عنوان مقاله:

Assessment of differences in Proficiency Levels criteria among peer-assessors

محل انتشار:

ششمین همایش ملی پژوهش های نوین در حوزه زبان و ادبیات ایران (سال: 1399)

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خلاصه مقاله:

Peer assessment can be defined as an arrangement of peers to consider the level, value, worth, quality, or successfulness of the products or outcomes of learning of other of similar statues. The aim of this study is Assessment of differences in Proficiency Levels criteria among peer-assessors. Fifty-eight student raters at Imam Khomeini International University in Qazvin rated five essays, using an analytic rating scale. Paper-based TOEFL test and five-paragraph essays were used to collect data. FACETS (version 3.68.1) and SPSS (version 24) were used to analyze the data. The mean of all the ratings for each criterion was calculated to answer this research question. The results revealed that there was no statistically significant difference between the ratings of intermediate and advanced peer-assessors. The final finding was that task achievement (TA) was the most attended assessment criterion, but grammatical range and accuracy (GRA) was the least attended assessment criterion. The findings may carry implications for language teachers and curriculum developers.

کلمات کلیدی:

Proficiency levels, Criteria, Peer-assessors.

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