

An Investigation on Writing Quality of Elementary School Students: An Evaluating Study

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Introduction

The present study was aimed to evaluate the quality of writing in elementary school students. The statistical population in the study was male students of the upper elementary school in Tehran in the academic year 2020 to 2021, that among them 107 samples including three classes (2 classes of 35 students + 1 class of 27 students) were selected based on available sampling technique. To collect data a researcher-made writing rubric was used and data central and dispersion indices were applied to analyze.

Method

The research design was of the type of evaluative investigations. In this type of research, researcher want to evaluate a product or concept and collect data that helps improve his/her solution.

Results

The results showed that the average writing score of upper elementary students, including 4th, 5th, and 6th grade, is lower than relative mastery and is limited and somewhat weak ($M = 12.65$).

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Discussion

It can be concluded that students' writing is as weak as their reading and perhaps the imperfection is rooted in their reading weakness. As a suggestion, it would be better to teach writing, apart from the psychological approach toward teaching, using other approaches and paradigms such as cultural-social approach and the following theories as for example activity theory. Also, it is suggested that the learning environment design based on such approaches.

Keywords: writing, writing rubric, elementary school, evaluating research

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