

Research on Writing Assessment in High School Writing Teaching

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Abstract

Writing assessment is a crucial part of language teaching process. A good writing assessment can promote students' writing. However, some teachers and students do not attach much importance on writing assessment. This research aims to discuss the kinds and functions of writing assessment and give some advice for English teachers to help their assessment on writing.

Keywords

Writing Assessment; High School; Writing Teaching.

1. Introduction

According to the National English Curriculum Standard for Senior High school(2017 edition, 2020 revised), the purpose of assessment is to improve English learning and teaching, complete course design and supervise the learning quality. The assessment need to be centered by the key competence of English learning, throughout the whole process of teaching. Different people give different definition of assessment. Rod Ellis define assessment as assessment is a feedback to the information conveyed by the learner. He hold the idea that assessment can give learners more information and plays an indispensable role in writing teaching. Weigle pointed out that the assessment of students' writing ability is an important task for teachers, and designing fair and effective methods to assess their students' progress and achievements is an essential skill.

Many scholars have done researches about writing assessment. Zeng and Xu talk about the effective feedback in writing assessment. They point out that teachers need to use various ways to give feedback to students' writing, so that to improve students' writing ability[1]. Su talks about junior high school English writing assessment based on the integration of teaching, learning and assessing. She analyzed the problems which exist in writing assessment during junior high school and gave some advice on how to assess writing[2]. Zhang and Yang made a case study on exploring the status quo of high school English teachers' writing assessment literacy. The research found the complexity and contextualization of teacher's writing assessment[3]. Shao and Lin made a study on the construction of a learning-oriented college English writing assessment system. This study constructs a learning-oriented college English writing assessment system, which aims to promote writing learning as its primary goal by incorporating multiple assessment methods and providing diverse feedback[4]. Yao made a research about the backwash effect and its application in evaluation of secondary school English writing. She put forward the specific measures of the backwash effect[5]. Xu analyzed the problems and solutions in the evaluation of middle-school English writing. Based on the analysis, she gave some suggestions to the process of writing assessment[6].

2. Writing Assessment Method

The main writing assessment methods are Teacher Assessment, Peer Assessment, Self-assessment, Automated Assessment and Combined Feedback Assessment.

Research On Composition

George Hillocks (Jr.)



Research On Composition:

Research on Composition Peter Smagorinsky, 2006 Covering the period between 1984 and 2003 this authoritative sequel picks up where the earlier volumes Braddock et al 1963 and Hillocks 1986 now classics in the field left off It features a broader focus that goes beyond the classroom teaching of writing to include teacher research second language writing rhetoric home and community literacy workplace literacy and histories of writing Each chapter is written by an expert in the area reviewed and covers both conventional written composition and multimodal forms of composition including drawing digital forms and other relevant media Research on Composition is an invaluable road map of composition research for the next decade and required reading for anyone teaching or writing about composition today Methods and Methodology in Composition Research Gesa Kirsch, Patricia A. Sullivan, 1992 In original essays fourteen nationally known scholars examine the practical philosophical and epistemological implications of a variety of research traditions Included are discussions of historical theoretical and feminist scholarship case study and ethnographic research text and conversation analysis and cognitive experimental and descriptive research Issues that cross methodological boundaries such as the nature of collaborative research and writing methodological pluralism the classification and coding of research data and the politics of composition research are also examined Contributors reflect on their own research practices and so reflect the current state of composition research itself *Bibliographic Research in Composition Studies* Vicki Byard, 2009-10-02 Bibliographic Research in Composition Studies is a student friendly guide to how knowledge is constructed and disseminated in composition studies as well as a thorough handbook on how to conduct bibliographic research in the discipline Student readers are taught Stephen North's taxonomy of scholarship empirical research and practice so that they can better contextualize the sources they read and they learn the unique ways that some genres of publication function in composition studies The book also leads students through the entire process of completing a bibliographic assignment Research in Composition and Rhetoric Michael G. Moran, Ronald Lunsford, 1984-11-20 This anthology focuses on the writing process itself and on fundamentals of compositional theory Essays explore the psychology of composition research on writing anxiety the relationship of literary theory to composition and reading theory as it relates to the composing process The historical development of research methodologies in the field is examined with particular emphasis on evaluation methods and construction of effective writing sequences and assignments With recent educational trends toward basic writing even teachers of the most advanced composition classes will welcome the contributions on sentence structure spelling punctuation paragraphs and vocabulary development The essays that place composition within larger intellectual traditions will be particularly valuable to scholars currently extending their research into other disciplines Two appendixes on text books and evaluation are designed to help composition educators and scholars select useful innovative texts and handbooks

Exploring Composition Studies Kelly Ritter, Paul Kei Matsuda, 2010-05-20 Kelly Ritter and Paul Kei Matsuda have created

an essential introduction to the field of composition studies for graduate students and instructors new to the study of writing. The book offers a careful exploration of this diverse field focusing specifically on scholarship of writing and composing. Within this territory the authors draw the boundaries broadly to include allied sites of research such as professional and technical writing, writing across the curriculum programs, writing centers, and writing program administration. Importantly, they represent composition as a dynamic, eclectic field influenced by factors both within the academy and without. The editors and their sixteen seasoned contributors have created a comprehensive and thoughtful exploration of composition studies as it stands in the early twenty-first century. Given the rapid growth of this field and the evolution of its research and pedagogical agendas over even the last ten years, this multi-vocal introduction is long overdue.

First-Year Composition Deborah Coxwell-Teague, Ronald F. Lunsford, 2014-05-01. First Year Composition: From Theory to Practice is a combination of theory and practice that provides readers an opportunity to hear twelve of the leading theorists in composition studies answer in their own voices the key question of what it is they hope to accomplish in a first-year composition course. In addition, these chapters and the accompanying syllabi provide rich insights into the classroom practices of these theorists.

Research in Written Composition Richard Braddock, 1963. **An Introduction to Composition Studies** Erika Lindemann, Gary Tate, 1991-07-04. This collection of nine commissioned essays introduces the non-specialist to the rapidly evolving field of composition studies, discussing the nature of the field, the relationship between composition and rhetoric, and between theory and practice, the history of the discipline, its bibliographic sources, and problems, its methods of research, teaching writing, and the politics of the profession.

Research on Written Composition George Hillocks (Jr.), 1986. Research on Written Composition George Hillocks (Jr.), 1986. **Handbook of Research on Contemporary Storytelling Methods Across New Media and Disciplines** Mih?e?, Lorena Clara, Andreescu, Raluca, Dimitriu, Anda, 2021-01-15. Stories are everywhere around us, from the ads on TV or music video clips to the more sophisticated stories told by books or movies. Everything comes wrapped in a story, and the means employed to weave the narrative thread are just as important as the story itself. In this context, there is a need to understand the role storytelling plays in contemporary society, which has changed drastically in recent decades. Modern global society is no longer exclusively dominated by the time-tested narrative media such as literature or films, because new media such as videogames or social platforms have changed the way we understand, create, and replicate stories. The *Handbook of Research on Contemporary Storytelling Methods Across New Media and Disciplines* is a comprehensive reference book that provides the relevant theoretical framework that concerns storytelling in modern society, as well as the newest and most varied analyses and case studies in the field. The chapters of this extensive volume follow the construction and interpretation of stories across a plethora of contemporary media and disciplines. By bringing together radical forms of storytelling in traditional disciplines and methods of telling stories across newer media, this book intersects themes that include interactive storytelling and narrative theory across advertisements, social media, and knowledge sharing platforms.

among others It is targeted towards professionals researchers and students working or studying in the fields of narratology literature media studies marketing and communication anthropology religion or film studies Moreover for interested executives and entrepreneurs or prospective influencers the chapters dedicated to marketing and social media may also provide insights into both the theoretical and the practical aspects of harnessing the power of storytelling in order to create a cohesive and impactful online image **Educational Research Bulletin** University of Nebraska (Lincoln campus).

Teachers College,1926 **Research in Education** ,1968 **Around the Research of Vladimir Maz'ya I** Ari Laptev,2009-12-02 The fundamental contributions of Professor Maz ya to the theory of function spaces and especially Sobolev spaces are well known and often play a key role in the study of different aspects of the theory which is demonstrated in particular by presented new results and reviews from world recognized specialists Sobolev type spaces extensions capacities Sobolev inequalities pseudo Poincare inequalities optimal Hardy Sobolev Maz ya inequalities Maz ya s isocapacitary inequalities in a measure metric space setting and many other actual topics are discussed **Composition Studies in the New Millennium** Lynn Z. Bloom,Donald A. Daiker,Edward Michael White,2003 **Under Construction** Christine Farris,Chris M. Anson,1998 Few composition scholars two decades ago would have imagined the rate at which their field is now developing expanding beyond its boundaries creating new alliances and locating new sites for research and generation of knowledge In their introduction to this volume Farris and Anson argue that faced with a welter of competing models compositionists too quickly dichotomize and dismiss The contributors to Under Construction therefore address themselves to the need for commerce among competing visions of the field They represent diverse settings and distinct points **Composition, Rhetoric, and Disciplinarity** Rita Malenczyk,Susan Miller-Cochran,Elizabeth Wardle,Kathleen Yancey,2018-04-02 Edited by four nationally recognized leaders of composition scholarship Composition Rhetoric and Disciplinarity asks a fundamental question can Composition and Rhetoric as a discipline continue its historical commitment to pedagogy without sacrificing equal attention to other areas such as research and theory In response contributors to the volume address disagreements about what it means to be called a discipline rather than a profession or a field elucidate tensions over the defined breadth of Composition and Rhetoric and consider the roles of research and responsibility as Composition and Rhetoric shifts from field to discipline Outlining a field with a complex and unusual formation story Composition Rhetoric and Disciplinarity employs several lenses for understanding disciplinarity theory history labor and pedagogy and for teasing out the implications of disciplinarity for students faculty institutions and Composition and Rhetoric itself Collectively the chapters speak to the intellectual and embodied history leading to this point to questions about how disciplinarity is and might be understood especially with regard to Composition and Rhetoric to the curricular conceptual labor and other sites of tension inherent in thinking about Composition and Rhetoric as a discipline and to the implications of Composition and Rhetoric s disciplinarity for the future Contributors Linda Adler Kassner Elizabeth H Boquet Christiane

Donahue Whitney Douglas Doug Downs Heidi Estrem Kristine Hansen Doug Hesse Sandra Jamieson Neal Lerner Jennifer Helene Maher Barry Maid Jaime Armin Mej a Carolyn R Miller Kelly Myers Gwendolynne Reid Liane Robertson Rochelle Rodrigo Dawn Shepherd Kara Taczak *The Practice of Theory* Ruth E. Ray,1993 This book offers teachers a convenient means of broadening their understanding of various kinds of composition theory and the steadily emerging field of teacher research by high school and college instructors The book is designed to arouse individual teachers interest in composition theory and encourage them to learn about and participate in teacher research The book covers the various branches of teacher research and the key ideas of its many proponents Individual chapters include 1 The Move toward Theory in Composition 2 Theory and Practice from a Feminist Perspective 3 The Argument for Teacher Research 4 Comprehension from Within K 12 Teacher Research and the Construction of Knowledge 5 Contextual Constraints on Knowledge Making Graduate Student Teacher Research and 6 Toward a Teacher Research Approach to Graduate Studies An interview with National Writing Project Teacher Researchers along with a sample syllabus for a graduate course in composition theory are appended HB Postcomposition Sidney I Dobrin,2011-06-02 Leading a burgeoning self critical moment in composition studies and writing program administration Postcomposition is a fundamental reconsideration of the field that attempts to shift the focus away from pedagogy and writing subjects and toward writing itself In this forceful and reasoned critique of many of the primary tenets and widely accepted institutional structures of composition studies Sidney I Dobrin delivers a series of shocks to the system meant to disrupt the pedagogical imperative and move beyond the existing limits of the discipline Dobrin evaluates the current state of composition studies underscoring the difference between composition and writing and arguing that the field s focus on the administration of writing students and its historically imposed prohibition on theory greatly limit what can be understood about writing Instead he envisions a more significant approach to writing one that questions the field s conservative allegiance to subject and administration and reconsiders writing as spatial and ecological Using concepts from ecocomposition spatial theory network theory complexity theory and systems theory Postcomposition lays the groundwork for a networked theory of writing and advocates the abandonment of administration as a useful part of the field He also challenges the usefulness of rhetoric in writing studies showing how writing exceeds rhetoric Postcomposition is a detailed consideration of how posthumanism affects the field s understanding of subjectivity It also tears at the seams of the contingent labor problem As he articulates his own frustrations with the conservatism of composition studies and builds on previous critiques of the discipline Dobrin stages a courageous and inevitably polemical intellectual challenge to the entrenched ideas and assumptions that have defined composition studies *The Routledge Companion to Music, Autoethnography, and Reflexivity* Peter Gouzouasis,Christopher Wiley,2024-12-18 The Routledge Companion to Music Autoethnography and Reflexivity represents a substantial contribution to the field of writing self reflexively about an individual s practice within music studies In seven sections 22 original chapters by a diverse set of

contributors consider writing about personal activities from the points of view of performance composition musicology and pedagogy drawing on a range of traditions from Western art music to popular music to ethnomusicology A robust critical framework is presented with coverage of historical and critical perspectives different methodologies and their ascendancy within the academy leading debates issues and approaches future directions The Companion cultivates new modes of engagement in music research enabling scholars and practitioners at all levels to identify and articulate their relationship to the wider sociocultural contexts in which they operate

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