

# Developing Writing Skills : Insights from Content- and Grammar-Based Assessment and Feedback

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# Developing Writing Skills: Insights from Content- and Grammar-based Assessment and Feedback

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## Abstract

The ability to communicate one's ideas and opinions clearly is of vital importance in today's age of unpredictability and complexity. From a perspective of English writing pedagogy, university students need to be equipped with writing skills that represent their thought and ideas with clarity. However, it is doubtful whether English writing instruction in Japan, which has conventionally focused on grammatical assessment and feedback, has adequately helped students improve their writing skills to reflect their thoughts clearly. Therefore, this study attempts to examine the impact of assessment and feedback on students' writing performance by dividing 69 students into two groups. Group A students were provided with grammatical and content assessment and feedback for their essays, while Group B students were given only content assessment and feedback. The results showed that both groups performed almost equally in grammatical assessment while Group B fared better in content assessment. This could be an indication that Group A students disturbed their attention between grammar and content, resulting in low assessment in content. Meanwhile, Group B students were successful in terms of content assessment while maintaining a certain level of grammatical accuracy. This outcome indicates the need for reconsidering assessment and feedback strategies to help students develop better writing skills for self-representation instead of continuing to emphasize traditional grammar-focused assessment and feedback.

**Keywords:** Assessment, feedback, grammar, content, self-representation

## 1. Introduction

There is an increasing shift presently in the field of English pedagogy toward “what learners can do with English learned” than “what learners know about English.” This has led to a focus in English education and the entire field of pedagogy in general on the need to be able to think logically and express one's ideas and opinions succinctly. English pedagogy is therefore gradually shifting focus on the ability to represent one's opinions rather than use English knowledge correctly and accurately. In terms of writing amidst this wave of a pedagogical shift, it is necessary to guide students to focus more on expressing their

ideas and opinions or “content,” instead of concentrating on accurate “grammar” usage. In this sense, it is meaningful to examine whether the conventional writing instruction in Japan meets the requirements of the current trend. Among the many useful strategies to teach writing, this study focuses on assessment and feedback procedures, which are known to have significant impact on students’ writing skills. Since the long-drawn debates on the influence of assessment and feedback have been controversial, with the pendulum swinging both ways depending on the type of assessment and feedback, research results have been limited. Therefore, this study attempts to shed light on assessment and feedback, examining how students’ writing skills differ based on the type of assessment and feedback they are notified about prior to their writing assignment. The results of this study can have pedagogical implications for future strategies of assessment and feedback in writing to make students better prepared in representing their ideas and opinions in writing as competent, independent English writers in society.

## 2. Background

Writing is an essential skill to express one’s ideas and opinions. With the expansion of the scope of writing, and the speed of global communication with the advancement of written communication via emails, there is an even greater emphasis than before on developing one’s writing skills. Therefore, it is important that university graduates be adequately equipped with appropriate English writing skills that can help them communicate well in the globalized world. However, in terms of English writing education in Japan, a question arises: Is there sufficient encouragement for the development of such writing skills among university students in Japan?

### 2.1 Pedagogical Shift

Present-day society has often been termed VUCA, which is an acronym for “volatile, uncertain, complex, and ambiguous.” Underlying this concept is the fact that society is unpredictable as it is overwhelmed by various complex factors that are interconnected. To survive in this age of unpredictability, one needs to be able to analyze and resolve problems, make decisions, and express one’s ideas and opinions in a clear manner. In other words, it has become all the more important to view the world through one’s own lenses critically and independently. From the viewpoint of pedagogical complexity theory, Jackson (1986) presents

the concepts of mimetic pedagogy and transformative pedagogy. He claims that mimetic pedagogy focuses on one's ability to acquire knowledge and skills, while transformative pedagogy focuses on what one can do with the acquired knowledge and skills and on one's ability to express oneself. For university students who live in the unpredictable VUCA world, the significance of transformative pedagogy comes to the fore.

Meanwhile, in Japan, in 2018, the Central Council for Education issued a Grand Design for Higher Education targeted at 2040<sup>1</sup>, stipulating the need to develop the ability to think logically to survive in the age of unpredictability. In the same year, the Course of Study for senior high schools,<sup>2</sup> issued by Ministry of Education, Culture, Sports, Science, and Technology (MEXT), emphasized the ability to think logically, judge, and express oneself. It also stressed on “what learners can do with English” instead of “what knowledge learners study.” In other words, English education is now more directed toward acquiring the ability to use English to express oneself than on gaining linguistic knowledge of English.

Turning to writing and the importance of expressing oneself well in writing, Spack (1988) argues that writing involves individual writers' representation of themselves in a text. Sperling (1996) also argues that writing should be a meaningful and purposeful activity for socially and culturally shaping individuals. From the perspective of the notion of “voice,” Ivanič and Camps (2001) emphasize the significance of having voice, as voice is self-representation, and a crucial factor not only for writing but also for all human activities. Matsuda and Tardy (2007) contend that there is growing attention to the notion of having voice in the field of English writing and in linguistics in general.

When considering the needs and significance of the ability to express oneself from the perspectives of transformative pedagogy, the educational goals set by the Japanese government and the long-suggested approaches of researchers, it is highly relevant to focus on “expression of ideas and opinions” in instruction of English writing at university, as this likely helps students become socially independent English users. In this study, therefore, “expressing one's ideas and opinions” is represented by the term “content.”

## 2.2 Assessment

Assessment is a crucial part in writing instruction as it involves assigning students grades and in turn leads to career opportunities. In this sense, the criteria for assessment, or assessment indices, are of critical importance. Traditionally, in Japan, English writing assessment has targeted the cognitive aspect of writing. Results of questionnaire surveys

through 2019 and 2020 on types of assessment at schools revealed that 83 percent of the respondents said that grammar-based assessment was the most commonly used index (Tsutada, 2021). This is understandable considering that conventional English classrooms generally prioritize teaching grammar. Such grammar-based learning and assessment are however important, particularly for Japanese learners, because their native language is syntactically very different from English. However, a survey by MEXT<sup>3</sup> shows that only less than 20 percent of third-year high school students have CEFR A2 or high-level writing skills. In this regard, the question of the appropriateness of grammar-based assessment arises. Lending an ear to researchers' arguments, Silva (1993) claims that written texts may become contentless when writers repeat revision in terms of linguistic accuracy in a constant quest to achieve grammatical accuracy. From the same perspective, Weigle (2002) contends that attention to linguistic accuracy might disrupt the writing process causing obfuscation of the writer's intention, particularly of writers with limited linguistic knowledge.

Writing assessments are of diverse types; there have been conflicting views on what is the most appropriate index to evaluate writing samples. Currently, based on transformative pedagogy and the recently issued educational guidelines of the Japanese government, the trend is to assess the content that expresses writers' ideas, opinions, or thoughts along with the ability to think logically and express themselves. Accordingly, this study is an attempt to examine students' writing performance based on a single assessment index of "content" and compare it with the performance of another group of students whose writings are assessed using both content and grammar as assessment indices.

### 2.3 Feedback

Feedback is another critical factor in the instruction of English writing, but the effect of feedback differs based on the way it is given (Hattie and Timperley, 2007). Feedback can be broadly categorized into meta-linguistic corrective feedback or grammatical feedback, and commentary feedback on content and organization or content feedback. Regarding grammatical corrective feedback, there are opposing views. Truscott (1996) claims that grammar correction is harmful, while Ferris (1999) severely objects, eagerly demonstrating the significance of grammar correction. This has remained a long-drawn controversy in the history of research on feedback as the "Truscott-Ferris debate." However, the argument remains inconclusive. In Japan, writing assignments have mostly been assessed on grammatical feedback. According to the results of a questionnaire survey (conducted through

2019 and 2020 by the author) on the types of feedback that students were provided at school, grammatical feedback was the main assessment index for 79 percent students, surpassing content feedback for just 8 percent. Meanwhile, 13 percent reported that they received both types of feedback. A survey on students' perception about the importance of grammatical feedback and their preferred type of feedback by Ishii (2015) revealed that students too believe that correcting grammatical errors is the most important aspect of feedback and this was what they preferred. Ishii argues that these results reveal the traditional grammar-focused English learning and teaching in Japan, wherein grammar correction is considered the most effective learning strategy. There is no denying that writing in English is a way of confirming accuracy of linguistic knowledge and that grammatical feedback improves one's writing skills. However, English writing skills of Japanese students have seen limited development over the years, thus requiring an reexamination of the efficacy of the prevailing practice of giving grammatical feedback.

The other type of feedback is content feedback. Truscott (1996), who strongly opposed grammatical feedback, contended that giving responses to written content is not misguided and proved the efficacy of content feedback. Several others too demonstrated the effectiveness of providing only content-feedback instead of grammatical feedback or double feedback (on both content and grammar) (Kepner, 1991; Santos, 1988; Sheppard, 1992). In contrast, Ferris (1999) argues that content-based feedback can adversely affect students' writing. They may become demotivated and confused on finding it difficult to understand teachers' comments on how they can revise their written texts. His argument seems persuasive and in line with Hattie and Timperley's (2007) claim that content feedback is not a simple task as it needs to be done at the deeper level of texts rather than superficially. Hattie and Timperley argue that it would also become a burden on teachers in terms of time and efforts. Nonetheless, considering the current pedagogical direction toward developing the ability to think logically and express oneself, it is meaningful to make a pedagogical shift in feedback for writing from grammatical feedback to content-focused feedback so that students could be directed to pay more attention toward content rather than merely grammar in their writing.

### 3. Research Questions

To evaluate the influence of assessment and feedback on content assessment in writing, the participants were divided into two groups. Group A is notified that their essays are to

be evaluated and given feedback both on grammar and content, and Group B is notified that their essays are to be evaluated and given feedback only on content. However, for the purpose of this study (to compare scores of their grammar and content evaluation), Group B's essays were blindly evaluated based on grammar as well (Table 1). To examine the difference in assessment scores between the two groups, two research questions were posited as follows:

1. What is the difference in the content-based assessment between the two groups?
2. What is the difference in the grammar-based assessment between the two groups?

Table 1 *Assessment and Feedback (Informed and Conducted)*

	Group A	Group B
Assessment index (informed prior to writing)	Grammar	Content
	Content	
Type of feedback (informed prior to writing)	Grammar	Content
	Content	
Assessment (conducted after writing)	Grammar	Content
	Content	Grammar (blind)
Feedback (conducted after writing)	Grammar	Content
	Content	

## 4. Method

### 4.1 Participants and Procedures

This study was conducted with 69 (21 male and 48 female) participants from four classes of a university with intermediate to upper-intermediate English proficiency. While these four classes were aimed at translation practice, the participants were asked to write English essays at the end of their respective semesters. Permission to use the data collected for the research was granted from all of the participating students.

First, the teacher explained to the class they were to write a piece of argumentative writing, which requires the students to justify and argue their thoughts and opinions on a specific theme. The students were asked to write the essay on a computer with Internet access. As this was an impromptu piece of writing, the writing prompts were announced on the spot, and the students wrote the essays according to the specified time allotment. The first

30 minutes were for data collection, planning and organizing, followed by the next 30 minutes for writing. Once provided with writing prompts, the students began to search the Internet for relevant data and information they could use in their writing and organized their essays based on the outlines they made. Then, they set about writing based on their plans. Use of any kind of dictionary was allowed including those on the Internet. This was because free access to dictionary was considered to enhance student motivation to write (Tsutada, 2017).

Writing prompts given were “Nuclear Energy for the Future” and “English Education at Elementary Schools in Japan” for two classes, and “Tokyo Olympics 2020” and “Immigration Policy of Japan” for the other two classes, from which the students chose any one topic for their essay. To construct their arguments, they were instructed to quote information and data from websites they referred to, and that such information could be either for or against their own opinions or views as long as it is relevant to support the writer’s argument.

After 60 minutes allotted for the entire writing process, the students were asked to submit their essays online as an attachment to the teacher, and then provide their responses to a questionnaire survey.

## 4.2 Analytic Approach

### 4.2.1 Assessment and Feedback

The essays were assessed according to two indices: content and grammar. Content assessment, as per a 6-scale rubric (Appendix 1) prepared by the author, was carried out by two native English speakers (NS), both English teaching professionals at universities in Japan, who have been engaged in content assessment for previous researches conducted by the present author. The two raters were provided with the rubric and given the necessary instructions regarding assessment procedures by emails along with several anchor essays as yardsticks for evaluation. Grammatical assessment was scored on six scales for grammatical accuracy (EFT/T: the error-free T-unit ratio); 6 (above .70), 5 (.60 - .70), 4 (.50 - .59), 3 (.40 - .49), 2 (.30 - .39), and 1 (lower than .30). Next, regarding feedback, both grammar and content feedback were given by the author. Grammar feedback was given using the comment tool in Word. To investigate the written essays in detail, both complexity and fluency of the essays were examined in a blinded manner. Complexity was scored based on the ratio of complex clauses in a T-unit as a means of examining the extent of grammatical sophistication of an essay. Fluency was measured by the total number of words in an essay. This is a difficult index in writing evaluation, and its usability as a writing assessment indicator has been



questioned as fluency holds an ambiguous position in theory and in practice (Bruton and Kirby, 1987); moreover, this index cannot detect avoidable redundancy, which is observable in L2 writing (Bonzo, 2008). However, despite these concerns, an attempt was made to examine the smoothness with which writers wrote on the given subjects based on the total number of words in the essay. Results of both grammar and content assessment were compared between the two groups based on the mean values. In addition, the results were examined by multiple comparison using independent *t*-tests to detect the extent of difference.

Before the writing assignment, all students were provided with a clear explanation about the assessment and feedback methods, including about who will do it and how it is going to be done. Group A students were told that they would be provided with assessment and feedback on both grammar and content while Group B students were told that they would be provided with assessment and feedback only on content (although their essays were blindly evaluated on grammar as well to compare the grammar assessment between the two groups).

#### 4.2.2 Questionnaire

To understand students' views on the methods of assessment and feedback they had been provided, the following questionnaire survey (see Appendix 2) was conducted on both groups. The questions, which were originally in Japanese, were translated by the author.

1. Which was the most frequent assessment index for your previous writing at school? (1) grammar, (2) content, or (3) both grammar and content.
2. Which do you feel is more suitable? Evaluation of (1) grammar, (2) content, or (3) both grammar and content.
3. Which do you focus on most while writing? (1) grammar, (2) content, or (3) both grammar and content.

## 5. Results and Discussion

### 5.1 Grammar Assessment

Grammar-based assessment was conducted by the author according to the 6-scale rubric based on EFT/T. As shown in Table 2, grammar assessment revealed that the scores for both groups were almost equivalent, 4.15 for Group A and 4.14 for Group B. In general, we

may safely assume that writers pay more attention to grammatical accuracy in English when they have been told beforehand that their essays are going to be evaluated based on grammar; likewise, they focus more on content and less on grammar when informed about evaluation based only on content. However, the results showed that grammar assessment was almost equivalent irrespective of whether grammatical evaluation was to be made or not, resulting in no significant difference between the two groups (Table 6). This shows that grammar assessment is not really meaningful to improve grammar in their essays. Thus, Group B students wrote almost as efficiently as Group A in terms of grammatically correct sentences even if they were informed that content was their index for evaluation and not grammar. This suggests that students are naturally urged to be attentive to grammatical accuracy regardless of the evaluation criteria mentioned to them.

Table 2 *Results of Grammar-based Assessment*

	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Max.</i>	<i>Min.</i>	<i>Skewness</i>	<i>Kurtosis</i>
Group A	33	4.15	0.57	5	3	0.04	-0.21
Group B	36	4.14	0.49	5	3	0.35	0.56

*Note.* See Table 1 regarding Group A and Group B.

## 5.2 Content Assessment

Content-based assessment was made by two native speakers (NS). A point to note is that their assessment needed to be discussed on two writing samples as two-point difference was detected between the given scores. To resolve the gap in scoring, they were explained about the difference in scoring and asked to reconsider their evaluation. As a result, the discrepancy between the two scores was reduced to one point. As shown in Table 3, clearly content-based assessment is higher for Group B. In other words, students who were informed that their essays would be evaluated based on only content and that they would be given only content-based feedback were found to be vastly superior in terms of content compared to those who focused on both grammar and content. Results of multiple comparison indicated a significant difference between the two groups with a large effect size of .77 (Table 6). From the results, it may be relevant to assume that Group A students had difficulty in improving content as their concerns were directed toward grammar as well as content. Evidently, these students in general are inclined to distribute their attention between grammar and content, which led to their being unsuccessful at both.

Table 3 *Results of Content-based Assessment*

	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Max.</i>	<i>Min.</i>	<i>Skewness</i>	<i>Kurtosis</i>
Group A	33	4.09	0.44	5	3.5	0.45	-0.52
Group B	36	4.49	0.57	6	4	0.85	-0.35

*Note.* See Table 1 about Group A and Group B.

### 5.3 Other Findings

Besides analyzing the scores of the students on the grammar- and content-based assessments, complexity and fluency of the written texts were also examined. Figures in Table 4 show that complexity of writing, or the ratio of complex clauses in T-unit, was higher in Group B. Results of multiple comparison illustrated a significant difference between the two groups with a large effect size of .83 (Table 6). This implies that the writers used more complex sentences when they knew that their essays would not be evaluated on grammar. The general inference from this can be that writers use more complex sentences when they do not have to worry about evaluation of accurate language use. Thus, Group A students limited or avoided the use of complex sentences in their writing in the fear of making syntactical errors. Although complexity does not necessarily imply an advanced level of writing, as Foster and Skehan (1996) argue, "Grammatical complexity means that a wide variety of both basic and sophisticated structures are available" (p. 303). In this sense, considering how grammatical variation and sophistication help advance writing in general, essays by Group B writers can be considered more advanced than those by Group A in terms of grammar.

Table 4 *Results of Complexity*

	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Max.</i>	<i>Min.</i>	<i>Skewness</i>	<i>Kurtosis</i>
Group A	33	0.28	0.07	0.41	0.11	-0.21	-0.61
Group B	36	0.34	0.08	0.51	0.18	0.27	-0.53

*Note.* See Table 1 about Group A and Group B.

Table 5 illustrates that fluency was much higher in Group B than in Group A, with a significant difference between the two with a large effect size of .71. It indicates that students wrote longer essays when they knew that their essays were to be evaluated only on content, not on grammar. Meanwhile, Group A students were busy checking their grammar, thereby limiting the length of the essays they produced.

Table 5 *Results of Fluency*

	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Max.</i>	<i>Min.</i>	<i>Skewness</i>	<i>Kurtosis</i>
Group A	33	320.36	39.73	421	269	1.21	0.17
Group B	36	350.56	44.45	433	289	0.34	-1.07

*Note.* See Table 1 about Group A and Group B.

Although a longer essay does not necessarily make it a better one, in terms of willingness to write, it can be a promising sign when a student writes a longer essay on a given theme. Thus, Group B seemed more motivated to write as they did not have to focus on grammar but concentrate on content instead.

Table 6 *Results of Multiple Comparison Between Group A and Group B by measure (N = 69)*

	<i>Mean difference</i>	<i>t</i>	<i>df</i>	<i>p<sup>a</sup></i>	<i>d<sup>b</sup></i>
Grammar	0.01	0.01	67	.92	0.02
Content	0.4	-3.21	67	< .01	0.77
Complexity	0.06	-3.46	67	< .01	0.83
Fluency	30.2	-2.96	67	< .01	0.71

*Note.* *a*<sup>a</sup> level was adjusted to 0.01 by Bonferroni correction. *d*<sup>b</sup> (Cohen's *d*).

#### 5.4 Results of the Questionnaire

First, in terms of Q1, as Figure 1 shows, participants responded that their previous experience in writing evaluation was mostly grammar-based assessment (74 percent), followed by “grammar and content” (14 percent), and then “content” only (12 percent). These figures show a common tendency with that found in another survey (Tsutada, 2021), in which 83 percent respondents said that their writing assignments were always assessed for grammar only. The results therefore well reflect the current trend in writing assessment in Japan. Second, in terms of Q2, as Figure 2 indicates, participants felt most comfortable when the evaluation index for their essays was solely “grammar” (62 percent), followed by “grammar and content” (25 percent), and “content” only (13 percent). Miyata (2002) contends that students' preference for grammatical evaluation stems from their learning environment. He claimed that English education in Japan remains focused on grammar teaching, which is why students feel comfortable with evaluation based on grammar. Last, in terms of Q3, as Figure 3 illustrates, 75 percent of the writers focused on “grammar” while writing followed by 13

percent on “grammar and content,” and 12 percent on “content” only. This result also reflects the ongoing grammar-focused teaching at school. Considering that the figures represent the total responses from both groups, it is likely that students were obsessed by attention toward grammatical accuracy regardless of how their essays were going to be evaluated.

Summarizing the responses to the three questions, it is clear that the students' essays had been mostly evaluated based on grammar so far, they were most comfortable with grammar-based evaluation, and that they prioritized grammar while engaged in the writing task for this study. This sheds light on the present status of English education in Japan, wherein attention is paid on grammar-focused learning at school. Meanwhile, considering students of both groups showed no distinct difference in grammatical assessment, one might question whether grammar assessment has been effective. Further, the fact that Group B scores were high on content-based evaluation reveals that prior announcement of limiting assessment and feedback to content does have a positive effect on content assessment. In this sense, although limited to the premises of these two groups of students, the results distinctly demonstrate the advantage of evaluating and commenting on essays based on content only.

Figure 1 *Responses to Question 1*

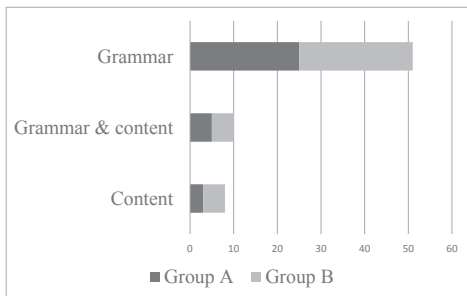


Figure 2 *Responses to Question 2*

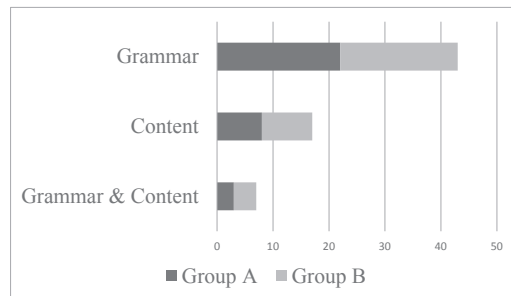
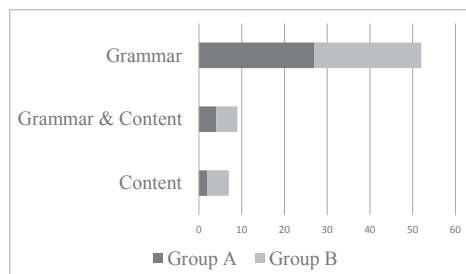


Figure 3 *Responses to Question 3*



## 6. Conclusion

English teachers play an important role in not only teaching English as linguistic knowledge, but also in improving students' ability to use English to adequately express their own ideas and opinions, particularly in this age of unpredictability. This has drawn more attention than before in terms of a general and gradual shift to transformative pedagogy, which emphasizes what students can do with English knowledge and how well they can express themselves in communication.

Focused on teaching writing skills, the influence of a teacher's methods of assessment and feedback on students' writing performance was investigated in this study. The scores of two groups of students, one writing based on grammar- and content-based evaluation and feedback and the other writing based on only content-based evaluation and feedback (with blind evaluation on grammar), revealed that both groups scored largely the same on grammar with no significant difference between the two groups, while the latter group was assessed higher in content evaluation with a significant difference with a large effect size of .77. In addition, with regard to evaluation of complexity and fluency, Group B was found superior to Group A in both of them with a significant difference with large effect sizes of .83 and .71 respectively. Although the intention of this study is not to deny the effect of grammatical evaluation and feedback, these results indicate the efficacy of providing students only content-based assessment and feedback. This is in line with arguments in previous researches (Kepner, 1991; Santos, 1988; Sheppard, 1992). In addition, the questionnaire survey revealed that students had been mostly subjected to assessment and feedback on grammar. It seems that this led students to become more conscious of grammatical accuracy in writing, thus limiting their ability to express their ideas. In the case of Group B students, released from the burden of focusing on grammar, they were able to write better content as shown by the content-based assessment. This calls attention to the significant role of evaluation and feedback strategies. Thus, a meaningful contribution of this study is that it urges teachers to reconsider conventional strategies of assessment and feedback amid the pedagogical shift to "use English to express oneself" than to learn English to gain linguistic knowledge.

Nevertheless, this study has some limitations. First, the number of samples was limited as this research started only two years back. With more samples, the results may prove more reliable and convincing. Second, the influence of the different themes is undeniable, although offering them different topics to write about was based on the idea of giving them

the socially controversial, latest themes at the time of writing. However, in future studies, students would be asked to write on a single theme at the same time. Notwithstanding these limitations, the findings of this study convey the importance of teachers' reflecting on their long-lasting writing instruction strategies with a view to contributing to improvement of students' ability to "use" English to express their ideas and opinions. It is advisable for teachers to become fully aware of crucial role they play and advance new ways of teaching writing instead of following traditional instruction procedures. By broadening and expanding the scope of their teaching strategies, chances are that their teaching instruction would become more practical and help students equip themselves with adequate writing skills for sufficiently representing themselves in society.

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### Notes

1. Grand Design for Higher Education toward 2040. Central Council for Education. Ministry of Education, Culture, Sports, Science, and Technology. [https://www.mext.go.jp/component/b\\_menu/shingi/toushin/\\_\\_icsFiles/afieldfile/2018/12/17/1411360\\_7\\_2.pdf](https://www.mext.go.jp/component/b_menu/shingi/toushin/__icsFiles/afieldfile/2018/12/17/1411360_7_2.pdf).
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## Appendix 1: Rubric for Content-based Assessment

Scale	Description
6	Major viewpoints are addressed clearly and effectively. Clearly appropriate details are used to support an essay or illustrate ideas. The writing is well-organized and well developed. Conclusions are demonstrated clearly and strongly based on the key concepts.
5	Major viewpoints are appropriately addressed. Appropriate details are used to support an essay or illustrate ideas. The writing is generally well organized and developed. Conclusions are demonstrated based on the key concepts.
4	Major viewpoints are generally addressed. Some details are used to support an essay or illustrate ideas. The writing is adequately organized and developed. Conclusions are reasonably demonstrated.
3	Major viewpoints are superficially identified. Inappropriate or insufficient details are used to support or illustrate generalizations. The writing is inadequately organized or developed. Conclusions are acceptable.
2	Major viewpoints are not identified clearly enough. Little or no detail or irrelevant specifics are used The writing is disorganized or underdeveloped. Conclusions stray from the key concepts.
1	Major viewpoints are not identified at all. No details or specifics are used. The writing is undeveloped. No conclusions are demonstrated.

## Appendix 2: Questionnaire

- Q1. これまで学校のライティング評価で最も頻度の高かった指標は何ですか？（1. 文法、2. 内容、3. 両方）
- Q2. いづれのライティング評価指標が最も安心できると感じますか？（1. 文法、2. 内容、3. 両方）
- Q3. 今回のライティングにおいて、最も注意を向けたのはいづれの項目でしたか？（1. 文法、2. 内容、3. 両方）

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