation is consistent with Koh et al. (2018) and McMillan (2003), who conceptualize assessment literacy as not merely technical proficiency but as an adaptive competence that must account for context, relationships, and learner diversity. The present findings suggest that while conceptual and practical mastery of assessment principles are essential, affective sensitivity and contextual adaptability may play a more immediate role in shaping students' classroom experiences. Teachers who are empathetic, transparent, and consistent in communicating assessment expectations can foster students' confidence and engagement, even when their theoretical understanding of assessment is limited.

The paradox observed in this study also aligns with Biggs' (1996) model of constructive alignment and Alderson and Wall's (1993) notion of washback. When assessment practices are tightly aligned with instructional activities and perceived as predictable, students may experience a sense of coherence and control, factors closely associated with satisfaction and motivation. However, such positive perceptions do not automatically translate into improved learning outcomes; rather, they reflect the emotional affordances of predictable assessment contexts. As Burger (2017) and Wallace and Ng (2022) argue, fairness and transparency are multidimensional constructs that extend beyond validity to include relational trust and consistency in teacher-student communication.

Feedback accessibility emerged as another key explanatory factor. Students often described feedback from lower-WAL lecturers as easier to understand and apply. According to Lee (2017) and Gibbs (2019), feedback supports learning only when it is internalized, and this is more likely to occur when students feel capable of interpreting

and acting upon it. The current results suggest that clarity in feedback, even if it lacks depth, can have a stronger immediate effect on student attitudes than feedback sophistication. This aligns with Carless and Boud (2018), who advocate for dialogic feedback practices that prioritize relational engagement and emotional resonance over technical precision.

Taken together, these findings call for a more nuanced conceptualization of WAL. In line with Chan and Luo's (2021) framework, WAL should be understood as a dynamic and context-responsive competence rather than a static body of knowledge. The findings show that the affective and contextual dimensions of WAL play a pivotal role in shaping students' assessment experiences. Effective assessment, therefore, depends not only on the teacher's conceptual and practical expertise but also on their relational sensitivity and ability to adapt assessment practices to students' affective and cultural realities.

Pedagogically, the results underscore the need for professional development programs that move beyond the transmission of theoretical assessment knowledge. Training should cultivate reflective, adaptive practitioners capable of integrating conceptual understanding with affective awareness and contextual responsiveness. Encouraging lecturers to engage students as partners in the assessment process can bridge the gap between technical accuracy and learner perception, ensuring that feedback and evaluation serve both educational and emotional functions. This approach aligns with Acar's (2023) genre-based pedagogy, which seeks to combine analytical rigor with accessibility, as well as with Carless and Boud's (2018) call for feedback that is dialogic and learner-centered.

Finally, this study contributes to WAL scholarship by demonstrating the value of combining teacher competence data with student perception measures. Methodologically, the integration of the WAL Test and AEQ offers a comprehensive view of how assessment

literacy operates across the teacher-student interface. Future studies could expand this line of inquiry through mixed-methods approaches, including classroom discourse analysis or longitudinal tracking of learning outcomes, to better understand how affective and contextual factors mediate the relationship between teacher WAL and student development.

In sum, the findings affirm that writing assessment literacy should not be viewed merely as technical expertise, but as a relational and adaptive construct that integrates conceptual knowledge, pedagogical practice, affective engagement, and contextual understanding. Recognizing students as co-constructors of assessment experiences offers a powerful pathway toward more inclusive, equitable, and responsive L2 writing pedagogy.

CONCLUSION

This study explored how different levels of teacher writing assessment literacy (WAL) were associated with students' perceptions of assessment practices in advanced L2 writing courses. Rather than confirming a straightforward relationship between higher WAL and more positive student perceptions, the findings revealed a more nuanced picture. In this particular context, students taught by lecturers with lower WAL levels reported more favorable assessment experiences, especially in terms of clarity, predictability, and perceived fairness.

This pattern does not suggest that lower WAL is inherently more effective, nor does it diminish the pedagogical value of sophisticated assessment knowledge. Instead, the findings point to the importance of how assessment practices are enacted and communicated in classrooms. Approaches that are theoretically sound may still feel demanding or overwhelming to students if expectations, procedures, or feedback practices are not perceived as accessible. Conversely, more structured and straightforward assessment routines may offer a sense

of security that students value, particularly in high-stakes academic writing contexts.

Several limitations should be taken into account when interpreting these results. The study involved a small number of classes within a single institutional setting, and the findings therefore reflect a specific instructional context rather than general trends across L2 writing education. In addition, the analysis focused on students' self-reported perceptions, which provide valuable insight into learner experience but do not directly measure learning outcomes or long-term development.

Despite these constraints, the study highlights the need to view writing assessment literacy not only as a set of technical competencies, but also as a socially and pedagogically situated practice. For teacher education and professional development, this suggests that attention should be given not only to assessment design and theoretical alignment, but also to transparency, emotional accessibility, and students' readiness to engage with assessment demands.

Future research could build on these findings by examining a wider range of instructional contexts and WAL profiles, and by combining perception data with classroom observations and performance measures. Longitudinal and qualitative studies may be particularly valuable in understanding how assessment practices are experienced over time and how students make sense of feedback and evaluation processes. Such work would contribute to a more context-sensitive understanding of how assessment literacy is enacted in L2 writing classrooms and how it shapes students' learning experiences.

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DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES

The authors used ChatGPT (OpenAI) solely for language editing, proofreading, and improving the clarity and readability of the manuscript. All intellectual content, analysis, and interpretations are the author's own responsibility.

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