



## Assisting Teachers Using AI Auto-Generate as a Formative Assessment Tool on EFL Students' Reading Comprehension in the Digital Era

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### ABSTRACT

This study explores the use of AI as a formative evaluation tool for English as a Foreign Language (EFL) students' reading comprehension in the digital age. AI is a crucial technology in education that enhances teaching and learning processes. Formative assessment helps students develop their abilities and skills, while summative evaluations measure performance. AI can be used to test students' reading comprehension using smartphone apps like Novel Applications, Sports and Podcasts, and Netflix. The research aims to help teachers use AI auto-generation as a formative evaluation tool, outlining its benefits and drawbacks. It also suggests that readers should use Formative Apps to measure students' reading comprehension in the digital age to assist teachers.

## **INTRODUCTION**

Innovative developments in the digital era and the field of computing are bringing us into a technological world in which robots are increasingly created and developed to fulfill human needs while growing smarter. Nowadays, Artificial Intelligence (AI) is one of the most important technologies to assist the human in their life not least in education indeed. According to González-Calatayud et al., (2021), found 454 papers and analyzed them with PRISMA statement to select 22 papers concluded on their systemic review that the results of using AI demonstrate the potential to enhance education, whether in-person, hybrid, or virtual settings. Except, assessment can be assisted with AI if the teachers know the method of how to use AI for assessing students.

Meanwhile, assessment is an essential element of the teaching and learning process because it allows both teachers and students to reflect on how to deliver learning most effectively. Students must evaluate their grasp of the material, and teachers must be aware of their student's skills to organize future sessions. Regardless of the subject, assessment is required to establish the quality of the teaching and learning process, as well as to provide knowledge for future activities. In English classrooms, assessments are used to determine the student's language acquisition of the learning objectives. As Lestari et al. (2021) point out, assessment's role in teaching and learning is brief.

In contrast, the process of performing an assessment entails many stages, including preparation, planning, and information collection from a range of sources that illustrate students' accomplishments as well as their capacity to comprehend and apply information about their skills. Teachers must know numerous factors that might impact a student's grade while assessing their performance (Alharbi et al., 2021). When making grading judgments, teachers' strong educational philosophies, as well as their beliefs and perspectives on teaching and learning, are taken into consideration.

Besides, an assessment's objective is determining how the method will be implemented. Another essential point to bear in mind. The literature typically mentions two roles: formative and summative evaluation. The bulk of evaluations in our classes are formative tests designed to help students continue to build their talents and competencies. Formative Assessment is evaluating students in the process of "forming" their competencies and skills to help them to continue that growth process (H. D. Brown, 2003, p. 8). Delivering (by the teacher) and internalizing (by the student) suitable performance evaluation with a view to the future to continue the development of learners is critical to such a format.

Furthermore, reading skills are also needed by EFL students to enhance their comprehension in a social constructivist process and be good readers in the real world. Teachers use a variety of strategies to improve their student's English reading skills. Students are needed to enroll in the web course, however they will learn the language using the mobile app. Learning languages with mobile applications may make the learning process more enjoyable. Artificial Intelligence smartphone apps like Novel Applications, Sports and Podcasts, and Netflix can help enhance English reading abilities. Artificial intelligence can help enhance reading skills. In these cases, AI will be focused on making students

motivated and enhancing their reading comprehension. It will also assist the teacher in assessing students more easily with AI auto-generating as a formative assessment tool on EFL students' reading comprehension. Based on Ahmadi (2018) as cited in Lestari et al. (2021), Artificial intelligence is a cutting-edge technology that can help enhance English language abilities.

So, this study will assist teachers in using AI auto-generating as a formative assessment tool for EFL students' reading skills in the digital era. Besides that, this study will explain how the role of AI auto-generates to assist the teacher in assessing formative assessment tools for EFL students' reading skills except the advantages and disadvantages of using this tool.

## **LITERATURE REVIEW**

### **Formative Assessment in Reading of English as a Foreign Language**

Assessment is a continuous procedure involving various methods and abilities used in the classroom to assess a student's progress in a certain topic (H. D. Brown, 2003). It is an important part of teaching English to those who speak different languages or English as a Foreign Language. While assessments are a continuous process that includes assessing students' written work, reading and listening assignments, and test results, tests are administrative procedures that take place at designated points in a curriculum. Furthermore, this study focused on reading assessment by using AI auto-generate. Assessing reading skills involves evaluating a variety of reading techniques. Aside from just measuring the ultimate understanding of written material, it may be necessary for some settings to evaluate one or more unique reading processes, .." (D. Brown & Abeywicakrama, 2019, p. 198). There are several ways to assess reading comprehension, including comprehensive, interactive, selective, and perceptive methods. The evaluation activities for perspective reading include written responses, multiple choice questions, photo clued items, and reading aloud. Moreover, matching, editing, gap-filling, picture-cued, multiple-choice, and matching activities are all included in selective reading assessment designs. Cloze tasks, spontaneous reading and comprehension questions, short responses, editing, scanning, sequencing, and information transfer (reading charts, maps, graphs, and diagrams) are among the interactive design assessment activities. The last thorough reading design assessment activity involves skimming, summarizing, and replying, as well as collecting notes and creating an outline. All of them enhance reading comprehension for students if the methods of giving the task by the teacher are effective and creative, making students motivated to do the tasks. Using AI auto-generates is valuable for teachers to make tasks more easier.

Furthermore, assessments have various concepts and issues which of them are formative and summative. This study focuses on formative assessment. Formative assessment is the practice of evaluating students while they are "forming" their competencies and abilities to assist them in continuing that progress. Effective feedback on performance, both from teachers and students, is crucial for long-term learning success (D. Brown & Abeywicakrama, 2019). Meanwhile, formative assessment in EFL students is crucial for knowing how they improve their skills in English, especially reading skills.

### **Assisting Teachers Using AI Auto-Generate**

Nowadays, education develops since AI growing rapidly. According to Lucariello (2023), Teachers should be involved in designing, selecting, and evaluating AI-enabled systems. Based on his survey, he spends around 50 hours each week, with less than half of that time spent directly with students. AI can automate administrative, clerical, planning, and assessment chores. AI may aid instructors by modifying standardized curricula to match individual student requirements, giving voice assistance to kids with impairments, and analyzing and conveying student performance patterns to suggest areas where more assistance may be required. Meanwhile, The paper recommends using AI in formative assessments to measure not only academics but also life skills. Encouraging and deciding when to provide "help-seeking and help-giving"; teaching and learning about the effectiveness and design of assessments; Examining educational interventions and assistance for "algorithmic discrimination." In other words, the existence of AI has given instructors more authority.

Furthermore, AI-generated tools to aid teachers have recently been developed for use in "out of the box" circumstances. It is easy to find studies about AI tutoring teaching-learning systems because of assist teachers except for students who enjoy these approaches. A systematic review of 454 papers on the use of AI in student assessment found that most studies do not reflect the pedagogy behind the educational action (González-Calatayud et al., 2021). Formative evaluation is the main use of AI, and automatic grading is another functionality. In order to fully grasp the potential of AI in educational evaluation, particularly at higher educational levels, the study also examined the distinctions between the use and non-use of AI. It came to the conclusion that teacher preparation programs and more research are necessary. Additionally, there needs to be a greater abundance of study on educational issues rather than AI technology advancements. We conclude that AI is valuable in the context of education, but it is crucial to know which side of the fence it is on. Several educational professionals, researchers, and practitioners are interested in using AI to learning assessment. Research suggests that using AI in learning assessments might enhance evaluation quality and deliver more accurate feedback to students. With this study, I hope that teachers can provide insights to make it easier to assess students in teaching and learning in this digital era.

There are many software, applications, or web-based to utilize AI to assess students except in reading comprehension. I will show one of the applications that assists teachers in assessing students' reading comprehension in this study. This list of AI resources offers a variety of tools to help educators save time and improve their teaching methods. Some of the top options include ReadTheory, Lexi AI Passage Builder, ChatGPT, Canva Classroom Magic, Curipod, Education Copilot, Formative App., Audio Open, Quizizz, Slidesgo, and Pictory. ReadTheory offers personalized reading comprehension exercises for K-12 and ESL students, while Lexi AI Passage Builder generates custom-tailored reading passages and multiple-choice questions. ChatGPT is an interactive AI chatbot that interacts with users, while Canva Classroom Magic includes tools for creating visual content and writing materials. Whereas, Formative Apps is a web app for schools that allows teachers to offer live tasks to students, allowing for immediate instructional modifications and long-term student development tracking . Curipod generates interactive slide decks, whereas Schooling Copilot offers project concepts, writing prompts, and lesson plans created by AI.. Quizizz creates custom assessments, while Slidesgo provides access to Google Slides templates and an AI Presentation Maker. Those applications are helpful for teachers in assessing students' comprehension. I suggested the reader except for teachers who want to try to use AI in their assessing students' reading comprehension by using Quizizz or Formative Apps., those are easier to use, and giving feedback also gives detailed assessment for grading the students.

### **Advantages and Disadvantages of Using AI Auto-Generate in Assessing Students**

AI in assessment provides advantages and disadvantages. The following are some benefits and drawbacks of using AI in evaluation (Supianto, 2023):

1. Advantages of utilizing AI auto-generate in assessing students
  - a) Objective: Since AI technology is impartial when assigning grades or scores, it provides objectivity in evaluation. This makes it more accurate and objective. Studies reveal that artificial intelligence (AI) can improve assessment objectivity, particularly in difficult exams that call for subjective evaluations. Additionally, it yields more dependable and objective data, boosting productivity and speed while giving pupils feedback. In addition to increasing evaluation impartiality, deep learning in neural networks may also boost feedback effectiveness and efficiency. All things considered, AI technology can lessen human prejudice, promote justice, and enhance the effectiveness and quickness of giving pupils feedback.

- b) **Efficiency:** AI technology may considerably increase evaluation efficiency, particularly when working with large numbers of participants. It can automate the process, saving time and money while also enhancing the speed with which students receive feedback. According to research, AI can do more efficient evaluations, give faster and more exact feedback, and decrease biased mistakes. Furthermore, it can increase judgment consistency, making the learning process more efficient. For example, Shieh et al. (2020) as cited in Vittorini et al. (2021), discovered that AI can automatically grade student writings and offer comments, resulting in more efficient evaluations. Furthermore, Mazouzi et al. (2020) as cited in Supianto (2023) discovered that AI may enhance efficiency when analyzing free text responses to Moodle quizzes by shortening the time necessary. Overall, AI technology provides tremendous benefits during the assessment process.
- c) **Consistency:** AI can enhance the consistency of assessment results, as human assessments can produce varying scores depending on the assessor. Studies have shown that AI can improve judgment accuracy, reduce biased judgments, and reduce time spent on evaluation. It can also use statistical models and algorithms to improve the efficacy and quality of language evaluations. All things considered, AI technology may improve evaluation consistency, lower mistakes caused by humans, and raise judgment accuracy, all of which will improve learning as a whole.
- d) **Analytical capabilities:** Through the provision of thorough analysis of outcomes and comprehensive information about participants' strengths and limitations, artificial intelligence (AI) technology can improve analytical skills in assessments. According to studies, AI is capable of analyzing student learning behavior, predicting learning progress, and seeing trends in data to provide more insightful and customized feedback. Additionally, by assessing students' learning requirements and making recommendations that are specifically targeted to them, it can enable adaptive learning and enhance critical thinking abilities through text and data analysis. All things considered, AI technology can improve the caliber and efficacy of the learning process.
- e) **Assessment program development:** AI technology can create more efficient and effective questions, provide automated scores, and offer tailored feedback, all of which can greatly improve assessment programs. Along with making customized recommendations, it can also forecast how well kids will learn. Research have demonstrated that AI is capable of enhancing the accuracy and consistency of competence tests, evaluating test results, and offering more detailed and tailored feedback. Furthermore, it is capable of forecasting the academic advancement of pupils and offering customized advice. The validity, reliability, and effectiveness of tests of English language and English writing can also be enhanced by AI. All things considered, artificial intelligence technology has the potential to improve the caliber and efficacy of education as well as the creation of evaluation platforms.

- f) **Personalization:** AI can enhance personalized assessments by identifying participants' strengths and weaknesses, providing tailored feedback, and predicting learning progress. Studies by Rauh, C., et al., (2018) and Chen, G., et al. (2020) as cited in Supianto (2023), show that AI can analyze learning data, provide personalized feedback, and predict students' learning progress, thereby increasing efficiency in assessment program development.
  - g) **Flexibility:** AI in assessment provides increased flexibility, enabling participants to administer tests whenever and wherever best suits their needs. In addition to offering a wide range of questions—including multiple choice, short response, and essay—it also makes data collecting and analysis easier, which raises accuracy and consistency. AI also broadens the scope of evaluations by enabling students to complete autonomous, online tests, which eliminates time and location constraints. The creation of questions for sophisticated abilities and worries about student privacy and data security in online tests present difficulties, nevertheless.
  - h) **Reducing cheating:** AI can assist in lowering assessment fraud by automating and identifying fraudulent activity. Although machine learning may identify fraudulent activity, more work is required to increase its validity and accuracy. Assessment-related academic dishonesty can be decreased with the use of AI-based plagiarism detection tools. Online testing platforms powered by AI are able to track examinee activity and spot fraud. Sensible behavior patterns may be recognized by intelligent tutoring systems, which also contribute to maintaining test integrity. All things considered, AI can be used to identify plagiarism, cheating, and other fraudulent activity, offering important insights into how AI might be applied to lessen fraud and guarantee the accuracy of assessments.
2. **Disadvantages of utilizing AI auto-generate in assessing students**
- While using AI in assessments has its advantages, there might also be drawbacks that need to be considered. A study of current works indicates issues in applying AI for evaluation. It consists of:
- a) **AI validity and reliability:** In order to provide consistent and impartial outcomes, AI in assessment has to have high validity and reliability. Though data quality has to be managed for accuracy, AI is not able to perfectly replicate human intellect. As it relates to patient care, reliability is very important. To achieve accuracy, specialists must subject AI to rigorous testing and validation. In order to achieve accurate and dependable outcomes, these studies emphasize the significance of AI's validity and reliability in evaluation and the necessity of thorough testing and improvement.

- b) Cost and technology dependence: AI in assessment faces challenges due to its high costs and technological dependence, particularly in developing countries. Institutions must carefully consider the cost and availability of technology infrastructure before implementing AI in assessments. Automated scoring systems, for example, maybe too expensive or unavailable, making careful considerations crucial for implementing AI in assessment.
- c) Data privacy and security: Privacy and data security issues are brought up by the usage of AI in evaluations. Cybercriminals or careless users may target the student data that AI collects and analyzes. To preserve data security and privacy, therefore, stringent laws and sufficient security measures are required. Important considerations are also ethical ones, such privacy and safeguarding against unlawful usage. To secure student data and guarantee the use of digital data in AI-powered exams, precise laws and procedures are thus required. Addressing these concerns also requires a strong awareness of and comprehension of ethics.
- d) Bias and discrimination: When irrelevant elements like gender or ethnicity taint data, AI can lead to biased or discriminatory outcomes. Data irrelevant elements need to be removed in order to decrease bias. Debiasing strategies can lessen correlations and yield more fair outcomes, according to research on facial recognition and natural language processing (NLP). Furthermore, minority groups may experience unfair results from algorithmic bias in educational evaluations, underscoring the need for improved fairness standards and varied data collecting.

## **METHODOLOGY**

This study uses qualitative method in depth analysis for getting the data. Selecting relevant examples from among the numerous data sets is crucial because of the external empirical characteristics of the various data sets included into the corpus (Davidson et al., 2019). The study investigated Assisting Teachers Using AI Auto-Generate as A Formative Assessment Tool on EFL Students' Reading Comprehension in the Digital Era using a systematic literature analysis technique. In order to provide a thorough grasp of the argument, the technique also permits a thorough review of several scientific journal papers pertinent to the selected issue. A literature search was carried out using scholarly databases that were drawn from respectable scientific journals. Strict inclusion criteria were used during the literature review to choose papers that were relevant to the study's subject. Instead, we only included papers from academic publications that are well-known and have been published in the field of AI Auto-Generate as A Formative Assessment Tool on EFL Students' Reading Comprehension in the Digital Era. Following the collection of pertinent articles, each article's content underwent a thorough analysis in order to extract material pertinent to the study question. Moreover, based on the contrasts and similarities in the opinions offered by the researchers in the publications under examination, researchers were able to extract information relevant to the research issue. Subsequently, a theme framework was employed to examine the literature review results in order to discern significant patterns, crucial discoveries, and deductions that surfaced

from the studied articles. The study gave us the ability to categorically synthesize and arrange the data in a clear and methodical manner, which enabled us to make a compelling case for the thesis in this piece. Utilizing this method of literature research, we were able to offer comprehensive insights about Assisting Teachers with AI Auto-Generate as a Formative Assessment Tool for EFL Students' Reading Comprehension in the Digital Era.

## RESEARCH RESULT

The findings' implications were examined, emphasizing the value of collaboration among educators, academic institutions, and the technology sector in supporting teachers in using AI Auto-Generate as a formative assessment tool for EFL students' reading comprehension in the digital age. In the course of the conversation, issues like diverse knowledge and limitations in access were among the items that were discussed, along with prospects for innovation in digital education. These results highlight the significance of AI Auto-Generate for EFL Students' Reading Comprehension Assistance for instructors in the Digital Age as a tactical measure to support instructors in student assessment. In summary, the findings indicated that teachers may evaluate their pupils more effectively by including AI Auto-Generate in the assessment process. The study's main objective was to support educators in using artificial intelligence (AI) as a formative assessment tool for EFL students' comprehension of reading in the digital age. This suggests that, as opposed to manual assessment, formative assessment of EFL students' reading comprehension in the digital age might help teachers be more effective.

## DISCUSSION

In this part, you might provide an academic description of your study findings. You should provide an explanation of the values you entered here rather than entering statistics linked to your statistical tests here. Your conversation should be organized with scholarly evidence to back up your findings and a clear justification relevant to the particular topic you are researching.

Furthermore, another important topic of debate is the function of AI Auto-Generate in Assisting Teachers as a Formative Assessment Tool. Enhancing the efficacy of digital literacy instruction in schools requires competent instructors who understand how to use technology to promote learning. The study by Lestari et al. (2021), highlights that conducting an assessment involves a number of steps, such as planning, preparation, and gathering data from various sources that demonstrate students' accomplishments and their ability to understand and apply information about their skills.

Meanwhile, Teachers would be able to assess students in the digital age with ease if this study is put into practice. Our society may become more intelligent, inclusive, and empowered in preparation for an increasingly digitally linked future by leveraging AI auto-generating as a formative evaluation tool. To adequately prepare instructors for the digital age, it is crucial and pertinent to support them in utilizing AI auto-generating as a formative assessment tool. But the instructor's devotion to the task at hand needs to be very strong. We can

guarantee that teachers are well-equipped to handle the opportunities and difficulties of this digital age with efficacy and empowerment only via strong collaboration and long-lasting, tangible measures.

## **CONCLUSIONS AND RECOMMENDATIONS**

Assessment processes are critical for assessing students' abilities and progress in learning. However, evaluations are done at the end of each instructional module to assess their knowledge competency. Teachers provide feedback to assist them in improving their teaching style and adapting to new ways. Intensive teacher development programs require a greater link between universities and schools. There are various methods to make assessing easier except AI auto-generate. Meanwhile, previous research has found limitations in traditional evaluation methods. According to Supianto (2023), found that traditional assessments are prone to biases and interpretations, leading to inaccurate results. They frequently ignore unique qualities that cannot be tested because they are restricted to particular formats, such as written or oral exams. These tests can take a lot of time and money to create, administer, and evaluate. Furthermore, participant feedback is frequently given too late, which impedes progress toward learning objectives on an individual basis. Additionally, it is not possible to individually modify traditional examinations to satisfy the requirements of various participants.

In conclusion, cautious planning and attention to problems are necessary when using AI in evaluations. To guarantee data quality and flexibility, trials are required. To adjust to the employment of AI, educators and students need training. Regulations and mechanisms must guarantee the security and privacy of data used in evaluations. However, because AI creates an autonomous task bank, it is particularly beneficial for educators who grade their students. Additionally, it makes student evaluation and grading more thorough. It will increase its effectiveness and efficiency when it comes to taking student test scores. With the exception of reading comprehension, using AI auto-generate to assess students is beneficial for teachers. In the meantime, this study's benefits outweigh its drawbacks in complexity.

As I mentioned at the beginning of this study, we will recommend the application of utilizing AI auto generate to assess students' reading comprehension except for EFL students. Formative Apps. is a web-based software that is useful for teachers who want to try to utilize AI auto-generate. helps teachers develop new powerful abilities, increase student engagement, and speed learning. Begin viewing real-time student replies today. It also motivates every learner to achieve mastery with easily customizable material and resources for inclusive assessment, training, and practice. According to Ellen (2024), Educators nowadays are seeking innovative approaches to improve teaching efficiency and effectiveness. Formative AI is a platform that claims to transform schools by streamlining how teachers evaluate assignments and personalizing learning for each student. The AI-based platform offers instant feedback, various question types, automated grading, personalized learning, ready-made templates, interactive learning, and tracking progress. It provides quick reviews of student work, allowing teachers to identify strengths and areas for

improvement. The platform also allows teachers to use pre-made templates or customize them as needed. The AI analyzes student responses, providing personalized feedback. The platform also offers a wide range of pre-made assignments and materials, allowing teachers to tailor lessons to individual student needs (Ellen, 2024).

Meanwhile Based on Ellen (2024), Formative AI provides a learning environment that allows students to quickly track their progress and experiment with different learning approaches. This technology also improves instructor productivity by allowing for more accurate grading and a better knowledge of specific student needs, showcasing how technology may improve education by making learning faster, more interesting, and more personalized. The platform offers personalized learning, providing students with feedback and options tailored to their learning style. It allows teachers more time for lesson planning and personalized assistance. The platform provides a clear view of progress through instant results and tracking, enabling both students and teachers to focus on their needs. Its extensive content library allows teachers to create varied assignments, and its various interaction methods cater to every student's learning preferences. So, how to use Formative Apps. for teachers as instructors. To create an activity on Formative Apps., follow these steps (Studniski, 2024):

a) **Step 1: Set up your classes.**

Appropriate for teams without LTI/LMS access and teachers with free accounts. Before scheduling your classes, kindly confirm with your Formative administrator that you are in a gold school or district. Importing your courses is easy whether you use Clever, Microsoft Teams Classroom, or Google Classroom! Here's how to import your courses from Microsoft Teams, Clever, and Google Classroom. You can create your own classes and assign student accounts if you don't use these services. Even their accounts can be built by students.

b) **Step 2: create a formative assessment.**

Choose the “Formatives” tab and the “+ New Formative” button to start your first formative.:

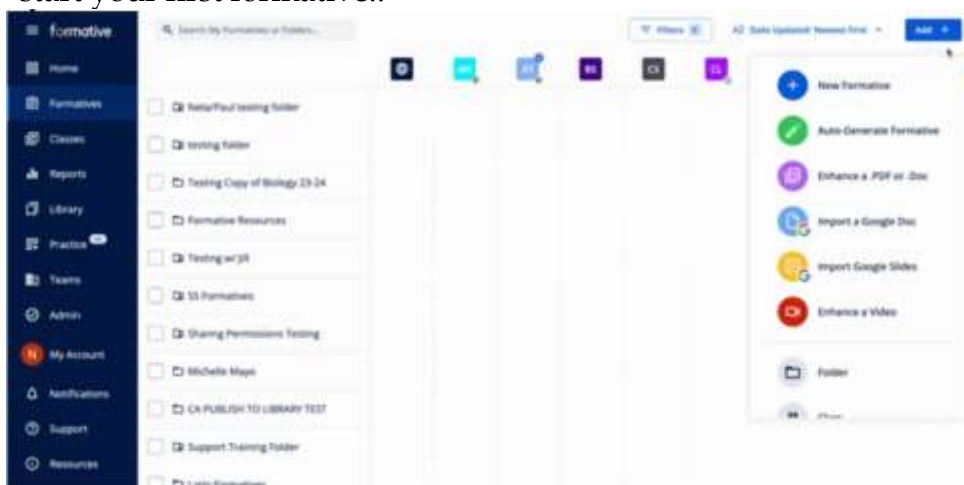


Figure 1. Create a Formative Assessment

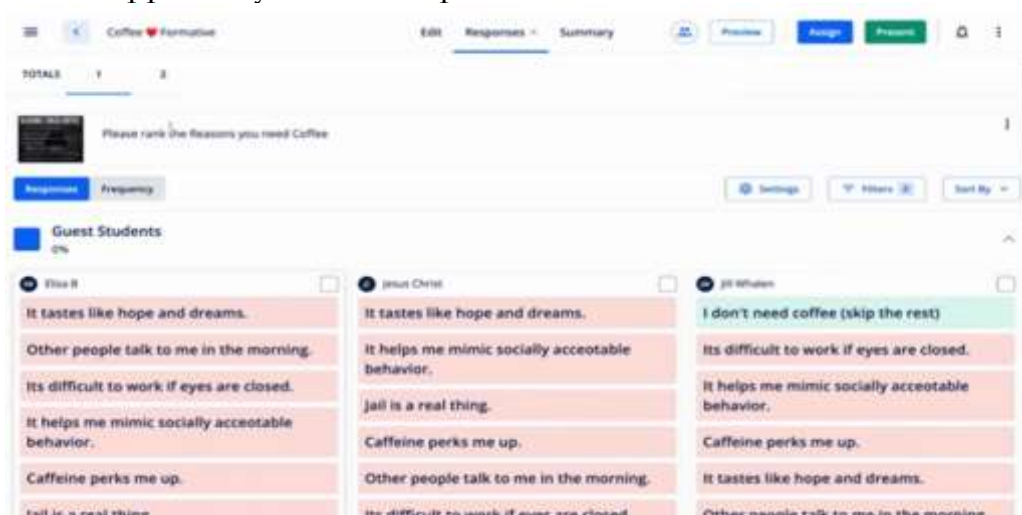
This will navigate you to the formative's "Edit" screen. You may start by adding a title at the top and then start adding questions and content (text, video, photos, and so on) by clicking on the "add item" icon. Uploading and altering your worksheets and resources might save you time. By using the "search" symbol (third from the left), you may also obtain queries and data from the formative library. You can also see how your formative exams will seem to your students by using our Student Preview function.

c) **Step 3: Assign the formative.**

You can give your students the formative assessment once you've made it! You may assign the formative to any of your courses from the list that appears when you click "Assign" at the top of the screen. Check the optional settings and then click "Assign!". "Assign & Post to Google" is an option you'll see if you imported your courses from Google Classroom. To add the formative to your Google Classroom stream as an assignment, use this option.

d) **Step 4: View student replies.**

The replies that your students provide for your formative evaluation will appear in your View replies section:



**Figure 2. View Students' Assessment**

If you haven't created an answer key, you can grade responses from this screen and provide comments for your students. If a student is not responding, look at the live indicator to see if they have accessed the formative assignment or are not actively participating in it. Examine the student's initial symbol or avatar to find the green (active) or gray (inactive) bubble.



TOTAL	1	2	3	4	5	6
Formative Academy	0%	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%	0%
Place Names	0%	0%	0%	0%	0%	0%
Period 3 Review	0%	0%	0%	0%	0%	0%
Titans Names	0%	0%	0%	0%	0%	0%

Figure 3. Students Grading

e) **Step 5: Keep learning.**

The following websites can assist you in learning more about Formative (<https://www.formative.com/support>)

### ADVANCED RESEARCH

Further investigation into effective approaches to support teachers in utilizing AI auto-generating as a formative assessment tool for EFL students' comprehension of reading in today's digital world is suggested for the future.

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