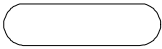


\*

(金東一)\*\* · (金美洵)\*\*\* · (裴星稷)\*\*\*\*



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552 ( 527 , 25 ) .

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(N=68)

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.38\*\*

p<.001\*\*

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		(N=215)	(N=229)	(N=215)	(N=229)
T		.61**	.50**	.71**	.60**
		.56**	.48**	.68**	.56**
		.60**	.52**	.67**	.58**
		.63**	.52**	.70**	.61**
		.43**	.43**	.54**	.37**
		-.45**	-.34**	-.05	-.13*
		-.43**	-.36**	-.05	-.13*
		-.24**	-.13*	-.04	-.03
	/ T	-.37**	-.36**	-.03	-.14*
	/ T	.06	.17*	.05	.34**
	.22**	.25**	.13*	.39**	
	.24**	.26**	.15*	.39**	

p&lt;.01\*, p&lt;.001\*\*

가 .55

가

가

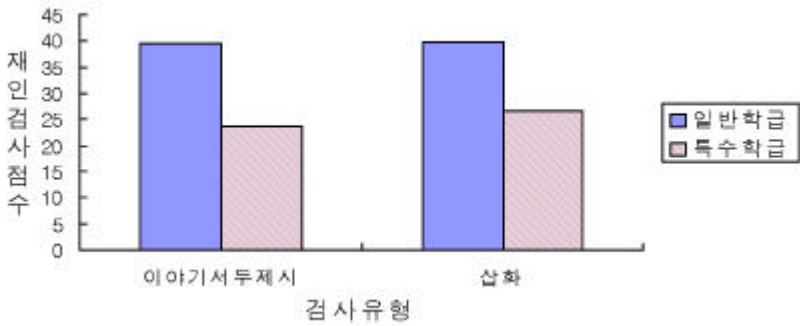
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3) :  
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 F  
 37.99(p<.001) , 41.96(p<.001) . ,  
 F 39.50(p<.001) , 33.87(p<.001) .

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	(N=203 )	(N=12)	(N=216)	(N=13)
	4.32(1.53)	1.58(.51)	4.56(1.48)	1.92(1.11)
	39.61(7.89)	23.63(9.39)	39.73(7.44)	26.61(13.53)

. ( )



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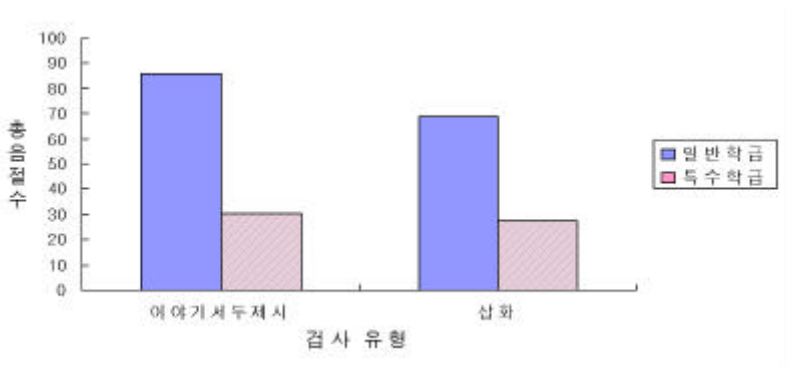
	(N=203)	(N=12)	(N=216)	(N=13)
T	85.79(32.46)	30.25(22.92)	68.87(27.44)	27.69(34.15)
	41.69(15.08)	15.25(13.45)	34.73(14.49)	13.23(16.46)
	40.29(15.45)	13.50(13.38)	33.63(14.52)	11.69(15.14)
	84.77(33.48)	28.00(22.81)	67.59(27.46)	25.92(32.85)
	8.33( 3.55)	3.25( 4.04)	5.45( 2.48)	2.30( 2.65)
	1.81( 2.22)	2.25( 2.92)	1.27( 1.91)	1.76( 2.71)
	1.39( 1.96)	1.75( 2.45)	1.09( 1.63)	1.53( 2.29)
	47( .88)	.75( 1.48)	.31( .90)	7.69( .27)
/T	1.23( 1.84)	1.25( 1.28)	.95( 1.48)	1.23( 2.45)
/T	5.40( 1.85)	3.68( 3.11)	6.52( 2.25)	3.20( 2.61)
/T	5.07( 1.71)	2.94( 2.79)	6.29( 2.24)	2.75( 2.28)
/T	10.67( 3.47)	6.69( 6.74)	12.68( 4.28)	6.05( 5.01)

. ( )

가

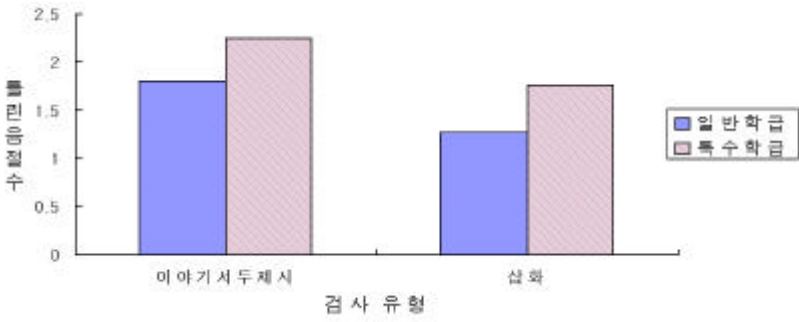
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	(215)	T				
1	30	56.50(19.88)	28.20(10.98)	25.46(10.92)	53.10(20.44)	6.63(3.17)
2	38	62.23(23.00)	30.21(10.90)	28.36(10.96)	60.18(22.82)	5.89(3.20)
3	35	77.60(29.22)	42.65(12.46)	40.88(13.13)	80.08(22.02)	7.17(2.12)
4	35	90.37(35.97)	41.74(17.00)	40.28(16.54)	88.62(35.60)	10.08(4.70)
5	38	92.26(34.20)	42.78(15.39)	42.21(15.49)	91.47(34.31)	8.55(3.68)
6	39	111.23(33.88)	53.15(15.29)	52.69(15.14)	109.84(33.74)	9.71(3.30)

. ( )

가

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(n=106)

					1	2	3	4
	.53**	.53**	.55**	.54**	.54**	.53**	.55**	.54**
		.96**	.95**	.99**	.99**	.96**	.95**	.99**
			.99**	.96**	.54**	.53**	.55**	.54**
				.96**	.99**	.96**	.95**	.99**
					.99**	.96**	.95**	.99**
1						.62**	.91**	.61**
2							.61**	.89**
3								.61**

\*\* p &lt; .01

※ (1= , 2= , 3= , 4= )

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P<.01

r=.53 , ' ' r=.53 , ' ' r=.55 , r=.54 p<.01  
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 가  
 가 4가 ( , ,  
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F

37.99(p<.001)

41.96(p<.001)

F 39.50(p<.001)

33.87(p<.001)

가

가

가

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T

가

가 1

196.57

1

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3

243.68

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(F=6.68, p<.01).

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## Abstract

## Development and Validation of Assessment of Written Expression for Children with Academic Difficulties

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Writing skill is one of the most important basic academic skills. Previous researches contended that the fluency of writing is constructed through primary grades and the fluency is a reliable method to measure the writing ability for the students in primary grades. The purpose of this present study was to identify the indicators of elementary students' writing fluency. Reliabilities and validity of tests and indicators, and comparison of mean scores were collected throughout the writing samples, which were examined. Group and grade level difference in the various measures were obtained. The predictor variables in this study were number of words written, syllables, correct words, correct syllables and T-unit. To examine the reliability of indicators, this study employed interscorer agreement, test-retest reliability, and alternate-form reliability. The criterion variables in this study were the classroom teacher's rating and student's score of KEDI-Individual Basic Learning Skills Test. The means of gender, group, and grade variables of various measures in the tests were compared and the poor showing patterns in writing fluency were analysed. Researcher and assistant researchers measured reading fluency and writing fluency based on Curriculum Based Measurement(CBM) theory with BASA (Basic Academic Skills Assessment) and the writing fluency tests having reliability and validity identified. Teacher's rating which was 5 points Likert scale evaluated by teacher's wholistic evaluation and knowledge of the students' reading and writing through the year. The results of the study showed that the writing fluency test could be reliable and valid in many aspects. The implications for the application of the writing test to the intervention on the underachieving

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students were discussed.

Key words : writing fluency, correlation analysis, Curriculum Based Measurement(CBM), BASA, teacher's rating scale, primary grade, writing difficulties.