

The Use of Analytic Rubric in the Assessment of Writing Performance -Inter-Rater Concordance Study-

*Latif BEYRELİ**, *Gökhan ARI***

Abstract

In this study, the purpose was determine whether there was concordance among raters in the assessment of the writing performance using analytic rubric; furthermore, factors affecting the assessment process were examined. The analytic rubric used in the study consists of three sections and ten properties: External structure (format, spelling and punctuation), language and expression (vocabulary, sentences, paragraphs, and expression), organization (title, introduction, story, and conclusion). The basis of the study is composed of narrative texts written by 200 students studying at the sixth and seventh grades of schools located on the Anatolian side of Istanbul (i.e., Beykoz, Kadikoy, Umraniye, and Uskudar). Texts were assessed in accordance with the analytic rubric by six raters. It was determined that the concordance among raters was sufficient according to the results of the assessment.

Key Words

Assessment of Writing Performance, Rubric, Analytic Rubric, Inter-Rater Concordance.

* *Correspondence:* Asst. Prof. Dr. Latif BEYRELİ, Marmara University, Atatürk Faculty of Education, Department of Turkish Language Education, Kadikoy, Istanbul/Turkey.
E-mail: beyreli@marmara.edu.tr

**Gökhan ARI, Ph.D. Aksaray University, Faculty of Education, Department of Turkish Language Education, Aksaray/Turkey.

In primary education, writing is a skill area aiming to enable students to express their feelings, thoughts, imaginations, knowledge, ideas, and observations on any topic in an efficient and planned manner. Considering its characteristics, it is difficult to assess this skill using multiple-choice questions. While the assessment of the written expression at sixth, seventh, and eighth grades of the primary education was traditionally based on answering a minimum 30-point composition questions in written examinations, performance assessment has gained importance with the Primary Education Turkish Language Course (6th, 7th and 8th Grades) Curriculum (MEB Talim ve Terbiye Kurulu Başkanlığı, 2007, p. 614).

Performance assessment is an assessment that observes students' production or participation within a process and is based on making judgments. It consists of two parts: task and scoring. One would not exist without the other and the performance cannot be assessed (Arter, Spandel, Culham, & Pollard, 1994, p. 48). Writing task is determined and relevant framework is drawn by teachers as an element of performance assessment. It is determined what to score during the assessment process and a measurement tool is developed accordingly. The process or the product is assessed according to the structure of the task.

When we take into consideration the number of students in classrooms under the conditions in Turkey, it may be thought that process assessment could be more difficult compared to the traditional assessment; however, it should not be disregarded that it would be more concrete and/or objective to assess the writing skill, or rather writing performance, compared to listening, speaking and reading skills, because it constitutes a proof for the assessment.

The Curriculum aims to develop writing skills and achieve six main objectives and attainments. Consequently, in the assessment of the students' writings, it requires preparation of measurement and assessment tools in line with the text linguistics, literature, and composition knowledge within the framework of these objectives and attainments.

The measurement and assessment tools aimed at students' writings have similarities and differences depending on their objectives. Most of the measurement tools published with regard to written expression use a 100-point scoring system. The measurement tool used in the Turkish Language (6th, 7th and 8th Grades) Curriculum of the Primary Education proposes assessment of student's writings on the basis of a 100-point

scoring system. The basic problem with such scales is that it is not clear how to determine the top and bottom levels of a score (score distributions) at a specific criterion; however, the explanation why a specific criterion is given a specific score is very important in terms of both the rater (teacher) and the rated (student) that creates the product assessed, as well as for the objectivity of the assessment.

Rubrics

Scoring guides called rubric are used in the assessment of written expressions in many countries. "There are three types of rubrics used in the assessment of written expressions: Primary trait, holistic and analytic" (Weigle, 2002, p. 109). Primary trait rubrics are mainly used in the assessment of students' basic writing skills relating to special writing tasks (for detailed information, see Weigle, 2002, pp. 109-112). Holistic rubrics are assessment tools used in the assessment of students' works, aim to rate the properties with a score in line with the determined properties, and define different levels of performance superficially (Elbow, 2000; Gunning, 2006; Weigle, 2002). The holistic scoring performed in accordance with this assessment tool is controversial in terms of the fact that it involves giving a single score or point to the whole text, and combined measurement and assessment of different properties constituting a writing.

Because teachers/raters approach the text in a holistic manner in holistic scoring, they are affected by the whole text rather than being extremely affected by an important element in it (Gunning, 2006; Wolcott, & Legg, 1998). However, when the writing is taken into consideration as a whole, some properties may become prominent and consequently raters might reward a not-so-good writing with a high score under the influence of these properties even if it is not worth it, or vice versa.

Even though it is difficult to prepare a holistic rubric, assessments are easier and faster with this type of rubric; because, it requires assignment of a single score for the whole writing. "Holistic rubrics have limited capability to obtain complete and correct data from students. This is not a useful method particularly for development of students with low or medium level performance. The difficulty of preparation of a holistic rubric is distinguishing a level from another when all properties are listed" (Martin-Kniep, 2000, p. 35).

Analytic rubrics are most suitable in distinguishing the analytic levels. The application of analytic scoring to writing means attempting to obtain shared score sets to analyze the sub-skills in samples of each student's writing (Babin, & Harrison, 1999, p. 117). Analytic scoring means scoring the properties/components (handwriting, sentences, title, etc.) constituting the writing. To this end, the properties, which the written expression should contain, are determined. The different property parts are evaluated separately. Consequently, assessments performed on the basis of the analytic rubric takes time; but "there is consensus among many scientists that analytic scoring is wider, more comprehensive, and useful" (Babin, & Harrison, 1999, p. 117). The comprehensiveness of the assessment tool is beneficial in terms of both teachers and students; because, teachers can better understand what score he/she will assess for specific properties according to specific criterion, and implements them accordingly. And if students know these, they can create a quality text according to criteria specified.

According to Crehan (1997), analytic scoring provides guidance to teachers for their teaching activities and to students for their writing activities, and provides them with more information about the current situation, and owing to more orderly and comprehensive feedback, assists determination of the strong and weak aspects in students' writings.

Analytic or holistic rubrics can be used depending on the purpose of teachers and performance expected from students in the assessment of student's writings. However, the matter as to which one is more reliable is controversial. Some researchers assert that analytic rubric is more reliable than holistic rubric (e.g. Elbow, 2000; Gunning, 2006).

"The reliability of scoring written expression activities is generally considered lower than reliability of other written examinations scored with the same methods. The reason is that raters cannot reach an agreement on what properties should exist in a composition and that assessment is not performed with subjective criteria. To alleviate this drawback, it is considered to score compositions with analytic keys. Analytic key increases the harmony among raters, therefore the reliability of scores in many cases" (Turgut, 1990, p. 65). The criteria that should be used in the assessment of students' writings can be determined through composition, text linguistics, and literature knowledge.

The general objective of this study is to determine whether there are

objective criteria in the assessment of students' writings. In other words, whether there is concordance among raters using the same measurement and assessment tool. In line with this general objective, answers were sought to the following questions:

What is the rate of concordance among raters using the same scale?

What are the factors that lead to probable differences in assessment?

What is the level of concordance among raters in terms of the external structure, language, expression, and organizational parts of the texts being assessed?

Method

The survey method was used in this study that aimed to determine the reliability of the analytic rubric. Relational survey methods aim to determine the existence and/or the level of any changes between/among two or more variables. Relational survey is performed by way of correlation or comparison (Karasar, 2002, p. 81). The category analysis from the document analysis and content analysis is used for the analysis of the data.

Research Population

The study covers a total of 200 texts randomly selected from writings created by 623 students studying at the sixth and seventh grades of five schools in Istanbul in the 2007-2008 school year.

To increase reliability and prevent any probable subjectivity, it was decided to include more than two raters in the study. Six raters who participated in the study voluntarily constitute the research population. The functions, titles, genders, and periods of service of the raters are as follows:

1st Rater: master, (male, 8 years)

2nd Rater: master (male, 8 years)

3rd Rater: master (female, 7 years)

4th Rater: master (female, 5 years)

5th Rater: Turkish Language Teacher (female, 6 years)

6th Rater: Turkish Language Teacher (female, 2 years)

Data Collection Tools

The data collection tools used in the study are memoir type of writings created by students with narrative expression as well as the analytic rubric used in their assessment. Because it would be relatively easy to write, students were requested to write an event, which they witnessed or were affected by. Properties constituting the analytic rubric were developed through the examination of the criteria, and the objectives and attainments in the curriculum, literature surveys, and receiving expert opinions.

Process

Texts were assessed by 6 expert raters in accordance with the analytic rubric.

Training Provided to Raters: Raters were provided two sessions of training to ensure performance of assessments in accordance with the rubric.

Assessment stages can be summarized as follows:

- (i) Before reading a text written by a student, the spaces within and out of the text area are paid attention in terms of the format properties in order not to be influenced by things expressed in the text and by any other properties of the text.
- (ii) The entire text is read quickly. During this reading, rater tries to get accustomed to the writing of the student. He/she tries to understand the subject and event explained in the text. By the end of the first reading, any illegible or difficult-to-read words - if any - are identified. Format properties are scored. Meanwhile, rater forms an opinion about the narration of the student. The selection of vocabulary, length of sentences, paragraph integrity, punctuation, and spelling errors are taken into consideration, but they are not scored.
- (iii) During the second reading, the introduction, story, and conclusion sections are read and scored. Finally, the title is given a score considering how much it reflects the subject of the writing as a result of which the assessment of the organization properties completes.
- (iv) During the third reading, the vocabulary, sentence, and paragraph properties are scored. At this stage, attention is paid to determiners

and the use of clichés as well as sentence structures, order of sentences, and paragraph integrity.

- (v) The text is skimmed to score the spelling and punctuation properties, and taking into consideration the impressions obtained during previous readings, observance of spelling and punctuation rules is scored using the error counting method.
- (vi) Finally, the assessment process is completed by scoring the narration (style of narration, type information, and style) properties.

Opinions were exchanged with the raters whenever required. No time limitation was imposed to prevent random mistakes and the raters from getting bored during the assessment process. Participants read and assessed the texts in the order they were given.

The category analysis method was used for the analysis of the data. The analysis categories may be based on a wide variety of dimensions. Dimensions relating to the thing conveyed by the message such as the subject, direction of the message, the values it carries, goals and intentions, ways applied to attain the goals, properties used in description of persons, source of the message, person or audiences addressed by the message, place and time of the events, conflict subjects, etc., as well as the dimensions relating to the style of expression of the message such as the type, format of the message, grammatical properties of communication, syntax, rhetorical methods, etc. may be taken as basis in categorization (Bilgin, 1995, p. 96-97).

To determine the scoring relating among the raters, the Pearson correlation analysis and reliability analysis were conducted using the SPSS 11.5 software. The alpha value was also used, due to the fact it had been used in a previous similar study (Tezci, 2002). "The alpha coefficient does not give the reliability coefficient, but just indicates that reliability would be far higher than this" (Aker, Dündar, & Peşken, 2005, p. 55).

Kendall's W, also known as Kendall's coefficient of concordance is also used to determine the concordance among the raters. "Kendall's coefficient of concordance is used for measurement of concordance among raters" (Legendre, 2005; Powers, & Harris, 1991; Sigler, & Tallent-Runnels, 2006). According to Aker et al. (2005, p. 53), this coefficient is used in cases where there are more than two raters. "The purpose of this measurement is not to determine whether raters make the assessment correctly, but to determine if there is concordance among them" (Po-

wers, & Harris, 1991). When this coefficient is between 0 and 1, it means there is concordance, when it is 0, it means there is no concordance among raters (Legendre, 2005; Malvern, & Skidmore, 2001).

Kendall's coefficient of concordance (w) is calculated as follows (Legendre, 2005, p. 229):

$$W = \frac{12S}{p^2(n^3 - n) - pT} \quad S = \sum (R_i - R)^2$$

Results

In the assessment made to the analytic rubric, the Pearson correlation analysis was conducted to determine concordance among six raters, and Friedman and Kendall coefficients of concordance and alpha values were calculated.

Table 1.

Result of the Inter-rater Reliability Analysis

| Properties | Highest Correlation (Pearson) | Raters | Lowest Correlation (Pearson) | Raters | Average Correlation (Pearson) | Friedman coefficient of concordance (w) | Kendall coefficient of concordance (w) | Alpha Value |
|-----------------------------|-------------------------------|--------|------------------------------|--------|-------------------------------|---|--|-------------|
| 1.1. Format | .9361 | 1-6 | .6855 | 2-4 | .8104 | .0365 | .001922 | .9626 |
| 1.2. Spelling & punctuation | .8950 | 1-6 | .6385 | 2-3 | .7515 | .0049 | .001251 | .9480 |
| 2.1. Vocabulary | .8612 | 1-5 | .5307 | 2-4 | .7064 | .0131 | .001084 | .9332 |
| 2.2. Sentences* | .8338 | 1-5 | .5251 | 2-3 | .6728 | .0271 | .001015 | .9222 |
| 2.3. Paragraphs | .9350 | 1-6 | .7470 | 2-3 | .8300 | .0219 | .002020 | .9663 |
| 2.4. Narration * | .7883 | 2-5 | .5335 | 2-4 | .6599 | .0318 | .001125 | .9196 |
| 3.1. Title | .8931 | 1-6 | .5717 | 3-6 | .7166 | .0095 | .001188 | .9365 |
| 3.2. Introduction | .9068 | 3-4 | .6061 | 2-3 | .7054 | .0019 | .001185 | .9348 |
| 3.3. Story* | .8269 | 1-6 | .5627 | 2-3 | .6841 | .0181 | .001295 | .9279 |
| 3.4. Conclusion | .8498 | 1-6 | .5513 | 2-3 | .7128 | .0091 | .001345 | .9364 |

When we examine the table, according to the result of the inter-rater reliability analysis, it can be said that there is very favorable concordance with respect to the properties of format (.8104) and paragraph (.8300) according to the average correlation among six raters. According to the average correlation among six raters there is a relation at high correlation among the properties of spelling and punctuation (.7515), vocabulary (.7064), title (.7166), introduction (.7054) and conclusion (.7128).

As for the sentence (.6728), narration (.6599) and story (.6841) properties, according to the average correlation among six raters, existence of a correlation average below .70 indicates a medium level concordance.

The alpha value dropped or increased in direct proportion to the Pearson correlation results. Only if the alpha value is not close to 1 in any of the properties can give a positive impression with regard to reliability. In scores given to properties constituting the rubric, Friedman's reliability coefficient results between 0 and .05 indicates concordance among raters.

And Kendall's coefficient of concordance results between 0 and 1 also indicates concordance among raters.

The medium level of concordance among six raters with respect to the sentence, narration, and story properties in the analytic rubric according to the findings of the Pearson correlation average is below the statistically expected relation (.70). Some researchers assert that a correlation between .3 and .7 is a medium-level relations (e.g. Saruhan, & Ozdemirci, 2005, p. 39), and some other assert a relation between .65 and .85 would be sufficient in social sciences studies (e.g. Cohen, & Manion, 1994, p. 139-140). Consequently, a correlation above .65 for three properties (sentence, narration and story) among ten properties in the rubric, and above .70 for all other properties is sufficient in terms of reliability for social sciences – particularly in qualitative assessments particularly such as written expression. The level descriptions in the rubric, as well as participation of expert raters in the assessment process, were effective in achievement of this sufficiency.

Reasons of reaching these findings based on the inter-rater concordance analyses, observations, and theoretical knowledge can be listed as follows:

1.1. It can be possible to make an assessment about the format properties at a glance. Therefore, a high concordance among raters is an expected result.

1.2. The assessment carried out within the scope of this study was performed by counting spelling and punctuation errors. It can be said that the performance of this assessment is not difficult as a result of a careful examination.

2.1. Words are distributed throughout the text, for words are the cons-

tituent of texts. When the whole text is read and a value from the four levels is required to be given to the vocabulary properties, it will be necessary to look at the qualifiers, and at the status of nouns and verbs, and the assessment should be carried out accordingly.

2.2. It may be possible to define the sentence properties with a single sentence during the preparation of the scale; but this definition would turn into a totally holistic nature. Now that sentence properties can be analyzed, it is seen that it is necessary to conduct a theoretically analytic assessment. It is possible to make modifications on sentence properties included in the analytic rubric.

2.3. Even though the paragraph properties can be distributed throughout the text, they are less in number compared to grammatical rules or punctuation marks, words, and sentences. Therefore, carrying out an assessment based on these properties may be easier. However, the assessment of subject unity in individual paragraphs or consistency between paragraphs may be difficult because, when the texts within the scope of this study are examined, it is seen that some students based their writings on three paragraphs taking into consideration the introduction, story, and conclusion section. Even though introduction and story paragraphs were consistent in themselves, there were texts in which it was possible to divide story section into several paragraphs. High number of texts consisting of single paragraph facilitated assessment of paragraphs.

2.4. When the narration properties in the analytic rubric are examined, it can be seen that there are many disjunctive elements. Furthermore, the possibility that the level of concordance could be low during preparation of the rubric because this property reflects the writer's (student's) style in the text, and because the style carries individuality and subjectivity, and subjectivity in terms of raters, hence it changes from one person to another, was a result anticipated by the researchers. Therefore, it was seen that concrete properties should be assessed in texts in an attempt to minimize incongruence, and to this end, extent of use of emotions, thoughts and interpretations by writers, extent of conformance to type of text, and whether events and situations are explained in an organized manner are assessed in the analytic rubric.

3.1. Fixed location of titles and the fact that they consist of a low number of words may facilitate assessments. However, effectiveness of titles may

change from one person to another. Although it had been anticipated during preparation of the rubric that this property would be concordant, even at the highest level, among raters, it did not prove true.

3.2. Even though the properties of the introduction section are concrete, the sentence elements specified in property definitions (time, place, person, event information) may be placed in the story section depending on the viewpoint of the writer (student), or intentionally or unintentionally on the preference of the writer. For this reason, they may be unnoticed by the rater or raters might display different attitudes in assessing these properties. Furthermore, the effectiveness, accuracy/exactness or definiteness of presentation of these elements may be debatable.

3.3. As it is known, in terms of organization, the story sections are the longest sections of texts. Dialogues and details in the text influence the rater. In this respect, it was seen that a general evaluation could be made in assessment of the conclusion section.

3.4. The conclusion section is related to whether things expressed in the text have concluded or not, and whether the writer has added his/her thoughts or comments. Therefore, it can be said that assessment of the conclusion section is not difficult.

In order to be able to better understand the assessment process, the correlation results of the first 50 and last 50 texts scored by raters were compared.

Table 2.

Inter-rater Concordance Averages

| Properties | Correlation averages obtained as a result of assessment of the first 50 texts (Pearson) | Correlation averages obtained as a result of assessment of the last 50 texts (Pearson) |
|----------------------------|---|--|
| 1.1.Format | .6244 | .8937 |
| 1.2.Spelling & punctuation | .7029 | .8308 |
| 2.1.Vocabulary | .6391 | .7686 |
| 2.2.Sentences | .5098 | .7601 |
| 2.3.Paragraphs | .6867 | .8784 |
| 2.4.Narration | .4288 | .7543 |
| 3.1.Title | .6663 | .7895 |
| 3.2.Introduction | .5394 | .8035 |
| 3.3.Story | .5681 | .8024 |
| 3.4.Conclusion | .5330 | .7986 |

As it can be seen in Table 2, when the inter-rater concordance averages are examined, concordance among raters is low in the assessment of the first 50 texts, while the rate of concordance increases in the assessment of the last 50 texts. Based on these findings, it is possible to say that raters are more concordant in the last texts compared to the first texts in the process of scoring according to the properties existing in the rubric. Participants may be getting accustomed to the rubric and assessment may be shown as a reason of this finding.

When the Table 1 is examined, it is seen that there are less concordance between the first and third rater compared to others. In the interview with the second rater, he stated that he took long breaks between text assessments. Emphasizing that he was sometimes influenced by the topic and therefore gave higher ratings, the rater said sometimes he scored under positive or negative influence of a specific section of texts.

It is seen that the third rater gave lower ratings particularly to external structure, language, and expression properties and higher ratings to organization properties. In the interview conducted, she was asked the reason of this. She stated that she did not find the external structure and language properties sufficient but that she found the topics interesting.

The third and fourth raters were affected by the topic of writings written mainly by female students (birthday celebrations, year-end picnics and parties, death, etc.) and therefore gave higher ratings particularly to organization properties compared to the other raters. Both raters are female and it is understood that they were affected by emotional texts written by female students.

Fourth rater stated that she noticed that when she looked at the ratings she gave during the scoring process, she scored the vocabulary and sentence properties in direct proportion to each other. It is found that the fifth rater also used a similar scoring method.

The fifth and sixth raters who are Turkish language teachers gave lower ratings particularly to the spelling and punctuation properties. It is observed that the fifth rater displayed a medium-level concordance relation with the other raters in most of her scorings.

Because the first and the sixth raters acted jointly in preparation of the rubric and collection of data, and performed assessments jointly before the 200 texts, they were more accustomed to the rubric compared to the others. Therefore, the higher level of concordance between these raters

in scoring of many properties can be understandable.

It can be said that the lengths of texts are important in assessments carried out by raters because raters generally gave lower ratings to short texts. However, this does not mean that all long texts were scored higher.

Discussion

When the text structures and the entire composition concept are taken into consideration and analytic rubric is examined, it can be seen that the spelling and punctuation, vocabulary, sentences, paragraphs, expression, and story properties are more comprehensive or multi-dimensional compared to format, title, introduction, and conclusion properties and that analysis and assessment of these properties should be made very carefully.

In assessments performed in accordance with the analytic rubric, a sufficient level of concordance has been observed among raters in terms of social sciences studies.

During the assessment process, raters scored properties different from the rubric for a variety of reasons (e.g. time, failure to concentrate, expression of writer, attractiveness of topic, differences between texts). High number of texts and the fact that source of texts is two different grades may have played an important role in this situation.

Some descriptions relating to the criteria existing in the analytic rubric display holistic characteristics. This is related to both written expression -in the first place- and the rubric because “some components constituting the analytic rubric may have holistic characteristics” (Babin, & Harrison, 1999, p. 118).

When the number of raters participating in the assessment, the number of texts assessed, and the structure of written expression and qualitative analysis are taken into consideration, it is seen that the ten properties and the concordance among raters in the assessment carried out in line with the analytic rubric are sufficient.

The analytic rubric should be used for the assessment of written expressions. Thus, it allows teachers to determine the deficiencies in students' writing skills right at the beginning of the school year, to act in line with these deficiencies, and to adopt an appropriate strategy.

Rubrics developed in accordance with the analytic rubric preparation principles should be applied at schools. The Turkish language teachers and classroom teachers should test the practicability of the rubrics through scoring trials.

Teacher guidance books rather contain holistic rubrics for assessment of written expressions. However, analytic rubrics must also be included.

The organization properties (introduction, story, conclusion sections) in the analytic rubric prepared for the purpose to assess the narrative texts used in this study may be modified for use in assessment of other types of texts (e.g. informative texts).

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EK: ÖĞRENCİLERİN YAZDIĞI HİKÂYE EDİCİ METİNLERDE KULLANILAN ÇÖZÜMLEYİCİ PUANLAMA YÖNERGESİ

| ÇÖZÜMLEYİCİ PUANLAMA YÖNERGESİ | | İYİ (3) | ORTA (2) | YETERSİZ (1) |
|--------------------------------|-------------|--|--|--|
| Özellikler | ÇOK İYİ (4) | Metin alamanın üstünde ve altında birbirine uygun boşluklar bırakılmıştır. Metin alamanın sağ ve sol kenarlarında birbirine uygun boşluklar bırakılmıştır. Satırlar düzdür (Bir iki satırın aşağı veya yukarı kayması normal karşılanmalıdır). Sözcüklerin hepsi çok açık biçimde okunaklıdır. Sözcükleri oluşturan harflerin uzunluğu veya genişliği metnin tamamında birbiriyyle tutarlıdır. | Metin alamanın üst ve altında boşluklar bırakılmıştır; ama uygun veya hizalı değildir. Metin alamanın sağ ve sol kenarlarında boşluklar bırakılmıştır; ama uygun veya hizalı değildir. Bazı satırlar kendi içinde düz değildir. Beş altı satır aşağı ya da yukarı kaymıştır. Bazı satır başları daha içeriden ya da daha dışarıdan başlamıştır. Bir iki sözcük okunamamaktadır. Sözcükleri oluşturan harflerin uzunluğu veya genişliği metnin bazı yerlerinde birbiriyyle tutarlıdır. | Metin alamanın üst veya altında boşluk bırakılmamıştır. Metin alamanın sağ ve sol kenarlarında boşluk bırakılmamıştır. Satırların çoğu ya da tamamı kaymıştır. Üçten fazla sözcük okunamamaktadır. Sözcükleri oluşturan harflerin çoğunun uzunluğu veya genişliği metnin tamamında birbiriyyle tutarlı değildir. |
| | İYİ (3) | Metin alamanın üst ve altında boşluklar bırakılmıştır. Metin alamanın sağ ve sol kenarlarında boşluklar bırakılmıştır. Satırlar düzdür (iki üç satırın aşağı veya yukarı kayması normal karşılanmalıdır). Sözcüklerin hepsi okunaklıdır. Sözcükleri oluşturan harflerin çoğunun uzunluğu veya genişliği metnin tamamında birbiriyyle tutarlıdır. | Metin alamanın üst ve altında boşluklar bırakılmıştır; ama uygun veya hizalı değildir. Metin alamanın sağ ve sol kenarlarında boşluklar bırakılmıştır; ama uygun veya hizalı değildir. Bazı satırlar kendi içinde düz değildir. Beş altı satır aşağı ya da yukarı kaymıştır. Bazı satır başları daha içeriden ya da daha dışarıdan başlamıştır. Bir iki sözcük okunamamaktadır. Sözcükleri oluşturan harflerin uzunluğu veya genişliği metnin bazı yerlerinde birbiriyyle tutarlıdır. | Metin alamanın üst veya altında boşluk bırakılmamıştır. Metin alamanın sağ ve sol kenarlarında boşluk bırakılmamıştır. Satırların çoğu ya da tamamı kaymıştır. Üçten fazla sözcük okunamamaktadır. Sözcükleri oluşturan harflerin çoğunun uzunluğu veya genişliği metnin tamamında birbiriyyle tutarlı değildir. |
| DİŞ YAPIL | Biçim | ✓ | ✓ | ✓ |
| | Kurall | ✓ | ✓ | ✓ |
| Özellikler | ÇOK İYİ (4) | Sözcüklerin yazımı bütünüyle doğrudur. Noktalama kurallarına bütünüyle uyulmuştur. | Üç dört sözcüğün yazımı hatalıdır. Üç dört noktalama kuralına uyulmamıştır. | Beşten fazla sözcüğün yazımı hatalıdır. Beşten fazla noktalama kuralına uyulmamıştır. |
| | İYİ (3) | Anlamla ve görevli sözcükler, doğru biçimde kullanılmıştır. Durumu ya da olayı ifade eden sözcük ve kalıplaşmış ifadelerin (deyim, ikileme vb.) uygun biçimde kullanılmıştır. | Anlamla ve görevli sözcüklerin kullanımında tekdüzelik vardır. Durumu ya da olayı ifade eden sözcük ve kalıplaşmış ifadelerin (deyim, ikileme vb.) eksik veya yanlış kullanılmıştır. | Anlamla ve görevli sözcüklerin kullanımında yanlışlar yapılmıştır. Durumu ya da olayı ifade eden sözcük ve kalıplaşmış ifadelere (deyim, ikileme vb.) zey verilmemiştir. |
| DİL VE ANLATIM | ÇOK İYİ (4) | Anlamla ve görevli sözcükler, doğru ve etkili biçimde kullanılmıştır. Durumu ya da olayı ifade eden sözcük ve kalıplaşmış ifadeler (deyim, ikileme vb.) ustalıkla kullanılmıştır. | Anlamla ve görevli sözcüklerin kullanımında tekdüzelik vardır. Durumu ya da olayı ifade eden sözcük ve kalıplaşmış ifadelerin (deyim, ikileme vb.) eksik veya yanlış kullanılmıştır. | Anlamla ve görevli sözcüklerin kullanımında yanlışlar yapılmıştır. Durumu ya da olayı ifade eden sözcük ve kalıplaşmış ifadelere (deyim, ikileme vb.) zey verilmemiştir. |
| | İYİ (3) | Anlamla ve görevli sözcükler, doğru biçimde kullanılmıştır. Durumu ya da olayı ifade eden sözcük ve kalıplaşmış ifadelerin (deyim, ikileme vb.) uygun biçimde kullanılmıştır. | Anlamla ve görevli sözcüklerin kullanımında tekdüzelik vardır. Durumu ya da olayı ifade eden sözcük ve kalıplaşmış ifadelerin (deyim, ikileme vb.) eksik veya yanlış kullanılmıştır. | Anlamla ve görevli sözcüklerin kullanımında yanlışlar yapılmıştır. Durumu ya da olayı ifade eden sözcük ve kalıplaşmış ifadelere (deyim, ikileme vb.) zey verilmemiştir. |

ANNEX: ANALYTIC RUBRIC USED IN ASSESSMENT OF NARRATIVE TEXTS WRITTEN BY STUDENTS

| <i>ANALYTIC RUBRIC</i> | | VERY GOOD (4) | GOOD (3) | AVERAGE (2) | POOR (1) |
|----------------------------------|-------------------|--|---|---|--|
| EXTERNAL STRUCTURE | <i>Properties</i> | <ul style="list-style-type: none"> ✓ Matching spaces have been left at the top and bottom of the text area. ✓ Matching spaces have been left at the left and right hand sides of the text area. ✓ Lines are straight (Shifts in one or two lines should be considered normal). ✓ All words are clearly legible. ✓ Lengths or widths of letters constituting words are consistent throughout the text. | <ul style="list-style-type: none"> ✓ Spaces have been left at the top and bottom of the text area. ✓ Spaces have been left at the left and right hand sides of the text area. ✓ Lines are straight (Shifts in one or two lines, and several words fall inside or outside when looked from above should be considered normal). ✓ All words are legible. ✓ Lengths or widths of most of the letters constituting words are consistent throughout the text. | <ul style="list-style-type: none"> ✓ Spaces have been left at the top and bottom of the text area, but they are not appropriate or aligned. ✓ Spaces have been left at the left and right hand sides of the text area, but they are not appropriate or aligned. ✓ Some lines are not straight in themselves. They shifted up or down by five lines. Some paragraph indentations are not aligned. ✓ Several words are illegible. ✓ Lengths or widths of letters constituting words are consistent in some sections of the text. | <ul style="list-style-type: none"> ✓ No spaces have been left at the top and bottom of the text area. ✓ No spaces have been left at the left and right hand sides of the text area. ✓ Most or all of the lines have shifted. ✓ More than three words are illegible. ✓ Lengths or widths of most of the letters constituting words are not consistent throughout the text. |
| | <i>Format</i> | <ul style="list-style-type: none"> ✓ Spelling of all words is completely correct. ✓ Punctuation rules have been completely followed. | <ul style="list-style-type: none"> ✓ There are spelling errors in a few words. ✓ A few punctuation rules are not observed. | <ul style="list-style-type: none"> ✓ There are spelling errors in 3-4 words. ✓ 3-4 punctuation rules are not observed. | <ul style="list-style-type: none"> ✓ There are spelling errors in more than five words. ✓ More than 5 punctuation rules are not observed. |
| | <i>Rule</i> | | | | |
| LANGUAGE & EXPRESSION | <i>Properties</i> | VERY GOOD (4) | GOOD (3) | AVERAGE (2) | POOR (1) |
| | <i>Vocabulary</i> | <ul style="list-style-type: none"> ✓ Meaningful and functional words are used correctly and effectively. ✓ Vocabulary and set phrases (idioms, doubling, etc.) conveying the situation or event are used skillfully. | <ul style="list-style-type: none"> ✓ Meaningful and functional words are used correctly. ✓ Vocabulary and set phrases (idioms, doubling, etc.) conveying the situation or event are used appropriately. | <ul style="list-style-type: none"> ✓ There is monotony in use of meaningful and functional words. ✓ Vocabulary and set phrases (idioms, doubling, etc.) conveying the situation or event are used deficiently or wrong. | <ul style="list-style-type: none"> ✓ There are mistakes in usage of meaningful and functional words. ✓ Vocabulary and set phrases (idioms, doubling, etc.) conveying the situation or event are not used. |

| | | VERY GOOD (4) | GOOD (3) | AVERAGE (2) | POOR (1) |
|--------------------------------|-------------------|---|---|--|--|
| | <i>Sentence</i> | <ul style="list-style-type: none"> ✓ Skillful use of sentences of varying lengths has enriched the text. ✓ Skillful use of sentences of varying structures have enriched the text. ✓ Skillful use of sentences of varying orders have enriched the text. ✓ Links between sentences are perfect. ✓ Sentences conveying reason, purpose and descriptive sentences are used effectively and richly. | <ul style="list-style-type: none"> ✓ Use of sentences of varying lengths prevented monotony. ✓ Use of sentences of varying structures have enriched the text. ✓ Use of sentences of varying orders have enriched the text. ✓ Sentences are linked to each other. ✓ Sentences conveying reason, purpose and descriptive sentences are used correctly. | <ul style="list-style-type: none"> ✓ Even though the sentences are made correctly, the text consists of short sentences. ✓ Compound sentences are rarely used. ✓ Arrangement of sentences is monotonous. ✓ Some sentences are not linked to each other. This situation negatively affects the fluency. ✓ Sentences conveying reason, purpose and descriptive sentences are used scarcely or inadequately. | <ul style="list-style-type: none"> ✓ Mistakes in sentences, short sentences throughout the text, and monotony of sentences have made the text poor. ✓ No compound sentences are used. ✓ There are mistakes in arrangement of sentences. ✓ Many sentences have no links with each other. This situation impairs the fluency. ✓ Sentences conveying reason, purpose and descriptive sentences are not used. |
| LANGUAGE AND EXPRESSION | <i>Properties</i> | <ul style="list-style-type: none"> ✓ Subject unity in individual paragraphs is perfect. ✓ Transitions and links between paragraphs strengthen the text. | <ul style="list-style-type: none"> ✓ Paragraphs have subject unity in themselves. ✓ Transitions and links between paragraphs are appropriate. | <ul style="list-style-type: none"> ✓ Paragraphs do not have complete subject unity in themselves. ✓ There are deficiencies in transitions and links between paragraphs. | <ul style="list-style-type: none"> ✓ The text consists of only one paragraph. There is no subject unity in the paragraph. |
| | <i>Paragraph</i> | <ul style="list-style-type: none"> ✓ Narration of events conforms to the type of text and styles of expression (narrative, descriptive), they are realistic and effective. ✓ Emotions and thoughts are conveyed in a realistic, effective and detailed manner. | <ul style="list-style-type: none"> ✓ Narration of events conforms to the type of text and styles of expression (narrative, descriptive). Emotions and thoughts are realistically conveyed. ✓ The topic has correct arrangement within the framework of flow and logic, and is presented in line with the purpose. | <ul style="list-style-type: none"> ✓ Narration of events conforms to the type of text and styles of expression (narrative, descriptive); but monotonous. ✓ Only the events are expressed. Emotions and thoughts are not expressed. ✓ It was tried to present the topic in line with the purpose, but flow/logic mistakes negatively affected the expression. | <ul style="list-style-type: none"> ✓ Narration of events do not conform to the type of text and styles of expression (narrative, descriptive). ✓ Emotions and thoughts are not conveyed. ✓ Topic does not reflect the purpose, and flow/logic mistakes impaired the expression. |
| | <i>Expression</i> | <ul style="list-style-type: none"> ✓ The topic has correct arrangement in terms of flow and logic, and is presented consistently in line with the purpose. | | | |

| Özellikler | ÇOK İYİ (4) | İYİ (3) | ORTA (2) | YETERSİZ (1) |
|-----------------|---|--|--|--|
| Başlık | <ul style="list-style-type: none"> ✓ Başlık konuyla ilgilidir ve dikkat çekicidir. | <ul style="list-style-type: none"> ✓ Başlık konuyla ilgilidir. | <ul style="list-style-type: none"> ✓ Başlık konuyla ilgili olsa da basmakalıptır ya da konuyla tam olarak ilgili değildir. | <ul style="list-style-type: none"> ✓ Başlık konuyla ilgili değildir ya da başlık yoktur. |
| | <ul style="list-style-type: none"> ✓ Konu veya olayı tanıtmaya yarayan ipuçları verilir ve veriler açıkça sunulmuştur. ✓ Kişi ya da kişiler açık biçimde belirtilmiştir. ✓ Olayın zamanı açık biçimde belirtilmiştir (Bu açıklığın gün, saat olarak çok net olması gerekmez). ✓ Olayın geçtiği yer veya yerler açık biçimde belirtilmiştir. | <ul style="list-style-type: none"> ✓ Konu veya olayı tanıtmaya yarayan ipuçları veya veriler sunulmuştur. ✓ Kişi ya da kişiler ima edilmiştir. ✓ Olayın zamanı hakkında tahmin yapılabilecek ipucu verilmiştir. ✓ Olayın geçtiği yer tam olarak belli değildir. ✓ Zaman, yer, kişi unsurlarından birisi belirtilmemiştir. | <ul style="list-style-type: none"> ✓ Konu veya olayı tanıtmaya yarayan ipucu veya bilgi sunulmamıştır. ✓ Kişi ya da kişiler belirtilmemiştir. ✓ Olayın zamanı hakkında bilgi yoktur. ✓ Olayın geçtiği yer belirsizdir. ✓ Zaman, yer, kişi unsurlarından ikisi belirtilmemiştir. | <ul style="list-style-type: none"> ✓ Konu veya olayı tanıtmaya yarayan ipucu veya bilgi sunulmamıştır. ✓ Kişi ya da kişiler belirtilmemiştir. ✓ Olayın zamanı hakkında bilgi yoktur. ✓ Olayın geçtiği yer belirsizdir. ✓ Zaman, yer, kişi unsurlarından ikisi belirtilmemiştir. |
| Serm (Giriş) | <ul style="list-style-type: none"> ✓ Olaylar ilgili, ceki ve birbirini tanımlayacak biçimde önem, mantık ya da oluş/akış sırasına göre sunulmuştur. ✓ Ayrıntılara girilmiştir. Bu ayrıntılar gereklidir. ✓ Olayın anlaşılmasını sağlayan etkili betimlemeler yapılmıştır. | <ul style="list-style-type: none"> ✓ Olaylar birbirini tanımlayacak biçimde önem, mantık ya da oluş/akış sırasına göre sunulmuştur. ✓ Ayrıntılara girilmiştir. Bu ayrıntıların çoğu gereklidir. ✓ Olayın anlaşılmasını sağlayan etkili betimlemeler yapılmıştır. | <ul style="list-style-type: none"> ✓ Olaylar, mantık sırasına ya da oluş/akış sırasına göre sunulmaya çalışılmıştır; ama bazı kopukluklar vardır. ✓ Ayrıntılar genellikle gereksizdir. ✓ Olayın anlaşılmasını sağlayan betimlemeler canlı değildir. | <ul style="list-style-type: none"> ✓ Gelişmede olaylar kısa tutulmuştur. Olay, karmaşık şekilde aktarılmıştır. ✓ Ayrıntıya yer verilmemiştir. ✓ Olayın anlaşılmasını sağlayan betimlemelere yer verilmemiştir. |
| Düğün (Gelişme) | <ul style="list-style-type: none"> ✓ Olay etkili bir biçimde bitirilmiştir. ✓ Olayın bitirilişine duygu, düşünce ya da yorumlar etkili biçimde eklenmiştir. | <ul style="list-style-type: none"> ✓ Olay bitirilmiştir. ✓ Olayın bitirilişine duygu, düşünce ya da yorumlar eklenmiştir. | <ul style="list-style-type: none"> ✓ Olay tam olarak bitirilememiştir. ✓ Olay, tam olarak bitirilirse de duygu, düşünce ya da yorumlar eklenmeye çalışılmıştır. | <ul style="list-style-type: none"> ✓ Olay bitirilememiştir. ✓ Duygu, düşünce ya da yorumlar verilmemiştir. |
| Çözüm (Sonuç) | | | | |
| DÜZENLEME | | | | |

| | | ORGANIZATION | | | |
|---------------------|--|--|--|--|--|
| | | | | | |
| <i>Title</i> | <ul style="list-style-type: none"> ✓ Title is <u>related</u> to the topic, and <u>striking</u>. | <ul style="list-style-type: none"> ✓ Title is <u>related</u> to the topic. | <ul style="list-style-type: none"> ✓ Even though the title is related to the topic, it is <u> cliché</u> or not related to the topic. | <ul style="list-style-type: none"> ✓ Title is <u>not related</u> to the topic or no title. | |
| <i>Introduction</i> | <ul style="list-style-type: none"> ✓ Clues or data used for introducing the topic or event are <u>clearly</u> presented. ✓ Character or characters are <u>clearly</u> introduced. ✓ Time of the event is <u>clearly</u> defined. (It is not necessary to indicate the time exactly giving time and date). ✓ The place or places where the event takes place is/are <u>clearly</u> indicated. | <ul style="list-style-type: none"> ✓ Clues or data used for introducing the topic or event are <u>presented</u>. ✓ Character or characters are <u>introduced</u>, albeit not clearly. ✓ Time of the event is <u>defined</u>, albeit not clearly. ✓ The place or places where the event takes place is/are indicated. | <ul style="list-style-type: none"> ✓ Clue or datum used for introducing the topic or event is <u>not presented</u>. ✓ Character or characters are <u>not introduced</u>. ✓ No <u>information</u> regarding the time of the event. ✓ No <u>information</u> regarding the place of the event. ✓ Any two of time, place and character elements is missing. | <ul style="list-style-type: none"> ✓ Clue or datum used for introducing the topic or event is <u>not presented</u>. ✓ Character or characters are <u>not introduced</u>. ✓ No <u>information</u> regarding the time of the event. ✓ No <u>information</u> regarding the place of the event. ✓ Any two of time, place and character elements is missing. | |
| <i>Story</i> | <ul style="list-style-type: none"> ✓ Events are <u>interesting</u> and presented in the order of importance, logic or occurrence/flow in such a way to complement each other. ✓ Details provided. These details are necessary. ✓ <u>Effective</u> descriptions are provided to enable better understanding of the event. | <ul style="list-style-type: none"> ✓ Events are presented in the order of importance, logic or occurrence/flow in such a way to complement each other. ✓ Details provided. Most of these details are necessary. ✓ Descriptions are provided to enable better understanding of the event. | <ul style="list-style-type: none"> ✓ Events are tried to be presented in the order of importance, logic or occurrence/flow, but there are some <u>disunities</u>. ✓ Details provided are generally unnecessary. ✓ Descriptions enabling better understanding of the event are not <u>dashing</u>. | <ul style="list-style-type: none"> ✓ Events are kept short in the story section. Event has been conveyed <u>complicatedly</u>. ✓ No details provided. ✓ Descriptions enabling better understanding of the event are <u>not provided</u>. | |
| <i>Conclusion</i> | <ul style="list-style-type: none"> ✓ Event has been concluded <u>effectively</u>. ✓ Emotions, thoughts or comments are <u>effectively</u> added to the conclusion. | <ul style="list-style-type: none"> ✓ Event has <u>not</u> been concluded accurately. ✓ Even though the event has not been concluded accurately, it was tried to add emotions, thoughts or comments. | <ul style="list-style-type: none"> ✓ Event has <u>not been concluded</u>. ✓ Emotions, thoughts or comments are <u>not added</u> to the conclusion. | <ul style="list-style-type: none"> ✓ Event has <u>not been concluded</u>. ✓ Emotions, thoughts or comments are <u>not added</u> to the conclusion. | |

| | ÇOK İYİ (4) | İYİ (3) | ORTA (2) | YETERSİZ (1) |
|-----------------------|--|--|--|--|
| Cümle | <ul style="list-style-type: none"> ✓ Farklı uzunlukta cümlelerin <u>ustalıkla</u> kullanılması, metni zenginleştirmiştir. ✓ Farklı yapıda cümlelerin <u>ustalıkla</u> kullanılması, metni zenginleştirmiştir. ✓ Farklı diziye cümlelerin <u>ustalıkla</u> kullanılması, metni zenginleştirmiştir. ✓ Cümlelerin birbirleriyle bağlantısı tamdır. ✓ Sebep, amaç bildiren cümleler ile tasvir cümleleri gibi açıklayıcı cümleler, <u>etkili</u> ve <u>zengin</u> biçimde kullanılmıştır. | <ul style="list-style-type: none"> ✓ Farklı uzunlukta cümlelerin kullanılması, metnin <u>tekdüzellikten</u> kurtulmasını sağlamıştır. ✓ Farklı yapıda cümlelerin kullanılması, metni zenginleştirmiştir. ✓ Farklı diziye cümlelerin kullanılması, metni zenginleştirmiştir. ✓ Cümleler birbirleriyle bağlantılıdır. ✓ Sebep, amaç bildiren cümleler ile tasvir cümleleri gibi açıklayıcı cümleler, <u>doğru</u> biçimde kullanılmıştır. | <ul style="list-style-type: none"> ✓ Cümle kuruluşları doğru olsa da metin kısa cümlelerden oluşmuştur. ✓ Birleşik cümle yapısı <u>nadiren</u> kullanılmıştır. ✓ Cümlelerin dizilişi <u>tekdüzedir</u>. ✓ Bazı cümlelerin birbirleriyle bağlantısı yoktur. Bağlantıların olmayışı ve eksiltildi cümlelerin kullanılması <u>acıklığı, olumsuz yönde etkilemiştir</u>. ✓ Sebep, amaç bildiren cümleler ile tasvir cümleleri gibi açıklayıcı cümleler <u>az ya da yetersiz</u> kullanılmıştır. | <ul style="list-style-type: none"> ✓ Cümle kuruluşlarındaki yanlışlıklar, metnin tamamen kısa cümlelerin oluşması ve cümlelerin tekdüze oluşması ve fakirleşmiştir. ✓ Birleşik cümle yer verilmemiştir. ✓ Cümlelerin dizilişinde yanlışlıklar yapılmıştır. ✓ Birçok cümlelerin birbiryle bağlantısı yoktur. Bağlantıların olmayışı ve eksiltildi cümlelerin kullanılması <u>acıklığı bozmaktadır</u>. ✓ Sebep, amaç bildiren cümleler ile tasvir cümleleri gibi açıklayıcı cümleler kullanılmamıştır. |
| Özellikler | ÇOK İYİ (4) | İYİ (3) | ORTA (2) | YETERSİZ (1) |
| Paragraf | <ul style="list-style-type: none"> ✓ Paragrafların, kendi içinde konu bütünlüğü tamdır. ✓ Paragraflar arası geçişler ve bağlantılar, metni sağlamlaştırmıştır. | <ul style="list-style-type: none"> ✓ Paragrafların, kendi içerisinde konu bütünlüğü vardır. ✓ Paragraflar arası geçişler ve bağlantılar uygundur. | <ul style="list-style-type: none"> ✓ Paragrafların, kendi içerisinde konu bütünlüğü tam değildir. ✓ Paragraflar arası geçişlerde ve bağlantılarda eksiklikler vardır. | <ul style="list-style-type: none"> ✓ Metin tek paragraftan oluşmuştur. Paragrafın konu bütünlüğü yoktur. |
| Anlatım | <ul style="list-style-type: none"> ✓ Olayların anlatımı, metin türüne ve anlatım biçimlerine (hikâye etme, betimleme) uygun, <u>gerçekçi</u> ve <u>etkileyicidir</u>. ✓ Duygu ve düşünceler, <u>gerçekçi</u>, <u>etkili</u> ve <u>ayrıntılı</u> olarak ifade edilmiştir. ✓ Konu, aks/mantık bakımından doğru sırada, <u>titizli</u> ve amaca uygun biçimde sunulmuştur. | <ul style="list-style-type: none"> ✓ Olayların anlatımı, metin türüne ve anlatım biçimlerine (hikâye etme, betimleme) uygundur. ✓ Duygu ve düşünceler, <u>gerçekçi</u> biçimde ifade edilmiştir. ✓ Konu, aks/mantık çerçevesinde doğru sırada ve amaca uygun biçimde sunulmuştur. | <ul style="list-style-type: none"> ✓ Olayların anlatımı, metin türüne ve anlatım biçimlerine (hikâye etme, betimleme) uygundur; ama <u>tekdüzedir</u>. ✓ Sadece olaylar sıralanmıştır. ✓ Duygu ve düşünceler ifade edilmemiştir. ✓ Konu, amaca uygun biçimde sunulmaya çalışılmış; ancak aks/mantık bakımından yapılan hatalar, anlatımı <u>olumsuz</u> etkilemiştir. | <ul style="list-style-type: none"> ✓ Olayların anlatımında metin türüne ve ona uygun anlatım biçimlerine (hikâye etme, betimleme) bağlı kalmamıştır. ✓ Duygu ve düşünceler ifade edilmemiştir. ✓ Konu, amacı yansıtmamış ve aks/mantık bakımından yapılan hatalar, anlatımı bozmuştur. |
| DİL VE ANLATIM | | | | |