

Development and evaluation of criteria for objective scoring of highly structured writing task

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FOCUS

- **L1 writing assessment, Croatian language**
- **8th grade sample**
- **short informational, expository writing task**
- **objective writing assessment criteria**

RESEARCH OBJECTIVES

- **identifying of some objective text elements significant for reliability of L1 writing task**
- **evaluation of identified text elements**
- **establishing some of objective assessment criteria**

RESEARCH METHODOLOGY

- representative sample of 353 L1 writing papers from Croatian NA 2008
- task – short article, highly structured, narrowly defined prompts
- extracting objective key text elements from student writing performances
- determination of external criteria variables of criteria index
- multiple regression analysis

PREDICTOR VARIABLES

QUANTITATIVE
DESCRIPTION
OF TEXT
(task scoring)

- relevant content
- number of words
- syntactic complexity
 - number of sentences
 - number of closes
 - T-UNIT
- grammatical errors

CRITERIA INDEX VARIABLE

EDUCATIONAL
LANGUAGE
ACHIEVEMENT
(ELA)

- 7th grade overall achievement
 - 7th grade L1 achievement
 - NA rest test result
 - NA scoring criteria
 - a) coherence
 - b) stylistic features
- high correlaton*

MULTIPLE REGRESSION ANALISYS

| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------------------------|-----------------------------|------|---------------------------|--------|------|
| | B | SE | Beta | | |
| (Constant) | 7.151 | .679 | | 10.536 | .000 |
| relevant content | .231 | .101 | .154 | 2.281 | .023 |
| number of words | .044 | .009 | .467 | 5.122 | .000 |
| T-unit | -.357 | .070 | -.405 | -5.100 | .000 |
| morphology and spelling errors | -.404 | .065 | -.329 | -6.224 | .000 |

$R^2=.28$, adj. $R^2=.269$; $F=26.709$ ($p=.000$)

INTERPRETATION OF RESULTS

- **Defined model of four predictors and used scoring system, successfully describe the Educational language achievement (ELA)**
- **Multiple regression analysis indicated that significant predictor variables explain 27% of criteria index variance (ELA)**
- **Obtained model based on four objective scoring criteria significantly contributes to the overall test NA results, to the writing NA test result and to the external criteria of school L1 achievement**

CONCLUDING REMARKS

- **quantitative / objective scoring and evaluating of text through relevant content, number of words, syntactic complexity and grammatical errors is effective contributor to valid and reliable scoring of L1 writing task**
- **Further research:**
 - **applicability on other types of tasks at different levels of L1 writing in Croatian**
 - **verifying scoring model by other independent graders**
 - **applicability on writing assessment in foreign language**