

The Measurement of Writing Ability With a Many-Faceted Rasch Model

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The purpose of this study is to describe a Many-Faceted Rasch (FACETS) model for the measurement of writing ability. The FACETS model is a multivariate extension of Rasch measurement models that can be used to provide a framework for calibrating both raters and writing tasks within the context of writing assessment. The use of the FACETS model for solving measurement problems encountered in the large-scale assessment of writing ability is presented here. A random sample of 1,000 students from a statewide assessment of writing ability is used to illustrate the FACETS model. The data suggest that there are significant differences in rater severity, even after extensive training. Small, but statistically significant, differences in writing-task difficulty were also found. The FACETS model offers a promising approach for addressing measurement problems encountered in the large-scale assessment of writing ability through written compositions.

Direct assessments of student writing ability are currently being conducted or planned in almost every state (Afflerbach, 1985). These large-scale writing assessments are high-stakes tests for examinees with direct consequences for instructional placement, grade-to-grade promotion, and high school graduation. National assessments of writing ability (Applebee, Langer, & Mullis, 1985; Applebee, Langer, Jenkins, Mullis, & Foertsch, 1990), as well as international assessments (Gorman, Purves, & Degenhart, 1988), have also been conducted using essays written by students.

In spite of the increase in direct assessments of writing ability, relatively little is known about the validity of current measurement procedures for estimating writing ability. The objective assessment of writing ability based on student essays presents a variety of measurement problems that are difficult to address within the framework of current test theories that are

Measurement Of Writing Ability

**Susan E. Embretson, Scott L.
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Measurement Of Writing Ability:

Measuring Writing: Recent Insights into Theory, Methodology and Practice Elke van Steendam, Marion Tillema, Gert Rijlaarsdam, Huub van den Bergh, 2012-11-20 This volume provides a state of the art overview of theory methodology and practices in the assessment of writing The focus throughout the book is on the construct of writing and its assessment what constitutes writing ability and how can it be defined in various contexts This question cannot be answered without looking into the methodological question of how to validate and measure the construct of writing ability Throughout the book therefore discussions integrate theoretical and methodological issues A number of chapters discusses whether varying definitions and varying operationalizations of writing ability are needed in various contexts such as formative assessments versus summative assessments large scale assessments versus individual assessments different tasks different genres and different languages but also different age groups A range of rating methods is investigated and discussed in this book The ongoing debate on holistic versus analytic ratings and the different underlying conceptions of writing proficiency is a pertinent matter on which a number of chapters in this volume shed new light The matter is discussed and analyzed from various angles such as generalizability of judgements and usability in formative contexts Another fundamental debate concerns computer scoring of written products A nuanced discussion of its validity is presented in this volume **The measurement of writing ability** Fred I. Godshalk, 1966 **On a Scale** Norbert Elliot, 2005 Fear and Trembling Shock and Awe Which set of statements best describes the emotions surrounding the assessment of writing ability in educational settings This book the first historical study of its kind begins with Harvard University's 1874 requirement that first year student applicants submit a short composition as part of the admissions process the book concludes with the College Board's 2005 requirement for an essay to be submitted as part of the new SAT R Reasoning Test Intended for teachers who must prepare students to submit their writing for formal assessment administrators who must make critical decisions based on test scores and policy makers who must allocate resources based on evaluation systems On a Scale provides a much needed historical and conceptual background to questions arising from national attention to student writing ability Writing Motivation Research, Measurement and Pedagogy Muhammad M. M. Abdel Latif, 2020-12-16 This book provides a unique reference and comprehensive overview of the issues pertinent to conceptualizing measuring researching and nurturing writing motivation Abdel Latif covers these theoretical practical and research issues by drawing on the literature related to the eight main constructs of writing motivation writing apprehension attitude anxiety self efficacy self concept learning goals perceived value of writing and motivational regulation Specifically the book covers the historical research developments of the field the measures of the main writing motivation constructs the correlates and sources of writing motivation and profiles of motivated and demotivated writers The book also describes the types of the instructional research of writing motivation provides pedagogical guidelines and procedures for motivating students to write and presents suggestions for advancing

writing motivation research measurement and pedagogy Detailed up to date and with a glossary which includes definitions of the main terms used in the six chapters this book will be of great interest to academics researchers and post graduate students in the fields of language education applied linguistics psycholinguistics and educational psychology **The SAGE Handbook of Measurement** Geoffrey Walford, Eric Tucker, Madhu Viswanathan, 2010-03-23 The Sage Handbook of Measurement is a unique methodological resource in which Walford Viswanathan and Tucker draw together contributions from leading scholars in the social sciences each of whom has played an important role in advancing the study of measurement over the past 25 years Each of the contributors offers insights into particular measurement related challenges they have confronted and how they have addressed these Each chapter focuses on a different aspect of measurement so that the handbook as a whole covers the full spectrum of core issues related to design method and analysis within measurement studies The book emphasises issues such as indicator generation and modification the nature and conceptual meaning of measurement error and the day to day processes involved in developing and using measures The Handbook covers the full range of disciplines where measurement studies are common policy studies education studies health studies and business studies **Measuring Writing** Elke van Steendam, 2012 Provides an overview of theory methodology and practices in the assessment of writing This title discusses whether varying definitions and varying operationalizations of writing ability are needed in various contexts such as formative assessments versus summative assessments different tasks different genres and different languages **Handbook of Writing Research** Charles A. MacArthur, Steve Graham, Jill Fitzgerald, 2008-01-14 Presents a collection of essays discussing the theories and models of writing research **Pacific Rim Objective Measurement Symposium (PROMS) 2015 Conference Proceedings** Quan Zhang, 2016-08-06 This book collects and organizes the original studies presented at PROMS 2015 conference on theories and applications of Rasch model It provides useful examples of the Rasch model used to address practical measurement problems across a range of different disciplines including Item Response Theory IRT philosophy of measurement dimensionality the role of fit statistics and residuals application educational application language testing health related research business and industrial application and Rasch based computer software PROMS 2015 Pacific Rim Objective Measurement Symposium was held from August 20-24th 2015 in Fukuoka Japan The goal of this conference is to bring together the researchers from academia universities hospitals industry management sector as well as practitioners to share ideas problems and solutions relating to the multifaceted aspects of Rasch Model **Developing and Validating Multiple-choice Test Items** Thomas M. Haladyna, 2004 The most comprehensive and authoritative book in its field this edition has been extensively revised and updated This book is intended for anyone who develops test items for large scale assessments as well as teachers and graduate students who de *The New Rules of Measurement* Susan E. Embretson, Scott L. Hersherberger, 1999-02-01 In this volume prominent scholars from both psychology and education describe how these new rules of measurement work and how they differ from the old rules

Several contributors have been involved in the recent construction or revision of a major test while others are well known for their theoretical contributions to measurement The goal is to provide an integrated yet comprehensive reference source concerned with contemporary issues and approaches in testing and measurement *Assessing Basic Academic Skills in Higher Education* Richard T. Alpert, William P. Gorth, Richard G. Allan, 2013-04-03 Addressing the growing concerns about reading math and writing skills of freshman level students this volume provides different perspectives and approaches to the assessment of basic academic skills in higher education The book provides an in depth investigation into the Texas Academic Skills Program TASP More generally the book provides insights into the construction of testing programs and their evaluations The development and implementation of testing programs is discussed by outstanding educators involved and will be of great value to program administrators policymakers deans and faculty members of colleges state legislators and educational professionals working directly with institutions of higher learning Annual Conference on Educational

Measurements, 1921 **Development of Writing Skills in Children in Diverse Cultural Contexts** Alina Galvão Spinillo, Carmen Sotomayor, 2023-06-16 This book brings together multiple theoretical perspectives and disciplinary approaches to study the acquisition and development of written language by children as well as the implications for teaching and learning of writing practices in a variety of languages and cultural contexts Chapters in this contributed volume present both theoretical contributions and results of research carried out with students and teachers from 11 countries Belgium Brazil Chile Israel Italy Mexico the Netherlands Portugal Spain UK and USA who speak seven different languages Portuguese Spanish English Italian French Dutch and Hebrew By bringing together research developed in diverse cultural contexts it enriches the debates in the interdisciplinary field of writing studies by analyzing a wide range of topics at the interface between research and educational implications for the teaching and learning of writing by children The book consists of five parts each one addressing a specific set of topics Part I presents studies on topics related to written language representation systems phonological and morphological awareness and on the relationship between grammar and the quality of texts of different genres Part II includes studies related to compositional processes of writing texts and the factors involved in these processes Part III focuses on the difficulties faced by students during the acquisition and development of writing Part IV is dedicated to chapters that discuss and compare writing practices in different social environments Finally chapters in part V deal with teaching and learning of writing in the school setting *Development of Writing Skills in Children in Diverse Cultural Contexts Contributions to Teaching and Learning* will be of interest to researchers and students in the fields of psychology education and linguistics as well as to other social scientists in the broader interdisciplinary field of writing studies

Measured Constructs Cyril J. Weir, Ivana Vidaković, Evelina D. Galaczi, 2013-05-23 This volume establishes how English language constructs were measured in Cambridge English examinations over the period 1913 to 2012 An addition to the *Studies in Language Testing* series this volume provides an overview of English language testing over the last century with

coverage of key theoretical and practical aspects of the assessment of reading listening writing and speaking skills It includes examples of the Cambridge English exams old and new and is the first volume to describe in a systematic way the different theoretical influences which have shaped the development of the constructs underlying Cambridge English exams in the last 100 years

The Child Clinician's Report-Writing Handbook Ellen Braaten,2019-09-18 Now revised and updated this indispensable tool streamlines the process of conducting child and adolescent assessments and producing high quality reports In a convenient large size format the book is filled with interview questions and reproducible forms for collecting pertinent information from children parents and teachers wording to describe more than 100 commonly used tests and menus of terms and phrases for each section of a report Formats and writing tips are provided for diagnostic personality and neuropsychological reports treatment plans progress notes and more Other user friendly features include lists of medications and abbreviations and recommended print and online resources for professionals and parents Purchasers get access to a Web page where they can download and print the reproducible materials New to This Edition Revised throughout for DSM 5 and ICD 10 CM Includes the most current test batteries and rating scales Updated resources for professionals and parents Reproducible materials now available online

Reading and Writing Skills: Cognitive, Emotional, Creative, and Digital Approaches María Isabel de Vicente-Yagüe Jara,Elena Jiménez-Pérez,Pedro García Guirao,Olivia López Martínez,2023-12-14

Student and Teacher Writing Motivational Beliefs Steve Graham,Gary A. Troia,Gustaf Bernhard Uno Skar,2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students

motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature

Large-scale Assessment Programs for All Students Gerald Tindal, Thomas M. Haladyna, 2012-12-06 The need for a comprehensive volume that reviews both the processes and issues involved in developing administering and validating large scale assessment programs has never been greater These programs are used for many purposes including instructional program evaluation promotion certification graduation and accountability One of the greatest problems we face is how to deal with special needs and bilingual populations Examining these processes and issues is the mission of this book It is organized into the following five sections Introduction Validity Issues Technical Issues Implementation Issues and Epilogue Each chapter follows a common structure Overview of critical issues review of relevant research descriptions of current assessment methodologies and recommendations for the future research and practice Written by nationally recognized scholars Large Scale Assessment Programs for All Students Validity Technical Adequacy and Implementation will appeal to anyone seriously involved in large scale testing including educators policymakers testing company personnel and researchers in education psychology and public policy

Rating EFL Written Performance Katalin Bukta, 2014-09-18 The study focuses on the investigation of the process during which raters of EFL written performance make their decisions It consists of a pilot and a main study each of which concentrates on assessment of writing The rationale is to detect the decision making processes that raters follow which can be used for training raters and with which the reliability of rating can be improved The pilot study is based on data collected during a large scale language proficiency assessment of two age groups from learners of English and German languages Raters were asked to think aloud during the rating task Data was then transcribed and analysed The participants in the main study were novice raters who produced verbal protocols 37 EFL teacher trainees took part in rater training and practised think aloud protocol production Then they evaluated ten compositions written by EFL learners and verbalised their thought processes The verbal protocols served as a basis for data collection The analysis of data resulted in the conclusion according to which more reliable and objective assessment is possible when evaluating written performance

Assessing Writing Skill Hunter M. Breland, 1987 This report represents an attempt to determine the most effective methods for assessing the kind of writing skills needed in college courses in English composition Page vii

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