ICT4LL 2026 · SYNCHRONOUS PRESENTATION

Beyond the Final Exam

The Impact of Formative Assessment on Performance, Motivation and Anxiety in University L2 Writing

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Why look beyond the final exam?

SUMMATIVE ONLY

One final writing examination

Limited opportunity to use feedback before assessment

COMBINED ASSESSMENT

Practice → feedback → final exam

Opportunities to understand criteria and improve

Three research questions

01

PERFORMANCE

Do writing grades and pass rates differ by assessment condition?

02

MOTIVATION

How is perceived feedback associated with motivation?

03

ANXIETY

How is feedback related to the anxiety-related score and grades?

METHODOLOGY

Research design and analytical sample

434

SOURCE POPULATION

282

ANALYTICAL SAMPLE

34

SURVEY RESPONDENTS

141 · Summative only

141 · Combined

47 students per condition in each of three course years

What students experienced

SUMMATIVE CONDITION

Course instruction

↓

Final writing exam

↓

Grade awarded

COMBINED CONDITION

Formative writing task 1 + feedback

↓

Formative writing task 2 + feedback

↓

Same final writing exam

Formative task marks did not contribute to the final grade.

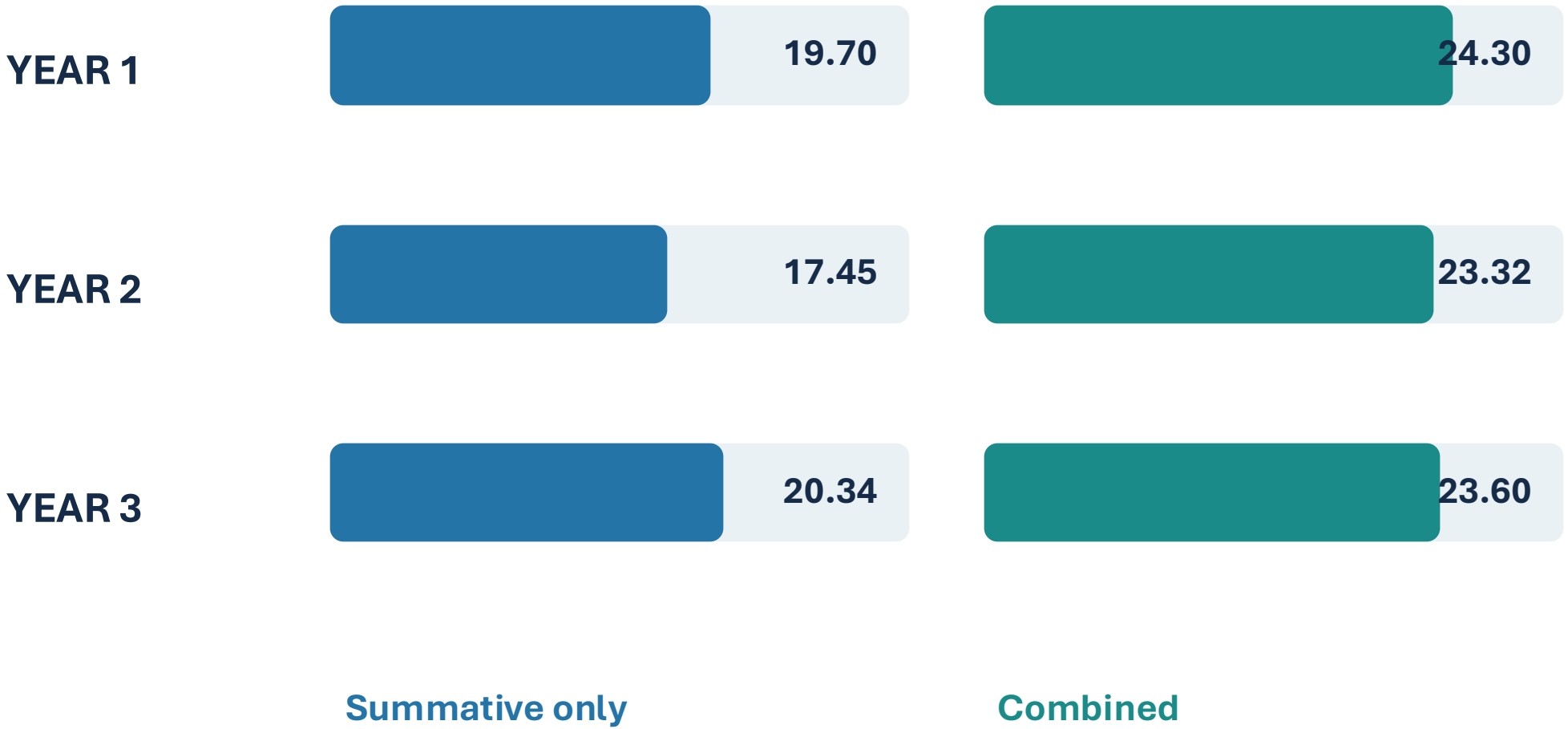
Combined assessment: higher mean GPA



Scale: 0–30

Assessment association: F(1, 276) = 68.93, p < .001

The pattern across all three course years



No significant assessment × year interaction: p = .154

Pass rates show a marked descriptive difference



Pass threshold: 18/30

Year-specific chi-square tests examine variation by year, not the direct comparison between conditions.

Feedback and motivation

r = .938

Positive feedback–motivation correlation

MOTIVATION SCORE

18.65 / 25

34 valid respondents

Correlation is not evidence of causality.

Feedback and the anxiety-related score

r = +.970

Recorded correlation

Indirect effect

B = 0.923

95% CI [−0.260, 1.861]

- The interval includes zero: mediation was not established.
- Composite coding direction remains unverified.
- Perceived anxiety relief is a possible, conditional interpretation.

What limits the conclusions?

01

Non-random allocation

The conditions may differ in prior proficiency or instruction.

02

Small, voluntary survey

Only 34 responses; recall and selection bias are possible.

03

Measurement caution

Anxiety composite coding and item overlap require verification.

What might this mean for teaching?

Keep the final examination

Summative certification remains in place.

Add two rubric-aligned writing tasks

Feedback arrives before the final exam.

Give students opportunities to act

Practice, clarification and revision matter.

Potential benefit: greater confidence before summative assessment — a hypothesis to test, not a proven causal outcome.

Conclusion

- Combined assessment was associated with higher writing grades and pass rates.
- Feedback scores were strongly associated with motivation and an anxiety-related score.
- Causal claims require better-controlled, multi-institution research.

From assessment of learning to assessment that also supports learning

Thank you · Questions?