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Operationalization of Formative Assessment in Writing: An Intuitive Approach to the Development of an Instrument

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Abstract: The current study aimed to develop a Formative Assessment of Writing (FAoW) isstrmnttt trr. ggh rrrr ttillll izigg Blcck ddd ii liam's ())))) mmnttrive Assessmenttt (AA) ddd Hattie add mmmr lyy's (7777) feebbcck mllll . lll lwwigg intuitive rrrr ccch of saale construction (Hase & Goldberg, 1967), a comprehensive review of the literature was rrrrr rkk,,, ddd 00 kkkrrt saale itmms wrre vvviee. eee itmms teeeed ttddttt '' errrr icccss of FA practices in writing classrooms and their attitudes towards the helpfulness of each practice. In a focused group interview, the items were intuitively classified by three experts of writing ddd sseesmm. sss dd nn tee five mmnttttt t ff AA(llrrifyigg rriteri,, vvidccce nn stddttt s' learning, feedback to move learners forward, peer assessment and autonomy) and in three ttggss (WWirre thT laarner is going/Pre-writigg, WWirre tee laarii r is rigtt oow/rr itigg nnd wwwto gtt trrr // oott-writigg)). Tee eeeert itt erviews rssultdd i. rvviiioss nnd 00 iiii tioaal items. They also agreed that items in FAoW instrument corresponded with the theoretical frameworks of FA as well as the three stages of feedback.

Keywords: EFL Writing, Formative Assessment of Writing, Formative Assessment.

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