



Erasmus+



University of
Bedfordshire

Investigation of teachers' literacy in assessment of writing: university context in Ukraine

Olga Kvasova, Tamara Kavytska,
Viktoriia Osidak, Viktoriia Drobotun

Why survey assessment literacy (AL) in writing?

- Increased needs in EL writing
- Absence of clear standards to assure quality of writing in HEIs
- Lack of teacher training in assessing writing →
- What and how is writing assessed today?
- What are the gaps in AL in writing and how to bridge them?

Survey of LAL in assessment of writing in universities

- January-February 2018

- Respondents:104

ESP teachers – 68

Teachers of General English (linguistic/teacher-training universities) – 36

- Survey: 12 questions

Current practices

Training received and needed

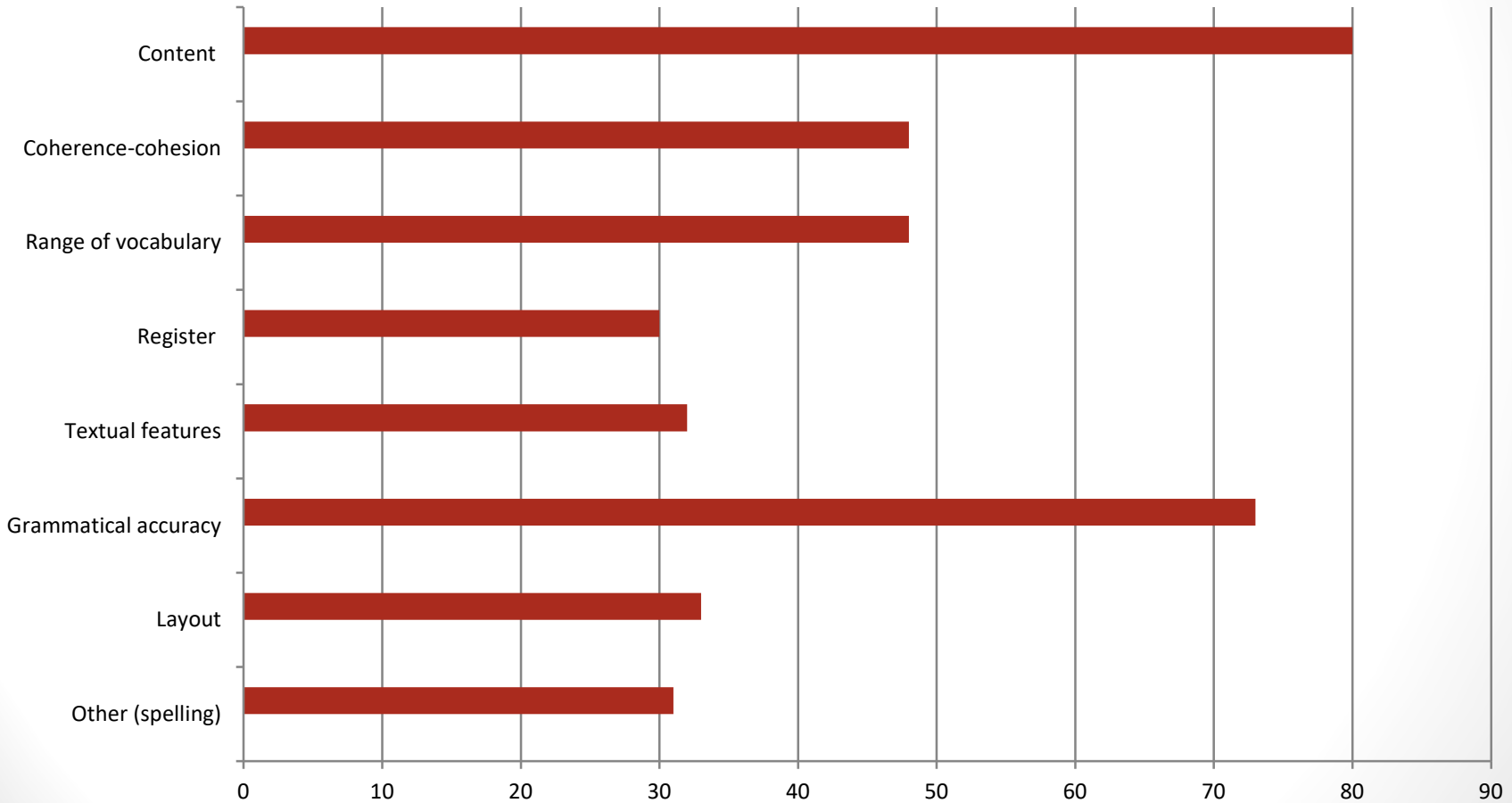
Current practices

How frequently?		What text types?		Who develops test tasks?	
1 per month	53%	Essays letters reports	in all settings	Teachers themselves	53%
1 per 2 months	22%	Proposals	ESP	Authors of course book	48%
2 per month	10%	Articles Stories	GE	Teachers in teams	34%
1 per term	5%	Abstract Summary Review	EAP		

Use of rating scales

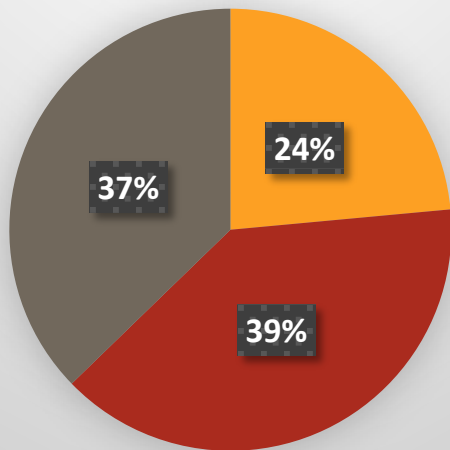
Yes/no		Analytic or holistic?		Who develops the scales?	
Yes	<u>78,5</u> %	Analytic	32%	Teachers themselves	42%
No	17%	Holistic	33%	Authors of course books	39,5%;
What are 'rating scales'?	4,5 %	What are 'analytic & holistic scales' ?	<u>28%</u>	Cambridge ESOL, IELTS, TOEFL	25,75
				Teachers in teams	25,5%;
				Other teachers	17,25%

Criteria for assessment of writing



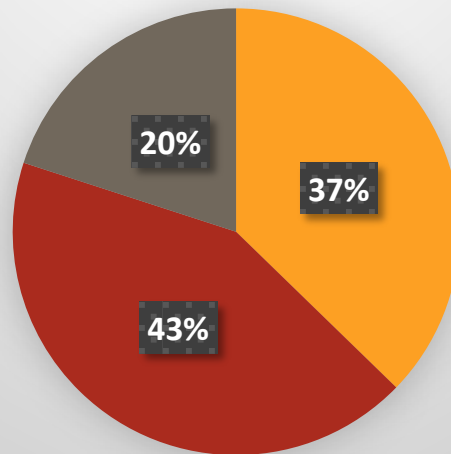
Rater's profile

Scoring



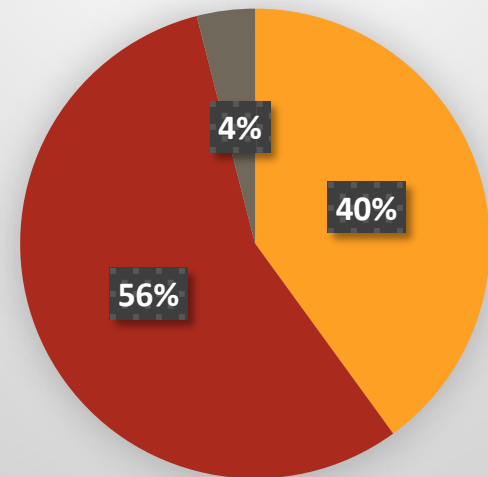
- One grade
- Two grades
- Written comment

Penalizing



- Grammatical errors
- Choice of vocabulary
- Spelling errors

Fairness

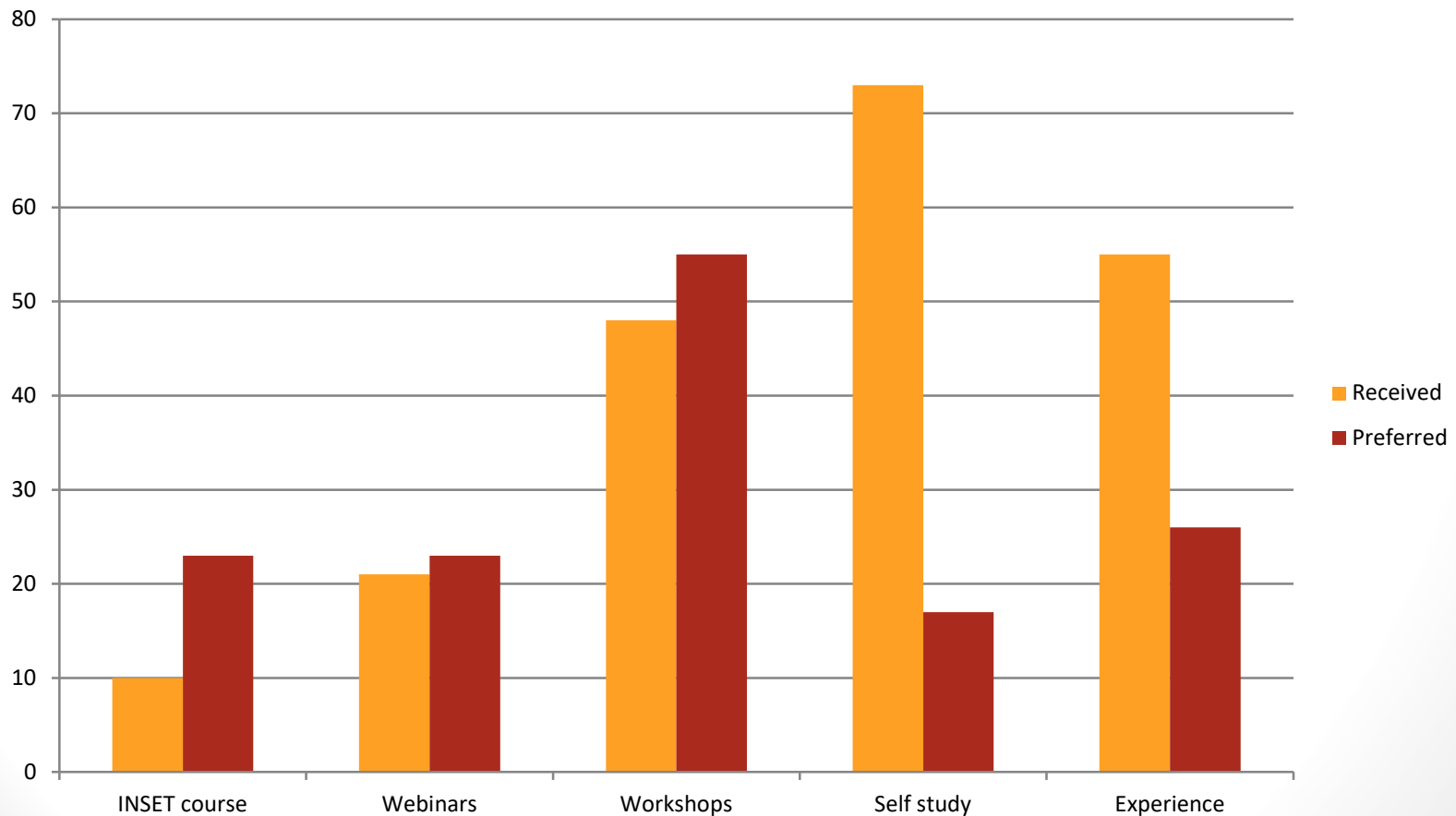


- Loyal
- Fair
- Harsh

Transparency, feedback, rewriting

Transparency		Feedback		Rewriting	
Before writing	<u>88%</u>	Oral (individual)	<u>50%</u>	Always	<u>15%</u>
After writing	9%	Oral (each paper, public)	<u>34%</u>	In some cases	<u>50%</u>
Other	3%	Oral (general, public)	<u>36%</u>	If student/s wish	<u>14%</u>
		Written (individual)	<u>54%</u>	Never	<u>18%</u>
		Oral/written (individual, on request)	<u>30%</u>		

Training in assessment of writing: received & preferred



Conclusions

- Lack of training → How valid are self-made scales? How reliable is assessment?
- Content & grammar oriented assessment → What about other important aspects?
- Feedback → What form is more useful? Which is more feasible?
- Teacher training is a MUST → Who, when and how should organise it?

olga.kvasova.1610@gmail.com

kawicka_t@ukr.net

viktoriya_osidak@ukr.net

v.drobotun@ukr.net

ualta@ukr.net

THANK YOU!