




# The Mediating Role of Metacognitive Awareness on the Relationship Between Teacher Classroom Assessment and Self-Regulated Learning in Secondary School Students

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The sentence, "While the individual contributions of teacher classroom assessment and metacognitive awareness to SRL are well-documented, the interplay between these factors remains underexplored," is a strong point. However, it would benefit from a citation to support the claim of underexplored interplay.

The alignment with previous studies is well-done, but the discussion could be expanded to include how these findings contribute to the existing literature on SRL in non-Western contexts.

The sentence, "Metacognitive awareness enables students to plan, monitor, and evaluate their learning strategies," is a strong point. However, it would benefit from a direct link to the study's findings, such as how the mediation analysis supports this claim.

Response: Revised and uploaded the manuscript.

## 1.2. Reviewer 2

Reviewer:

The convenience sampling method is justified, but the potential limitations of this approach on generalizability should be explicitly acknowledged.

The sentence, "The direct effect of teacher classroom assessment on SRL was significant ( $\beta = 0.553$ ,  $p < 0.001$ )," is clear but lacks context. Discuss the practical significance of this effect size in relation to previous studies.

The mediating role of metacognitive awareness is a key finding. However, the indirect effect size ( $\beta = 0.159$ ) is not discussed in depth. Provide an interpretation of this value and its implications for educational practice.

The discussion on teacher assessment practices is insightful, but it lacks a critical analysis of potential challenges in implementing these practices in real-world classrooms.

The call for exploring specific assessment practices is relevant. However, the example of descriptive vs. evaluative feedback could be expanded to include other types of feedback (e.g., peer feedback) for a more comprehensive suggestion.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.