

Reviewing the Rating Practices for the GEPT Intermediate Level Guided-Writing Task

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Abstract

The present study reviews the rating practices for the guided-writing task of the GEPT Intermediate Level Writing Test. More specifically, it evaluates the feasibility of adopting analytic scoring to the currently-used holistic scoring method for marking the guided-writing task. In this study, 107 senior high school students were invited to perform two writing tasks: one an essay and the other a personal letter, both included in the specifications for the GEPT Intermediate Level Writing Test. The collected 214 writing performances were then marked by 10 experienced GEPT raters who were asked to give a holistic score based on the current rating scale and, in addition, separate scores from 0 to 5 on content, organization, and language use. The raters were then surveyed on their opinions about the new scoring procedures. Preliminary findings show that the raters experienced little difficulty marking the papers analytically. Analysis of various aspects of the collected data continues, including the relationship between the scores derived from holistic and analytic scoring, and rater reliability when marking holistically and analytically. Further results will be presented at the time of the conference.