



香港城市大學  
City University  
of Hong Kong

# Looking for the academic voice: Assessing undergraduate writing

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# English Level of CityU Entrants

- Most students come from Chinese medium of instruction (CMI) schools → low levels of spoken and /or written English
- Average IELTS score of new undergraduates is a little below 6
- ELC offers remedial English → our students typically score 3 or below in HKDSE / CEFR A2- B1

Rough Equivalent (pending more empirical data from HKEAA)		
HKDSE	IELTS	CEFR
5*/5**	6.5	B2+
4/5	6	B2
3	5.5/below	B1+/below

# The ELC at CityU

Curriculum renewal focusing on developing reading and writing for academic study → New core course: 144-hour general EAP course

Text-based curriculum informed by genre pedagogy and SFL

The argumentative essay is the main writing genre and assessed task

Assessment development ↔ curriculum development

# Students' Weaknesses in Writing

More familiar with **personal genres** (narratives / recounts) & **factual genres** (procedures / reports) than **analytic genres** required at uni (persuasive / argumentative) (Martin, 1989; Schleppegrell, 2004 cited in Uccelli, Dobbs and Scott)

**Students** not making their **voice** heard; for example they **express opinions very mechanically**, struggle to **develop a position / stance** and **logically order propositions** to support it

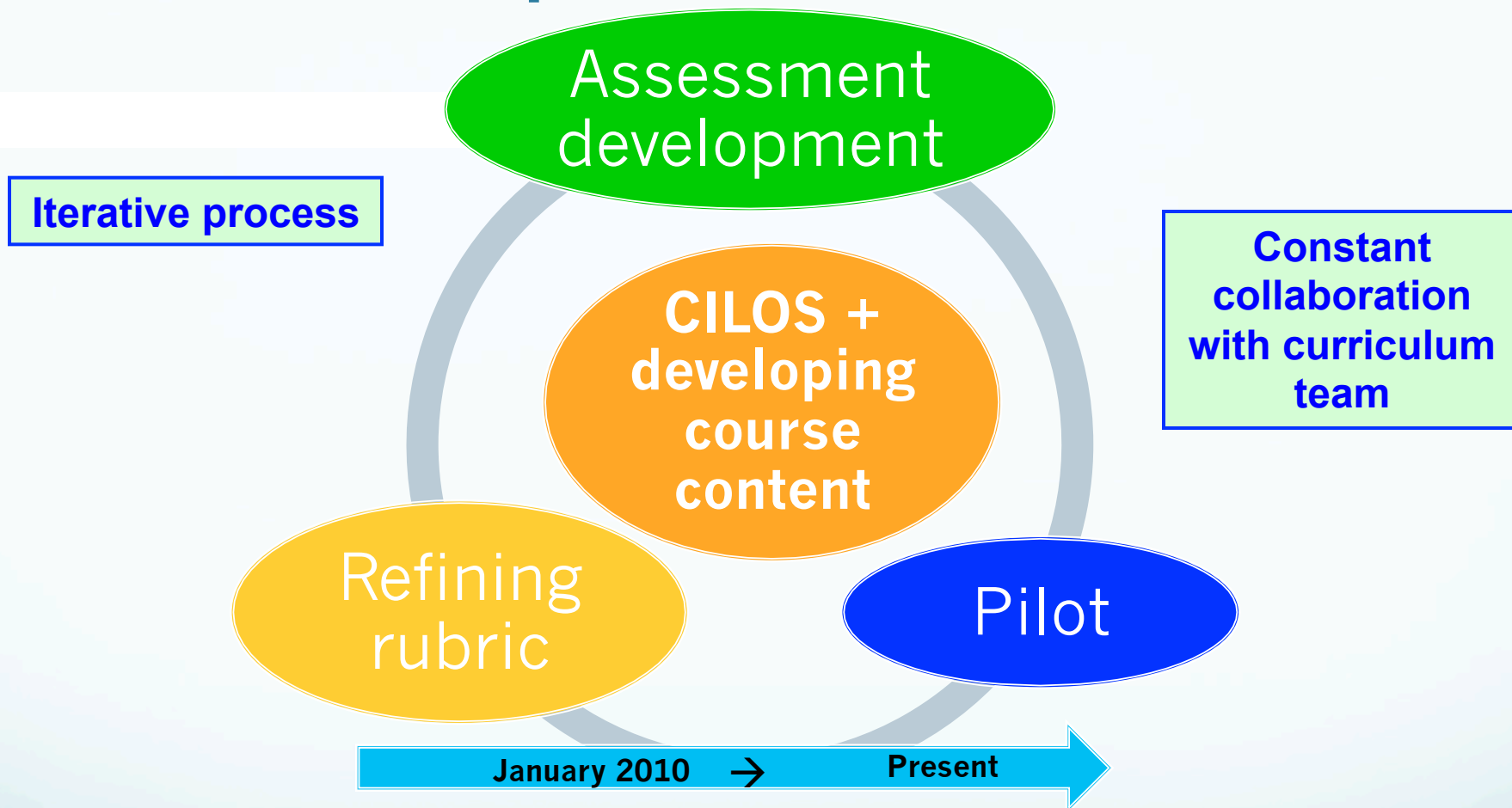
Unfamiliar with intertextuality practices / writing **multi-voiced texts**: finding a "**workable balance between self and source**" (Groom 2000).  
"[W]orking with **source texts** is one of the **most challenging of all academic literacy activities** for L2 writers" (Hirvela, 2013)

Unfamiliar with **academic register** / nominalisation / information packing, lack of variety in **sentence structure**, poor **lexical precision / diversity**

# Assessment Design Considerations

- Assessment in writing to “reflect not only the... general linguistic proficiency of the student, but also their ability to use the forms appropriately within the social and professional conventions of writing in the target language.” Hamp-Lyons & Kroll (1997)
- “Most scales of language proficiency appear in fact to have been produced pragmatically by appeals to intuition, the local pedagogic culture and those scales to which the author had access.” North and Schneider (1998)
- Rating scales used in the assessment of second-language proficiency often have no basis in actual performance. Cumming, Kantor, & Powers (2001, 2002), Fulcher (1987)
- Descriptors to be empirically developed / data-driven from student samples at varying levels of proficiency so that they accurately reflect the features found in real student writing. Hamp-Lyons (1990), Fulcher (2003), Leki, Cumming, & Silva, (2008), North (2003)
- Involve teachers in the process to increase validity and investment by those using the scale. Plakans (2013)

# The Development of the 6x6 Rubric



Course Intended Learning Outcomes (CILOS)	
<b>1</b>	write coherent academic texts using lexico-grammatical choices appropriate to the task, benchmarked against international standards
<b>2</b>	accurately summarise in writing the ideas of others
<b>3</b>	demonstrate an appropriate reading ability, benchmarked against international standards, to comprehend, analyse, synthesise and evaluate authentic texts in academic settings
<b>4</b>	recognise and interpret the discourse patterns and lexico-grammatical choices in academic texts
<b>5</b>	select and appropriately integrate relevant information from other sources into written texts
<b>6</b>	discover the conventions of academic writing through self-directed and classroom

	TASK FULFILLMENT & CONTENT	ACADEMIC REGISTER & STANCE	ORGANISATION	SYNTACTIC COMPLEXITY	GRAMMATICAL ACCURACY (EXCLUDING SYNTAX)	TASK-RELATED VOCABULARY
	<p>1. <b>Responding to the given prompt:</b> answering the question relevantly</p> <p>2. <b>Content:</b> grounded arguments; evaluation of source texts; depth of detail; persuasive support</p>	<p>1. <b>Academic register/audience awareness:</b> acknowledgment of sources; referencing style; formal language (absence of spoken language); detached tone; appropriate use of hedging for academic writing</p> <p>2. <b>Stance:</b> opinion/attitude of the writer on the subject matter and on cited sources</p>	<p>1. <b>Structure and coherence:</b> writing structure; transitions and flow within/ between paragraphs and between introduction and body; paragraph unity; topic sentences as appropriate</p> <p>2. <b>Cohesion:</b> lexical cohesion and grammatical cohesion</p>	<p>Accuracy and variety in <b>syntactic structures and sentence types</b>; absence of syntactic errors like fragments or verbless sentences; use of modifiers to describe/clarify the meaning of the subject or the object</p>	<p>Accuracy level (syntax errors not included); impact of errors on readability</p>	<p><b>Accuracy</b> (vocabulary errors-- collocation, word form and spelling), <b>precision</b> (absence of word choice errors) and <b>variety</b> (AWL, UWL/ technical words relevant to the task) in vocabulary use</p>
6	<p>-Can respond to the prompt given and fulfill the task <b>with exemplary performance.</b></p> <p>-Can provide content sufficient to the task <b>all the time.</b></p>	<p>-Can use an academic register to <b>appropriately</b> convey the writer's ideas to the reader <b>all the time.</b></p> <p>-Writer's stance is clear to the readers <b>most of the time.</b></p>	<p>-Can structure the writing clearly and logically <b>in general.</b></p> <p>-Can use a variety of lexical and grammatical cohesive devices effectively <b>almost all the time.</b></p>	<p>Can construct <b>a variety</b> of syntactic structures and sentence types correctly and use modifiers effectively <b>all the time.</b></p>	<p>Can write with a <b>high</b> degree of accuracy though with <b>negligible</b> errors.</p>	<p>Can use <b>a variety</b> of task-related vocabulary <b>accurately and precisely almost all the time.</b></p>
5	<p>-Can respond to the prompt given and fulfill the task <b>completely.</b></p> <p>-Can provide content sufficient to the task <b>almost all the time.</b></p>	<p>-Can use an academic register to <b>appropriately</b> convey the writer's ideas to the reader <b>almost all the time.</b></p> <p>-Writer's stance is clear to the readers <b>some of the time.</b></p>	<p>-Can structure the writing clearly and logically <b>in general.</b></p> <p>-Can use a variety of lexical and grammatical cohesive devices effectively <b>with negligible problems in cohesion.</b></p>	<p>Can construct <b>a variety</b> of syntactic structures and sentence types correctly and use modifiers effectively <b>most of the time.</b></p>	<p>Can write with a <b>high</b> degree of accuracy though with <b>noticeable</b> errors which <b>have no impact on meaning and readability.</b></p>	<p>Can use <b>a variety</b> of task-related vocabulary <b>accurately and precisely most of the time.</b></p>
4	<p>-Can respond to the prompt given and fulfill the task <b>well.</b></p> <p>-Can provide content sufficient to the task <b>most of the time.</b></p>	<p>Can use an academic register to <b>appropriately</b> convey the writer's ideas to the reader <b>most of the time.</b></p>	<p>-Can structure the writing clearly and logically <b>in general with negligible problems in coherence.</b></p> <p>-Can use a variety of lexical and grammatical cohesive devices effectively though with <b>a few problems in cohesion.</b></p>	<p>Can construct <b>a variety</b> of syntactic structures and sentence types correctly though with <b>repetitive sentence patterns.</b> Can use modifiers effectively <b>most of the time.</b></p>	<p>Can write with a <b>relatively high</b> degree of accuracy though with <b>noticeable</b> errors which <b>may have some impact on meaning and readability.</b></p>	<p>Can use <b>a variety</b> of task-related vocabulary <b>accurately and precisely more often than not,</b> maybe with <b>a few instances of over-reliance on vocabulary from source texts</b> (if applicable).</p>
3	<p>-Can respond to the prompt given and fulfill the task <b>adequately.</b></p> <p>-Can provide content sufficient to the task <b>more often than not.</b></p>	<p>Can use an academic register to <b>appropriately</b> convey the writer's ideas to the reader <b>more often than not.</b></p>	<p>-Can structure the writing clearly and logically <b>in general though there may be a few minor problems in coherence.</b></p> <p>-Can use a variety of <b>lexical and grammatical</b> cohesive devices effectively though with <b>a few problems in cohesion.</b></p>	<p>Can construct <b>a variety</b> of syntactic structures and sentence types correctly though with <b>repetitive sentence patterns.</b> Can use modifiers effectively <b>some of the time.</b></p>	<p>Can write with a <b>moderate</b> degree of accuracy though with <b>many noticeable</b> errors which have <b>some impact on meaning and readability.</b></p>	<p>Can use <b>a variety</b> of task-related vocabulary <b>though not always accurately</b> with <b>a few</b> instances of over-reliance on vocabulary from source texts (if applicable). <b>Collocation errors are evident.</b></p>
2	<p>-Can <b>marginally fulfill the task</b></p> <p>-Can provide content sufficient to the task <b>some of the time.</b></p>	<p>Can use an academic register to convey the writer's ideas to the reader <b>some of the time.</b></p>	<p>-Can structure the writing clearly and logically <b>in general though there is at least one serious problem in coherence.</b></p> <p>-Can use <b>grammatical cohesive</b> devices effectively with <b>a few</b> problems in cohesion.</p>	<p>Can construct <b>a limited variety</b> of syntactic structures and sentence types correctly with <b>some errors like fragments and verbless sentences.</b></p>	<p>Can write with a <b>relative low</b> degree of accuracy and with <b>many noticeable errors which have considerable impact on meaning and readability.</b></p>	<p>Can use <b>a limited variety</b> of task-related vocabulary <b>though not always accurately,</b> may be with <b>many</b> instances of over-reliance on vocabulary from source texts (if applicable) and <b>an overuse of</b></p>

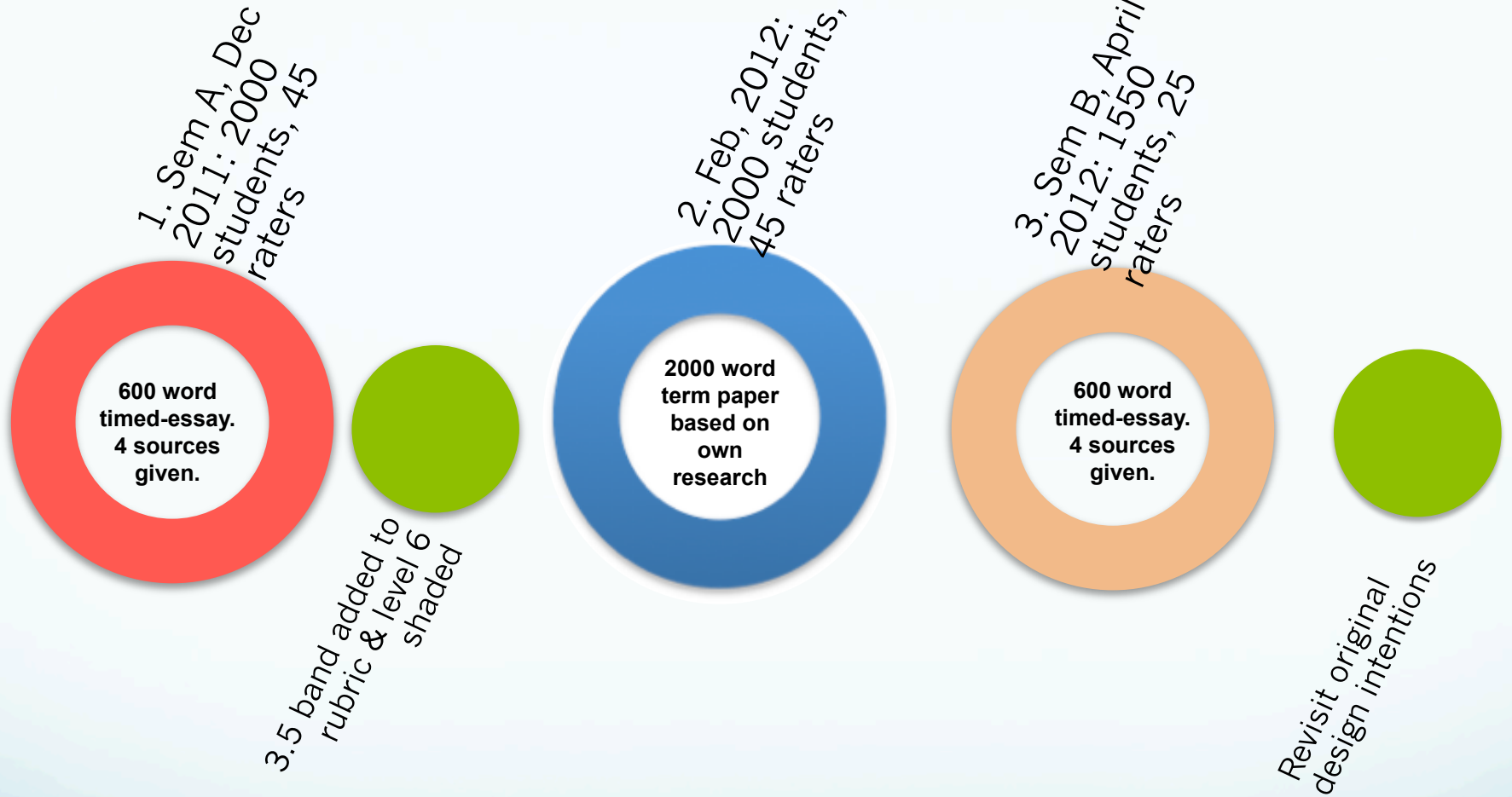
# The 6 Assessment Criteria

Description of key features covered in each domain is given at the top of the rubric

TASK FULFILLMENT & CONTENT	ACADEMIC REGISTER & STANCE	ORGANISATION	SYNTACTIC COMPLEXITY	GRAMMATICAL ACCURACY (EXCLUDING SYNTAX)	TASK-RELATED VOCABULARY
<p>1. <b>Responding to the given prompt:</b> answering the question relevantly</p> <p>2. <b>Content:</b> grounded arguments; evaluation of source texts; depth of detail; persuasive support</p>	<p>1. <b>Academic register/audience awareness:</b> acknowledgment of sources; referencing style; formal language (absence of spoken language); detached tone; appropriate use of hedging for academic writing</p> <p>2. <b>Stance:</b> opinion/attitude of the writer on the subject matter and on cited sources</p>	<p>1. <b>Structure and coherence:</b> writing structure; transitions and flow within/ between paragraphs and between introduction and body; paragraph unity; topic sentences as appropriate</p> <p>2. <b>Cohesion:</b> lexical cohesion and grammatical cohesion</p>	<p>Accuracy and variety in <b>syntactic structures and sentence types</b>; absence of syntactic errors like fragments or verbless sentences; use of modifiers to describe/clarify the meaning of the subject or the object</p>	<p>Accuracy level (syntax errors not included); impact of errors on readability</p>	<p><b>Accuracy</b> (vocabulary errors-- collocation, word form and spelling), <b>precision</b> (absence of word choice errors) and <b>variety</b> (AWL, UWL/ technical words relevant to the task) in vocabulary use</p>



# Pilot 2011 - 2012

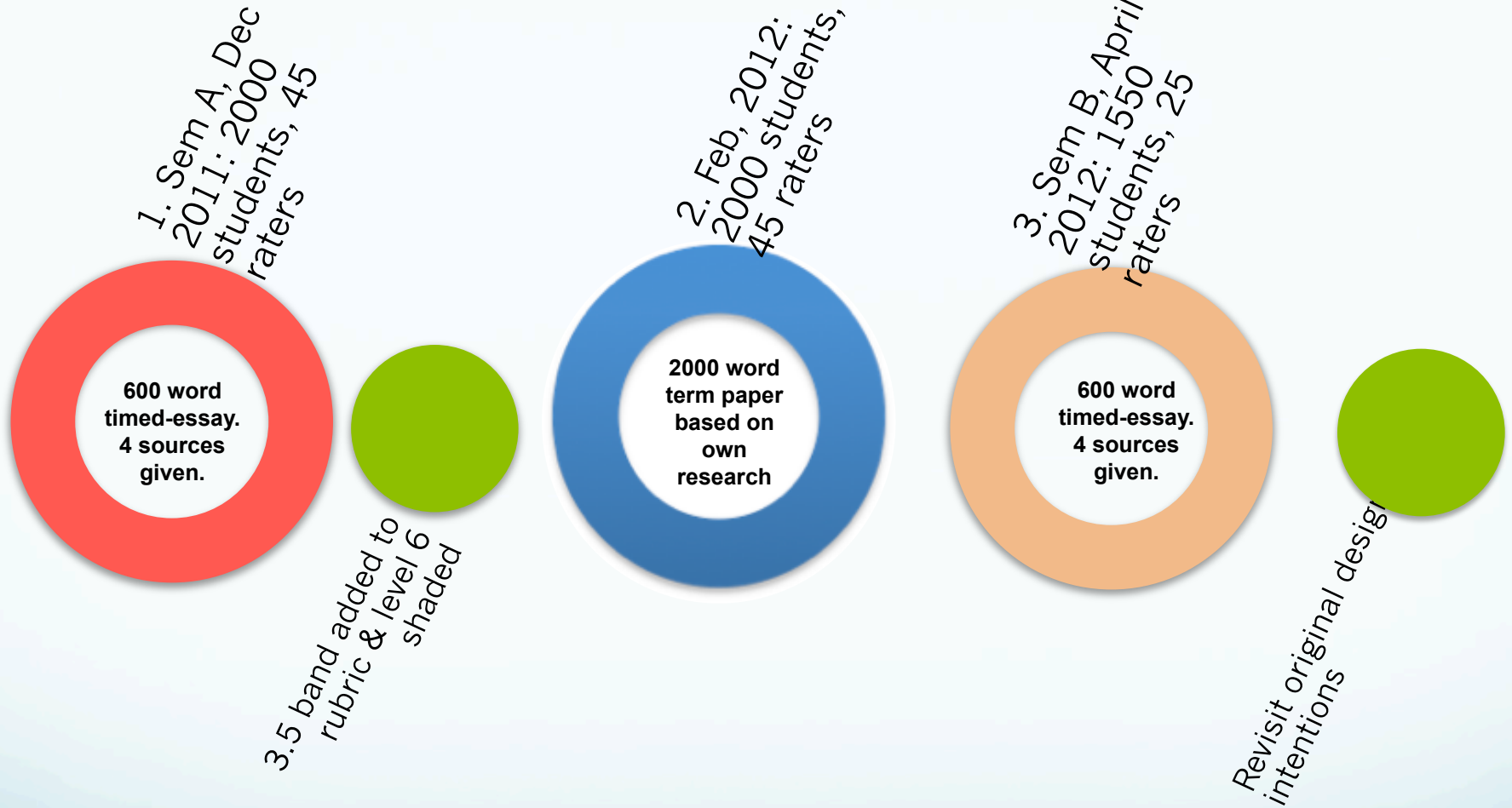


- Single-marked scripts , spot checking done → serious reliability concerns
- 59.9% failure rate based on pass mark of 20/36
- Level 5 and 6 rarely used
- Teachers reported that level 3 read like a pass
- Had standard had been set too high?

## 3.5 band added as too many students just falling short of pass mark of 20

	TASK FULFILLMENT & CONTENT	ACADEMIC REGISTER & STANCE	ORGANISATION	SYNTACTIC COMPLEXITY	GRAMMATICAL ACCURACY (EXCLUDING SYNTAX)	TASK-RELATED VOCABULARY
4	<p>-Can respond to the prompt given and fulfill the task <u>well</u>.</p> <p>-Can provide content sufficient to the task <u>most of the time</u>.</p>	<p>Can use an academic register to <u>appropriately</u> convey the writer's ideas to the reader <u>most of the time</u>.</p>	<p>-Can structure the writing clearly and logically <u>in general</u> with <u>negligible problems in coherence</u>.</p> <p>-Can use a variety of lexical and grammatical cohesive devices effectively though with <u>a few problems in cohesion</u>.</p>	<p>Can construct a <u>variety</u> of syntactic structures and sentence types correctly though with <u>repetitive sentence patterns</u>. Can use modifiers effectively <u>most of the time</u>.</p>	<p>Can write with a <u>relatively high</u> degree of accuracy though with <u>noticeable</u> errors which <u>may have some impact on meaning and readability</u>.</p>	<p>Can use a <u>variety</u> of task-related vocabulary <u>accurately and precisely more often than not</u>, maybe with <u>a few instances of over-reliance on vocabulary from source texts</u> (if applicable).</p>
3.5	<b>TO BE USED FOR A PAPER WITH SOME CHARACTERISTICS OF 3 AND SOME OF 4</b>					
3	<p>-Can respond to the prompt given and fulfill the task <u>adequately</u>.</p> <p>-Can provide content sufficient to the task <u>more often than not</u>.</p>	<p>Can use an academic register to <u>appropriately</u> convey the writer's ideas to the reader <u>more often than not</u>.</p>	<p>-Can structure the writing clearly and logically <u>in general</u> though there may be <u>a few minor problems in coherence</u>.</p> <p>-Can use a variety of <u>lexical and grammatical</u> cohesive devices effectively though with <u>a few problems in cohesion</u>.</p>	<p>Can construct a <u>variety</u> of syntactic structures and sentence types correctly though with <u>repetitive sentence patterns</u>. Can use modifiers effectively <u>some of the time</u>.</p>	<p>Can write with a <u>moderate</u> degree of accuracy though with <u>many noticeable</u> errors which have <u>some impact on meaning and readability</u>.</p>	<p>Can use a <u>variety</u> of task-related vocabulary <u>though not always accurately</u> with <u>few</u> instances of over-reliance on vocabulary from source texts (if applicable). <u>Collocation errors are evident</u>.</p>

# Pilot 2011 - 2012



- Single-marked scripts , spot checking done → serious reliability concerns
- 59.9% failure rate based on pass mark of 20/36
- Level 5 and 6 rarely used
- Teachers reported that level 3 read like a pass
- Had standard had been set too high?

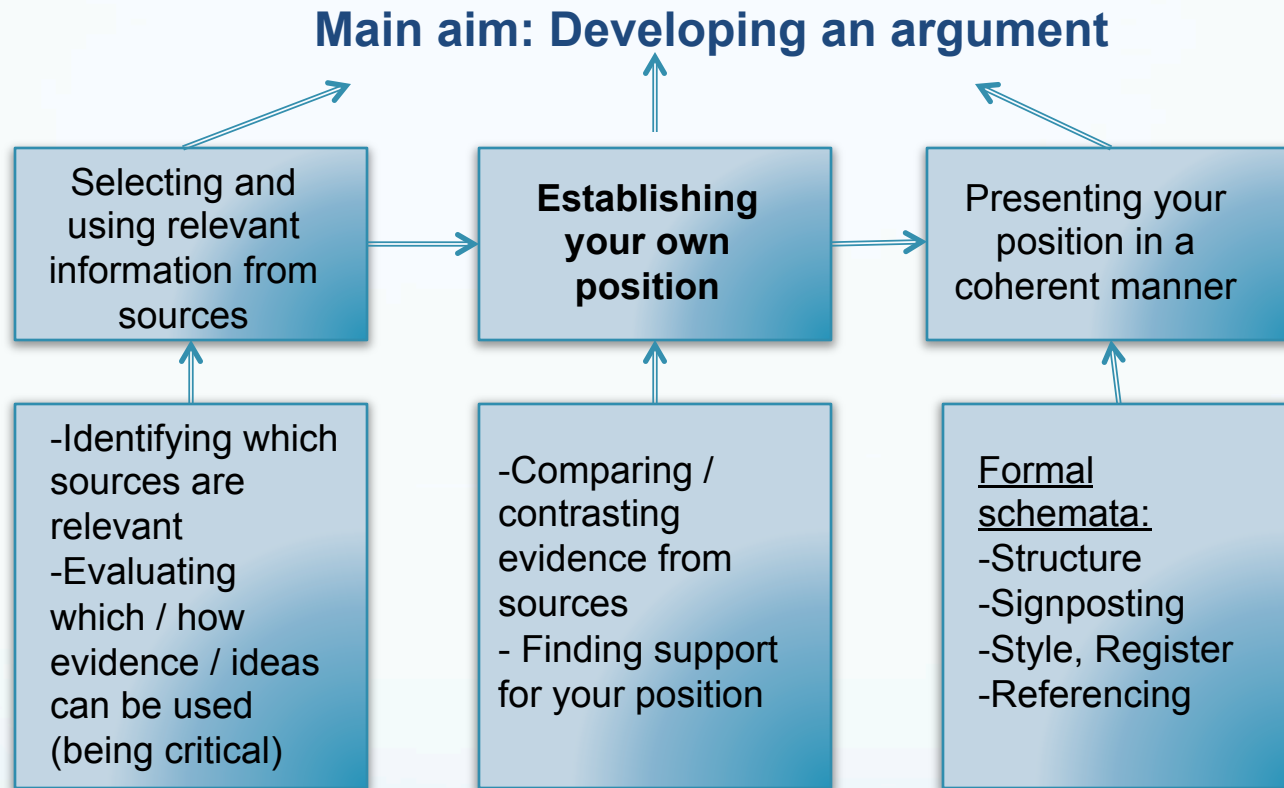
- 38% failure rate
- Plagiarism issues
- Heavy marking load for teachers

- 32% failure rate
- Inter-rater reliability - Almost 30% scripts needed 3<sup>rd</sup> marking based on a difference of 3.5 or more
- Serious cases of aberrant marking (part-timers had to be paid to re-mark scripts from 3 raters)

# The Need for Change

- Student voice
- Understanding what argument is
- Simplicity for the assessment framework
- Teachers' use in summative context
- Putting grammar back together

# The Place of Argumentative Writing in EAP Assessment



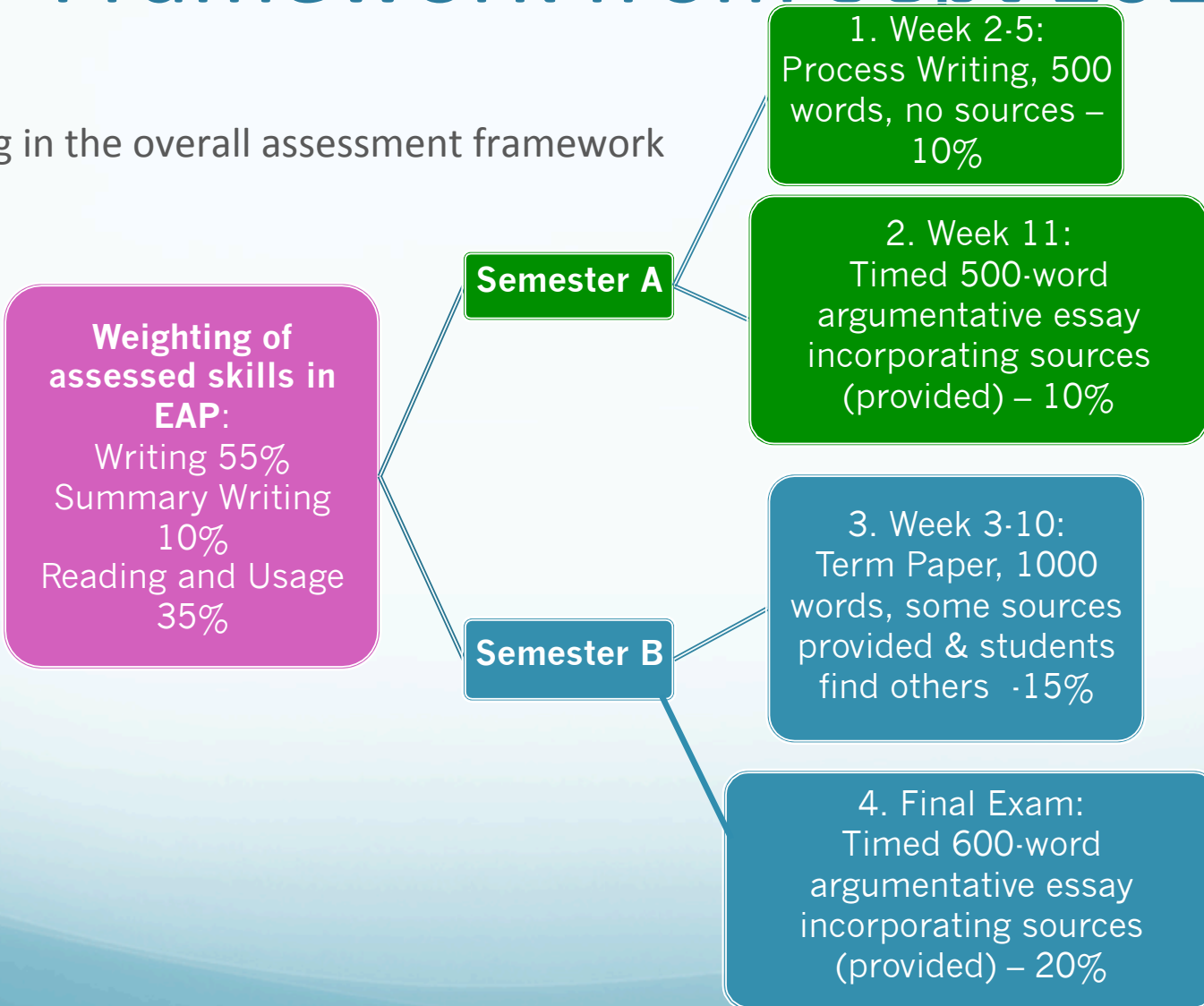
Wingate(2012) Essay writing framework

# The Need for Change

- Student voice
- Understanding what argument is
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- Putting grammar back together
- Teachers' use in summative context

# Writing in the EAP Assessment Framework from Sept 2012

Writing in the overall assessment framework



	TASK FULFILMENT	DISCOURSE COMPETENCIES	LANGUAGE COMPETENCIES
<b>EXCELLENT</b>	<ul style="list-style-type: none"> <li>Responds to the prompt given and fulfills the task with rich and relevant content</li> <li>An effective thesis is established and strongly argued with a stance made convincing by intellectual and personal engagement</li> <li>The conclusion is effective in summarizing the writer's main points and evaluating them</li> </ul>	<ul style="list-style-type: none"> <li>Organisation is clear and effective at all levels</li> <li>The writing is clearly and logically structured, appropriately using a wide range of cohesive devices</li> <li>Features of academic discourse such as nominalization and modality are used confidently and effectively</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of sentence structures correctly and appropriately</li> <li>Uses a wide variety of appropriate vocabulary, and does so effectively and accurately</li> <li>Errors are not noticed</li> </ul>
<b>GOOD</b>	<ul style="list-style-type: none"> <li>Responds to the prompt given and provides content that fulfills the task completely</li> <li>An effective thesis is established and argued with a convincing and engaged stance</li> <li>The conclusion provides a clear restatement of the writer's main points</li> </ul>	<ul style="list-style-type: none"> <li>Organisation is clear and logical at text and paragraph levels</li> <li>Ideas are clearly and effectively linked by a variety of cohesive devices</li> <li>Features of academic discourse such as nominalization and modality are used well</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of sentence structures correctly and appropriately</li> <li>Uses a variety of appropriate vocabulary effectively and accurately</li> <li>Any errors are minor and not recurring</li> </ul>
<b>ADEQUATE</b>	<ul style="list-style-type: none"> <li>Responds to the prompt given and provides sufficient content and ideas to develop an argument</li> <li>A thesis is established and a stance is clear although the tone may be more personal than academic</li> <li>An appropriate conclusion is presented</li> </ul>	<ul style="list-style-type: none"> <li>Organisation can be followed without much difficulty</li> <li>Ideas are somewhat effectively linked by appropriate cohesive devices</li> <li>Features of academic discourse such as nominalization and modality are sometimes but not consistently used</li> </ul>	<ul style="list-style-type: none"> <li>Uses some variety of sentence structures although complex structures may not always be used correctly and appropriately</li> <li>Some variety of appropriate vocabulary is present and is generally effective and accurate</li> <li>Errors intrude occasionally</li> </ul>
<b>MARGINAL</b>	<ul style="list-style-type: none"> <li>Responds to the prompt and offers enough content and ideas to marginally fulfill the task</li> <li>A thesis is identifiable, and a stance is present but may not be clear or may rely on emotion</li> <li>There is only limited summary and/or evaluation of the writer's main points</li> </ul>	<ul style="list-style-type: none"> <li>Organisation can be followed</li> <li>Ideas are linked, but with a narrow range of cohesive devices</li> <li>Features of academic discourse such as nominalization and modality are occasionally used</li> </ul>	<ul style="list-style-type: none"> <li>Uses a limited variety of sentence structures with partial correctness and appropriacy</li> <li>Some variety of appropriate vocabulary is present although its use may not always be effective or accurate</li> <li>Errors intrude but do not affect meaning / comprehension</li> </ul>
<b>FAIL</b>	<ul style="list-style-type: none"> <li>Responds to the task, but with limited content and ideas</li> <li>It may be difficult to identify a thesis and a clear stance cannot be seen</li> <li>There is no effective conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Limited organisation.</li> <li>Ideas are linked with simple cohesive devices</li> <li>Features of academic discourse are rarely evident</li> </ul>	<ul style="list-style-type: none"> <li>Uses a limited variety of sentence structures with partial correctness and appropriacy</li> <li>Some relevant vocabulary may be present, but is mainly quite simple</li> <li>Errors intrude</li> </ul>
<b>U</b>	<ul style="list-style-type: none"> <li>Does not provide an academic response to the task</li> <li>Little or no evidence of a thesis and/or stance</li> <li>Conclusion is weak or absent</li> </ul>	<ul style="list-style-type: none"> <li>Organisation is not evident</li> <li>A series of short discrete elements may be linked in a linear sequence</li> <li>No features of academic discourse</li> </ul>	<ul style="list-style-type: none"> <li>Limited range of basic sentence patterns,</li> <li>Little relevant vocabulary is present and/or its use is very repetitive</li> <li>Errors dominate</li> </ul>

# The 3x6 rubric



# TASK FULFILMENT

	TASK FULFILMENT (30%)	
<b>EXCELLENT</b>	<ul style="list-style-type: none"> <li>• Responds to the prompt given and fulfills the task with rich and relevant content</li> <li>• An effective thesis is established and strongly argued with a stance made convincing by intellectual and personal engagement</li> <li>• The conclusion is effective in summarizing the writer's main points and evaluating them</li> </ul>	
<b>GOOD</b>	<ul style="list-style-type: none"> <li>• Responds to the prompt given and provides content that fulfills the task completely</li> <li>• An effective thesis is established and argued with a convincing and effective stance</li> <li>• The conclusion provides a clear restatement of the writer's main points</li> </ul>	<p>Inclusion of conclusion in TF highlights that structure of essay serves the presentation of the position. The advice on structure should not neglect positioning (Wingate 2012)</p>
<b>ADEQUATE</b>	<ul style="list-style-type: none"> <li>• Responds to the prompt given and provides sufficient content and ideas to support an argument</li> <li>• A thesis is established and a stance is clear although the tone may be more personal than academic</li> <li>• An appropriate conclusion is presented</li> </ul>	
<b>MARGINAL</b>	<ul style="list-style-type: none"> <li>• Responds to the prompt and offers enough content and ideas to marginally fulfill the task</li> <li>• A thesis is identifiable, and a stance is present but may not be clear or may rely on emotion</li> <li>• There is only limited summary and/or evaluation of the writer's main points</li> </ul>	
<b>FAIL</b>	<ul style="list-style-type: none"> <li>• Responds to the task, but with limited content and ideas</li> <li>• It may be difficult to identify a thesis and a clear stance cannot be seen</li> <li>• There is no effective conclusion</li> </ul>	
<b>U</b>	<ul style="list-style-type: none"> <li>• Does not provide an academic response to the task</li> <li>• Little or no evidence of a thesis and/or stance</li> <li>• Conclusion is weak or absent</li> </ul>	

# DISCOURSE COMPETENCIES

	DISCOURSE COMPETENCIES (30%)
<b>EXCELLENT</b>	<ul style="list-style-type: none"> <li>• Organisation is clear and effective at all levels</li> <li>• The writing is clearly and logically structured, appropriately using a wide range of cohesive devices</li> <li>• Features of academic discourse such as nominalization and modality are used confidently and effectively</li> </ul>
<b>GOOD</b>	<ul style="list-style-type: none"> <li>• Organisation is clear and logical at text and paragraph levels</li> <li>• Ideas are clearly and effectively linked by a variety of cohesive devices</li> <li>• Features of academic discourse such as nominalization and modality are used well</li> </ul>
<b>ADEQUATE</b>	<ul style="list-style-type: none"> <li>• Organisation can be followed without much difficulty</li> <li>• Ideas are somewhat effectively linked by appropriate cohesive devices</li> <li>• Features of academic discourse such as nominalization and modality are sometimes but not consistently used</li> </ul>
<b>MARGINAL</b>	<ul style="list-style-type: none"> <li>• Organisation can be followed</li> <li>• Ideas are linked, but with a narrow range of cohesive devices</li> <li>• Features of academic discourse such as nominalization and modality are occasionally used</li> </ul>
<b>FAIL</b>	<ul style="list-style-type: none"> <li>• Limited organisation.</li> <li>• Ideas are linked with simple cohesive devices</li> <li>• Features of academic discourse are rarely evident</li> </ul>
<b>U</b>	<ul style="list-style-type: none"> <li>• Organisation is not evident</li> <li>• A series of short discrete elements may be linked in a linear sequence</li> <li>• No features of academic discourse</li> </ul>

# LANGUAGE COMPETENCIES

	LANGUAGE COMPETENCIES (30%)
<b>EXCELLENT</b>	<ul style="list-style-type: none"> <li>• Uses a wide range of sentence structures correctly and appropriately</li> <li>• Uses a wide variety of appropriate vocabulary, and does so effectively and accurately</li> <li>• Errors are not noticed</li> </ul>
<b>GOOD</b>	<ul style="list-style-type: none"> <li>• Uses a variety of sentence structures correctly and appropriately</li> <li>• Uses a variety of appropriate vocabulary effectively and accurately</li> <li>• Any errors are minor and not recurring</li> </ul>
<b>ADEQUATE</b>	<ul style="list-style-type: none"> <li>• Uses some variety of sentence structures although complex structures may not always be used correctly and appropriately</li> <li>• Some variety of appropriate vocabulary is present and is generally effective and accurate</li> <li>• Errors intrude occasionally</li> </ul>
<b>MARGINAL</b>	<ul style="list-style-type: none"> <li>• Uses a limited variety of sentence structures with partial correctness and appropriacy</li> <li>• Some variety of appropriate vocabulary is present although its use may not always be effective or accurate</li> <li>• Errors intrude but do not affect meaning / comprehension</li> </ul>
<b>FAIL</b>	<ul style="list-style-type: none"> <li>• Uses a limited variety of sentence structures with partial correctness and appropriacy</li> <li>• Some relevant vocabulary may be present, but is mainly quite simple</li> <li>• Errors intrude</li> </ul>
<b>U</b>	<ul style="list-style-type: none"> <li>• Limited range of basic sentence patterns,</li> <li>• Little relevant vocabulary is present and/or its use is very repetitive</li> <li>• Errors dominate</li> </ul>

# SOURCE INTEGRATION

	SOURCE INTEGRATION (10%)
<b>EXCELLENT</b>	<ul style="list-style-type: none"> <li>Information from sources is used and integration is smooth (logical and grammatical)</li> <li>Paraphrase and/or summary is included and accurately reflects original source text</li> <li>Sources are appropriately acknowledged: No plagiarism</li> <li>Some critical evaluation of sources is present</li> </ul>
<b>GOOD</b>	<ul style="list-style-type: none"> <li>Information from sources is used and integration is smooth (logical and grammatical)</li> <li>Sources are appropriately acknowledged: No plagiarism</li> <li>May include some critical evaluation of sources</li> </ul>
<b>ADEQUATE</b>	<ul style="list-style-type: none"> <li>Information from sources is used and integration tends to be smooth (logical and grammatical)</li> <li>Sources are adequately acknowledged but citation conventions may be clumsy</li> </ul>
<b>MARGINAL</b>	<ul style="list-style-type: none"> <li>Information from sources is used but integration may not be grammatical</li> <li>Information from sources does not reflect student' s stance / add value</li> <li>There is some attempt to acknowledge sources but weaknesses in this area may:               <ul style="list-style-type: none"> <li>- result in the impression of plagiarism (unintended) and / or</li> <li>- be distracting</li> </ul> </li> </ul>
<b>FAIL</b>	<p>One or more of the following:</p> <ul style="list-style-type: none"> <li>•No evidence of reference to the source materials</li> <li>•Misquoting / misrepresenting the original author</li> <li>•More than 10% of paper is directly quoted</li> <li>•Instances of plagiarism (short copied chunks)</li> </ul>
<b>U</b>	Rife with plagiarism

# User feedback (questionnaire and interviews)

- I felt relieved when I saw this
- Quicker and easier to use
- The marking scheme was easier to work with than last year's
- It feels like the alignment with the curriculum is there /Rubric mirrors course quite closely so not necessary to keep looking at rubric
- We have reached a happy medium / better balance now. Moved from holistic scale in past to detail oriented and now something in the middle.
- I am confident when doing summative grading
- Faster for summative marking but student consultations are better with 6x6
- SI helps students to understand what is being looked for in a multi-voiced text
- Students can accurately use this to grade each others' work
- 3 traits in one box allows a degree of rater judgement / flexibility – this is good
- I am comfortable receiving SI domain later rather than receiving 4 at once
- Strange to have Org and Disc features in same domain
- Conc and Thesis are structural features and should be under DC
- Some bleeding over between DC and LC
- E band difficult to attain and I'm not sure when to give U

# Small-scale validation study

- December 2012: 69 retakers took the EAP final exam
- Scripts double-marked by 5 teachers
- Promising results in this early trial

	TF	DC	LC	SI
Excellent	0	0	1	0
Good	15	10	9	29
Adequate	65	62	69	49
Marginal	44	57	51	44
Fail	13	9	7	14
U	1	0	1	2

N=69; 2 markers for each essay, therefore score n = 138 in each domain

# Output file from Facets Analysis

```

EAPspec_3_facets_1_negative.out - Notepad
File Edit Format View Help

EAP facets data file 1/30/2013 11:58:35 AM
Table 6.0 All Facet Vertical "Rulers".

Vertical = (1A,2*,3A,S) Yardstick (columns lines low high extreme)= 0,7,-4,3,End

+-----+-----+-----+-----+
|Measr|-rater|+examinee|+domain|Scale|
+-----+-----+-----+-----+
| 3 + | | | | (5)| | |
| | | | | | |
| | | | | | |
| | | | | | |
| 2 + | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| 1 + | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| 0 + | 5 | | | | TF |
| | 2 | | | | DC |
| | 1 | 4 | | | | LC |
| | 3 | 3 | | | | SI |
| | | | | | |
| | | | | | |
| | | | | | |
| -1 + | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| -2 + | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| -3 + | | | | |
| | | | | | |
| | | | | | |
| -4 + | | | | |
| | | | | | |
+-----+-----+-----+-----+
|Measr|-rater| * = 1 | +domain|Scale|
+-----+-----+-----+-----+

S.1: Model = ?,?,?,R5
    
```

**Good inter-rater reliability**  
(raters 1-5 all very close)

**SI is highest scoring domain and TF is lowest scoring**

# Report of the Validation Study

- Very promising. Good inter-rater reliability BUT
  - not a representative sample of students (all 69 students had previously failed EAP)
  - assessment team did the scoring (only 3 out of 69 needed 3<sup>rd</sup> marking)
- On 30<sup>th</sup> April, 2100 EAP students will take the final exam – 25 raters, scripts double marked and this data will be used for a full validation study



# 3 areas of significance

- We are convinced of the **need for indigenous criteria** (Jacoby & McNamara); we now have a fit between the new EAP curriculum and rubric -- tying together EAP curriculum and assessment in ways relevant to the needs of this student body.
- There is work to be done in a programme like this to **raise teachers' awareness of what "academic voice" is**; and of how it manifests not only in the obvious area of "Source Integration" and in "Task Fulfilment" but also in aspects of "Discourse Competencies" such as modality, the use of general ('shell') nouns and signposting.
- Is it really possible to have a single rubric which can **reliably and effectively** be used for both **formative and summative** purposes for such a **large number of students and teachers**?

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