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Barbara Kroll is Assistant Professor of English at California State University, Northridge, where she teaches courses in linguistics, and trains teaching assistants for the first year composition program. She recently edited Second Language Writing: Research Insights for the Classroom (Cambridge University Press, 1990). She recently completed five years as a consultant for the Educational Testing Service, serving on the test development committee for the Test of Written English.

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The writing of second language learners, however, often displays marked differences of proficiency in the various facets of writing, and holistic marking in these cases becomes difficult and suspect. The problems relate both to the adequacy of the scheme to represent the writers efforts (Hamp-Lyons 1995 ; Connor-Linton 1995) and, relatedly, to rater reliability (Vaughan 1991).

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