

WRITING TEST FOR THE ASSESSMENT AND ANALYSIS OF WRITING SKILLS

- VALIDATION OF THE SUBTESTS 1 TO 8: GRAPHIC SHAPES, LETTERS, SYLLABLES, WORDS AND PSEUDOWORDS



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BACKGROUND:

Writing is a learnt competence that follows the literate subjects throughout their academic and social lives. Due to the difficulties observed in the initial stages of learning, this competence should be given the upmost attention. The instrument **Writing Tests for the Assessment and Analysis of Writing Skills** intends to contribute to the assessment of that competence, presenting a holistic perspective of the writing process. It is constituted by **14 subtests**: subtests 1 to 8 evaluate from graphic shapes to pseudowords and words; subtests 9 to 14, from sentences to texts.

OBJECTIVES:

Validation of the subtests 6 to 8, centered in the assessment and analysis of orthographic and phonological aspects (with words and pseudowords).

METHODOLOGY:

The stimuli were selected taking into account the linguistic, orthographic and graphic criteria. A **Focus Group** was carried out to validate the structure and selection of stimuli from tests 1 to 8.

RESULTS:

General issues:

- Inclusion of words and pseudowords
- Inclusion of dictation and spontaneous writing elicitation

Specific aspects of Exam 6 (Writing pseudowords)

Spelling conversion:

- admit several orthographic options, both in stimuli by phonological and morphological composition

Extension of the test (to reduce stimuli): through statistical analysis

- To be checked after riding through the maintenance of more productive stimuli

Specific aspects of Test 7 and Test 8 (Writing of words elicited by dictation and image, respectively)

Construction of tests and selection of stimuli: maintenance of the proposed criteria: consideration of phonological and orthographic variables

Quantitative and qualitative analysis:

maintenance of the proposed criteria: success rating for quantitative analysis and error rating for qualitative analysis

Example of quantitative analysis: chuva → chuva (1 point)

Example of qualitative error analysis: chuva → juva (compromise of the property 'voice')

OBJECTIVES:

Validation of architecture adequacy of the subtests 1 to 8 (graphic shapes, letters, syllables, words and pseudowords).

METHODOLOGY:

A **small-scale pilot study** was carried out in order to test the usability of the instrument, the application procedures, execution time, stimuli, images, semantic cues, registration of the child's responses, registration and classification of the examiner's analyses. The **difficulty index of the items** was carried out and organized by schooling criteria, in order to reduce the items in each subtest.

RESULTS:

The pilot test allow to understand:

- average **duration of application** of the test per school year;
- average **number of correct answers** per school year;
- **Difficulty Index** (to reduce the number of items in each subtest);
- **number of occurrences required to activate the target** for Trial 8.



Version 2

Provas	Nº itens da versão 1	Nº itens da versão 2 (por ano escolar)
Prova 1	13	10
Prova 2	16	10
Prova 3	15	10
Prova 4	29	22
Prova 5	30	28
Prova 6 – F – Grupo A	37	37
Prova 6 – F – Grupo B	37	
Prova 6 – M – Grupo A	36	37
Prova 6 – M – Grupo B	37	
Prova 7 – Grupo A	37	37
Prova 7 – Grupo B	37	
Prova 8 – Grupo A	37	37
Prova 8 – Grupo B	37	

CONCLUSIONS:

These pilot study data contribute to **improvement the test specifications and task types**. The results of this study will have a direct impact on the procedures of the instrument, its size and duration. This is subsequently agreed with aspects as applicability and acceptability by the professionals who will apply it.

References:

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