ASSESSING WRITING
An International Journal
See also Elsevier Linguistics programme home

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DESCRIPTION

Assessing Writing is a refereed international journal providing a forum for ideas, research and practice on the assessment of written language. Assessing Writing publishes articles, book reviews, conference reports, and academic exchanges concerning writing assessments of all kinds, including traditional (‘direct’ and standardised forms of) testing of writing, alternative performance assessments (such as portfolios), workplace sampling and classroom assessment. The journal focuses on all stages of the writing assessment process, including needs evaluation, assessment creation, implementation, and validation, and test development; it aims to value all perspectives on writing assessment as process, product and politics (test takers and raters; test developers and agencies; educational administrations; and political motivations). The journal is interested in review essays of key issues in the theory and practice of writing assessment.

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The scope of the journal is wide, and embraces all work in the field at all age levels, in large-scale (international, national and state) as well as classroom, educational and non-educational institutional contexts, writing and programme evaluation, writing and critical literacy, and the role of technology in the assessment of writing. Through this scholarly exchange, Assessing Writing contributes to the development of excellence in the assessment of writing in all contexts, and, in so doing, to the teaching and appreciation of writing.

AUDIENCE

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INTRODUCTION

Assessing Writing is a refereed international journal providing a forum for ideas, research and practice on the assessment of written language. Assessing Writing publishes articles, book reviews, conference reports, and academic exchanges concerning writing assessments of all kinds, including traditional ('direct' and standardised forms of) testing writing, alternative performance assessments (such as portfolios), workplace sampling and classroom assessment. The journal focuses on all stages of the writing assessment process, including needs evaluation, assessment creation, implementation, and validation, and test development; it aims to value all perspectives on writing assessment as process, product and politics (test takers and raters; test developers and agencies; educational administrations; and political motivations). The journal is interested in review essays of key issues in the theory and practice of writing assessment.

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