

A Comparative Study of Self, Peer and Teacher Assessment Based on an English Writing Checklist

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Abstract : In higher education, students' self-assessment and peer assessment of compositions in writing classes can effectively improve their ability of evaluative judgment. However, students' self-assessment and peer assessment are not advocated by most teachers because of the significant difference in scoring compared with teacher assessment. This study used a multi-faceted Rasch model to explore whether an English writing checklist containing 30 descriptors can effectively improve rating consistency among self-assessment, peer assessment and teacher assessment. Meanwhile, a questionnaire was adopted to survey students' and teachers' attitudes toward self-assessment and peer assessment using the writing checklist. Results of the multi-faceted Rasch model analysis show that the writing checklist can effectively distinguish the students' writing ability (separate coefficient = 2.05, separate reliability = 0.81, chi-square value (df = 32) = 123.4). Moreover, the results revealed that the checklist could improve rating consistency among self-assessment, peer assessment and teacher assessment. (separate coefficient = 1.71, separate reliability = 0.75, chi-square value (df=4) = 20.8). The results of the questionnaire showed that more than 85% of students and all teachers believed that the checklist had a good advantage in self-assessment and peer assessment, and they were willing to use the checklist to conduct self-assessment and peer assessment in class in the future.

Keywords : english writing, self-assessment, peer assessment, writing checklist

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