



Academic Writing Assessment: A Generic Encounter [

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text (article)

Analítica

EFL/ESL researchers and teachers usually find the assessment of writing as a serious challenge, especially when several writing tasks are demanded in a curriculum. Having this in mind, this study aims to see through assessment priorities given to undergraduates' writing performances. For this aim, seventy Iranian university instructors with different teaching backgrounds were requested to assess two separate writing tasks entailing different rhetorical demands. Research findings disclosed important details of undifferentiated assessment approaches adopted by instructors. Despite a quantitatively significant difference in comments on content richness and leniency toward discourse, several writing constructs were accorded the same level of importance whatever the writing task type. This study casts fresh light on inadequacies in academic writing assessment and offers fruitful information to curriculum developers to should consider a serious rethinking of language teachers education to sharpen teachers' assessment skills

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