

Curriculum Vitae

Gustaf Bernhard Uno Skar

Date of birth: October 12, 1982

Full Professor

Department of Teacher Education

Norwegian University of Science and Technology

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Education

2013: Doctor of Philosophy, Educational Science, Stockholm University

2008: Master of Education and Teacher Exam, School subjects Swedish and History in compulsory school (years 7 to 9) and upper secondary school.

2007: Bachelor of Arts, History, Uppsala University.

2006: Master of Arts, Scandinavian Languages, Uppsala University.

Employment record

2022 (August)–2023 (July): Visiting Professor, University of Gothenburg (20% of full time)

2019–ongoing: Full Professor, Norwegian University of Science and Technology (on 50 % leave March–December 2020)

2020: External Executive Officer, Norwegian Directorate for Education and Training (50 %)

2015–2019: Associate Professor, Norwegian University of Science and Technology (full time from January 1st, 2018)

2014–2018: Associate Professor & Project Manager, Norwegian Center for Writing Education and Research, Norwegian University of Science and Technology. Director of writing tests in 2014, 2015 and 2016.

2013–2014: Senior Lecturer, Department of Language Education, Stockholm University.

2009–2013: Research fellow, Department of Language Education, Stockholm University.

2007–2009: Teacher in the school subject Swedish, SSHL (Sigtunaskolan humanistiska läroverket).

2009: Item writer, National tests of Swedish and Swedish as a second language, Department of Scandinavian Languages, Uppsala University (part time, while also working as teacher)

2006: Assistant researcher, Department of Scandinavian Languages, Uppsala University. Part time, spring.

Selected Scientific Publications

Doctoral Dissertation

Skar, G. B. (2013). *Skrivbedömning och validitet. Fallstudier av skrivbedömning i svenskundervisning på gymnasiet*. (Doktorsavhandling, Stockholms universitet).
<http://urn.kb.se/resolve?urn=urn:nbn:se:su:diva-88035>

Peer-Reviewed Journal Articles

Skar, G. B., Graham, S., & Huebner, A. (in press). The Long-term Effects of the COVID-19 Pandemic on Children's Writing: A Follow-up Replication Study. *Educational Psychology Review*.

Hsiang, T. P., Graham, S., Wang, Z., Wang, C., & **Skar, G. B.** (2022). Teaching Chinese Characters to Students in Grades 1 to 3 through Emergency Remote Instruction during the COVID-19 Pandemic. *Reading and Writing*, 35(8), 1975–2014. <https://doi.org/10.1007/s11145-022-10288-0>

Skar, G. B., Graham, S., & Huebner, A. (2022). Learning Loss during the COVID-19 Pandemic and Emergency Remote Instruction First Grade Students' Writing: A Natural Experiment. *Journal of Educational Psychology*, 114(7), 1553–1566.
<https://doi.org/10.1037/edu0000701>

Skar, G. B., Kvistad, A. H., Johansen, M. B., Rijlaarsdam, G., Aasen, A. J. (2022). Identifying Texts in the Warning Zone: Empirical Foundation of a Screening Instrument to Adapt Early Writing Instruction. *Writing & Pedagogy*, 13(1), 267–311.
<https://doi.org/10.1558/wap.22095>

Skar, G. B., Aasen, A. J., Kvistad, A. H., & Johansen, M. B. (2022). Audience awareness in elementary school students' texts: Variations within and between grades 1–3. *Writing and Pedagogy*, 13(1), 155–179.
<https://doi.org/10.1558/wap.21541>

Bremholm, J., Kabel, K., Liberg, C., & **Skar, G. B.** (2022). A review of Scandinavian Writing Research between 2010 and 2020. *Writing and Pedagogy*, 13(1), 7–49.
<https://doi.org/10.1558/wap.21637>

Skar, G. B. & Huebner, A. (2022). Predicting First Grade Students' Writing Proficiency. *Assessment in Education: Principles, Policy & Practice*, 29(2), 219–237.
<https://doi.org/10.1080/0969594X.2022.2057424>

Skar, G. B., Lei, P., Graham, S., Aasen, A. J., Johansen, M. B., & Kvistad, A. H. (2022). Handwriting Fluency and the Quality of Primary Grade Students' Writing. *Reading and Writing*, 35(2), 509–538. <https://doi.org/10.1007/s11145-021-10185-y>

Huebner, A. & **Skar, G. B.** (2021). Conditional Standard Error of Measurement: Classical Test Theory, Generalizability Theory and Many-Facet Rasch Measurement with Applications to Writing Assessment. *Practical Assessment, Research, and Evaluation*, 26(1). <http://doi.org/10.7275/vzmm-oz68>

Graham, S., **Skar, G. B.** & Falk, D. Y. (2021). Teaching writing in the primary grades in Norway: a national survey. *Reading and Writing*, 34(2), 529–563.
<https://doi.org/10.1007/s11145-020-10080-y>

- Jølle, L. & **Skar, G.B.** (2020). “Digging for Gold” or “Sticking to the Criteria”: Teachers’ Rationales When Serving as Professional Raters. *Scandinavian Journal of Educational Research*, 64(2), 283–299.
<https://doi.org/10.1080/00313831.2018.1541821>
- Sundqvist, P., Sandlund, E., **Skar, G. B.**, & Tengberg, M. (2020). Effects of rater training on the assessment of L2 English oral proficiency. *Nordic Journal of Modern Language Methodology* 8(1), 3–29. <https://doi.org/10.46364/njmlm.v8i1.605>
- Skar, G. B.**, Aasen, A. J., & Jølle, L. (2020). Functional Writing in the Primary Years: Protocol for a Mixed-Methods Writing Intervention Study. *Nordic Journal of Literacy Research* 6(1), 201–216. <https://doi.org/10.23865/njlr.v6.2040>
- Skar, G. B.**, Jølle, L., & Aasen, A. J. (2020). Establishing Scales to Assess Writing Proficiency Development in Young Learners. *Acta Didactica Norden* 14(1), 1–30.
<https://doi.org/10.5617/adno.7909>
- Berge, K. L., **Skar, G. B.**, Matre, S., Solheim, R., Evensen, L. S., Otnes, H., & Thygesen, R. (2019). Introducing teachers to new semiotic tools for writing instruction and writing assessment: consequences for students’ writing proficiency. *Assessment in Education: Principles, Policy & Practice*, 26(1), 6–25.
<http://doi.org/10.1080/0969594X.2017.1330251>
- Jeffrey, J. V., Elf, N., **Skar, G. B.**, Wilcox, K. (2018). Writing Development and Education Standards in Cross-national Perspective. *Writing & Pedagogy*, 10(3), 333 – 370. <https://doi.org/10.1558/wap.34587>
- Skar, G.B.** & Aasen, A. J. (2018). Å måle skrijving som grunnleggende ferdighet. *Acta Didactica* 12(4), 1–29. <http://dx.doi.org/10.5617/adno.6280>
- Tengberg, M., Roe, A., & **Skar, G. B.** (2018). Interrater reliability of constructed response items in standardized tests of reading. *Nordic Studies in Education*, 38(2), 118–137.
https://www.idunn.no/file/pdf/67062363/interrater_reliability_of_constructed_response_items_in_sta.pdf
- Tengberg, M. & **Skar, G. B.** (2017). Hur tillförlitligt är det nationella provet i läsning i åk 9 [How Reliable is the National Test in Reading in School Year 9]? *Utbildning & Demokrati*, 26(2), 113–137. <https://brage.bibsys.no/xmlui/handle/11250/2466067>
- Skar, G. B.**, & Jølle, L. (2017). Teachers as raters: Investigation of a long-term writing assessment program. *L1 Educational Studies in Language and Literature*, 17 (Open Issue), 1–30. <http://doi.org/10.17239/L1ESLL-2017.17.01.06>
- Blomqvist, P., Lindberg, V., & **Skar, G. B.** (2016). Vad behöver eleverna undervisning i för att utveckla sitt skrivande? Förväntningsnormer och didaktiska beslut i svensklärares bedömningssamtal. *Acta Didactica Norge*, 10(1), 1–22.
<https://doi.org/10.5617/adno.2642>
- Skar, G. B.**, & Aasen, A. J. (2016). Risikotrekk og skjulte kvaliteter i elevtekstar [Risk Strategies and Hidden Qualities in Student Texts]. *Nordic Journal of Literacy Research*, 2(1), 1–21. <http://doi.org/10.17585/njlr.v2.199>

Tengberg, M., & **Skar, G. B.** (2016). Samstämmighet i lärares bedömning av nationella prov i läsförståelse [Rater agreement in the National Test of Reading in School Year 9]. *Nordic Journal of Literacy Research*, 2(1), 1–18.
<http://doi.org/10.17585/njlr.v2.230>

Peer-Reviewed Book Chapters and Reports

Tengberg, M., Nissen, A., & **Skar, G. B.** (2022). Undervisningskvalitet i svenskämnet. In M. Tengberg (Ed.), *Undervisningskvalitet i svenska klassrum* (pp. 193–250). Lund: Studentlitteratur.

Næss, K.-A. B., **Skar, G. B.**, & Hofslundsengen, H. (2022). Ulike forståelser av vansker med skriving. In K.-A. B. Næss, & Hofslundsengen H. (Eds.). *Skriveutvikling og skrivevansker – fra barnehage til mellomtrinn* (pp. 55–75). Oslo: Cappelen Damm Akademisk.

Skar, G. B. & Myhill, D. (2022). Utforskning av perspektiver på tidlig skriveutvikling. In K.-A. B. Næss, & Hofslundsengen H. (Eds.). *Skriveutvikling og skrivevansker – fra barnehage til mellomtrinn* (pp. 15–33). Oslo: Cappelen Damm Akademisk.

Jølle, L. & **Skar, G. B.** (2021). En morsmåslærers vurderingskompetanse – et grunnlag for systematisk og relevant undervisning. In L. Jølle, A. S. Larsen, H. Otnes, & L. I. Aa (Eds.). *Morsmålsfaget som fag og forskningsfelt i Norden* (pp. 291–309). Oslo: Universitetsforlaget. <https://doi.org/10.18261/9788215050997-2021-15>

Skar, G. B. & Aasen, A. J. (2021). *School writing in Norway: Fifteen years with writing as Key Competence*. In J. V. Jeffery, J.V., & J. Parr, J. (Eds.). *International perspectives on writing curricula and development: A cross-case comparison* (pp. 192–216). London: Routledge. <https://doi.org/10.4324/9781003051404-10>

Skar, G. B. (2017). The Norwegian National Sample-Based Writing Test 2016: Technical Report. Trondheim: NTNU Skrivesenteret.
<http://folk.ntnu.no/gustafsk/Skar-2017-NSBWT2017.pdf>

Skar, G. B., Thygesen, R., & Evensen, L. S. (2017). Assessment for Learning and Standards: A Norwegian Strategy and Its Challenges. In S. Blömeke & J.-E. Gustafsson (Eds.), *Standard Setting in Education, Methodology of Educational Measurement and Assessment* (pp. 225–241). New York: Springer International Publishing AG. http://doi.org/10.1007/978-3-319-50856-6_13

Skar, G. B. (2014). Skrivbedømming i klassrummet: Modell för validering [Writing Assessment in the Classroom: A Model for Validation]. In A. Skaftun, P. H. Uppstad, & A. J. Aasen (Eds.), *Skriv! Les! 2* (pp. 133–150). Trondheim: Fagbokforlaget.

Skar, G. B., & Tengberg, M. (2014). Vilken forskning bedrivs egentligen inom forskningsfältet svenska med didaktisk inriktning? [A Review of Research on the School Subject Swedish] In P. Andersson, P. Holmberg, A. Lyngfelt, A. Nordenstam, & O. Widhe (Eds.), *Mångfaldens möjligheter. Litteratur- och språkdidaktik i Norden* (pp. 353–374). Göteborg: Nationella nätverket för svenska med didaktisk inriktning.

Technical Reports

- Skar, G. B.** & Hopfenbeck, T. N. (2021). *Kunnskapsgrunnlag om standpunktvurdering*. Utdanningsdirektoratet/NTNU. <http://dx.doi.org/10.13140/RG.2.2.19475.60969>
- Bjørnsson, J. B., & **Skar, G. B.** (2021). Sensorreliabilitet på skriftlig eksamen i videregående opplæring. Universitetet i Oslo: Institutt for lærerutdanning og skoleforskning. <http://folk.ntnu.no/gustafsk/Bjornsson-Skar-2021-Sensorreliabilitet-pa-skriftlig-eksamen-i-vgo.pdf>
- Skar, G. B.** & Berge, K. L. (2017): Elevers skrivefremferdigheiter og tekstens kvantitative eigenskapar. [Students' Writing Proficiency and Quantitative Features of Their Texts]. Trondheim: NTNU Skrifvesenteret. <http://folk.ntnu.no/gustafsk/Skar-Berge-2017-LIX-rapport.pdf>
- Skar, G. B.** & Iversen, J. M. (2016a). Nasjonale utvalgsprøver i skriving 2015. Teknisk rapport. Trondheim: Nasjonalt senter for skriveopplæring og skriveforskning.
- Skar, G. B.** & Iversen, J. M. (2016b). Teknisk rapport: Pilotering av oppgifter til den nasjonale utvalgsprøven i skriving 2016. Trondheim: Nasjonalt senter for skriveopplæring og skriveforskning.
- Skar, G. B.** & Iversen, J. M. (2015). Læringsstøttende prøver i skriving 2014. Teknisk rapport avseende pilotoppgifter HT 2014.
- Skar, G. B.**, Iversen, J. M., & Evensen, L. S. (2015). Læringsstøttende prøver i skriving 2014. Teknisk rapport. Trondheim: Nasjonalt senter for skriveopplæring og skriveforskning.
- Tengberg, M., Borgström, E., Lötmarker, L., Sandlund, E., **Skar, G. B.**, Sundqvist, P., ... Wikberg, K. (2017). Likvärdig bedömning av elevers språkförmågor. Karlstad: Karlstads universitet.

Textbooks and other Teaching Material

- Myran, I. H., Johansen, M. B., Kvistad, A. H., Tollaksen, K. V., & **Skar, G. B.** (2021). *Skriving i begynneropplæringen – en praktisk innføring*. Oslo: GAN Aschehoug.
- Falk, D. Y., & **Skar, G. B.** (2020). Bedömning och respons i F-3. In K. Forsling & C. Tjernberg (Eds.), *Skrivundervisningens grunder* (pp. 75–102). Malmö: Gleerups.
- Skar, G. B.** (2018). Skrivbedömning (gy.) [Assessing Writing. Upper Secondary School] [Material for Läslyftet/The Reading Promotion]. Stockholm: Skolverket. <http://folk.ntnu.no/gustafsk/Skar-2018-Skrivebdomning.pdf>
- Skar, G. B.** (2018). Svenskämnet: stoffträngsel samt bredd och djup i bedömningen [L1 subject in Sweden: comprehensive content and breadth and depth of assessment]. In V. Lindberg, I. Eriksson, & A. Pettersson (Eds.), *Lärares bedömningsarbete: Förutsättningar, villkor, agens* [Teachers assessment work] (pp. 93–112). Stockholm: Natur och kultur.
- Berge, K. L. & **Skar, G. B.** (2016). Skrivande och skrivundervisning i alla ämnen (åk 7–9) [Writing and writing instruction across the curriculum. Secondary School]. [Material for Läslyftet/The Reading Promotion]. Stockholm:

- Skolverket. <http://folk.ntnu.no/gustafsk/Berge-Skar-skrivande%20i%20alla%20aemnen%20%C3%A5k%207-9.pdf>
- Skar, G. B.** & Berge, K. L. (2016). Skrivrespons och bedömning av texter (åk 7–9) [Responding and assessing texts. Secondary school]. [Material for Läslyftet/The Reading Promotion]. Stockholm: Skolverket. http://folk.ntnu.no/gustafsk/Skar-Berge_skrivrespons-%C3%A5k-7-9.pdf
- Berge, K. L. & **Skar, G. B.** (2015). Skrivande och skrivundervisning i alla ämnen (åk 4–6) [Writing and writing instruction across the curriculum. Primary School]. [Material for Läslyftet/The Reading Promotion]. Stockholm: Skolverket. <http://folk.ntnu.no/gustafsk/Berge-Skar-skrivande%20i%20alla%20aemnen%20%C3%A5k%204-6.pdf>
- Skar, G. B.** & Berge, K. L. (2015). Skrivrespons och bedömning av texter (åk 4–6) [Responding and assessing texts. Primary School]. [Material for Läslyftet/The Reading Promotion]. Stockholm: Skolverket. http://folk.ntnu.no/gustafsk/Skar-Berge_skrivrespons-%C3%A5k%204-6.pdf
- Skar, G. B.** (2015). Att kvalitetssäkra bedömning [Making Sure Assessment is of High Quality]. In G. B. Skar & M. Tengberg (Eds.), *Bedömning i svenskämnet* [Assessment in the School Subject Swedish] (pp. 43–62). Stockholm: Natur och kultur.
- Skar, G. B.** (2015). Uppgifter [Tasks]. In G. B. Skar & M. Tengberg (Eds.), *Bedömning i svenskämnet* [Assessment in the School Subject Swedish] (pp. 109–128). Stockholm: Natur och kultur.
- Skar, G. B.** & Tengberg, M. (2015) (Eds.). *Bedömning i svenskämnet* [Assessment in the School Subject Swedish] (pp. 43–62). Stockholm: Natur och kultur.
- Skar, G. B.** & Tengberg, M. (2013) (Eds.). Läsning! [Reading!]. Svenskläraryrörelsen/Natur och kultur 2013 (ISBN 978-91-27-43552-0)
- Skar, G. B.** & Tengberg, M. (2012) (Eds.). *Svenskämnet i går, i dag, i morgon.* [The school subject Swedish Yesterday, Today, Tomorrow.] Stockholm: Svenskläraryrörelsen/Natur och kultur (ISBN 978-91-27-42965-9).
- Ellvin, **Skar, G. B.**, & Tengberg, M. (2011) (Eds.). *Svenskämnet i förändring* [The school subject Swedish in transition]. Svenskläraryrörelsen/Natur och kultur (ISBN 978-91-27-42705-1).

Press, Other

- Skar, G. B.**, Kabel, K., Liberg, C., & Bremholm, J. (2022). Introduction to the Special Issue on writing research in Scandinavia. *Writing & Pedagogy*, 13(1), 1–5.
- Skar, G. B.**, Graham, S., & Rijlaarsdam, G. (2022). Formative writing assessment for change – introduction to the special issue. *Assessment in Education: Principles, Policy & Practice*, 29(2), 121–126. <https://doi.org/10.1080/0969594X.2022.2089488>
- Skar, G. B. (2022-06-08). Funktionellt skrivande i de första skolåren (Forskerklummen). *Nationalt Videncenter for Læsning*.

<https://www.videnomlaesning.dk/viden-og-vaerktoejer/forskerklummen/2022/funktionellt-skrivande-i-de-foersta-skolaaren/>

- Skar, G. B.** & Aasen A. J. (2022-04-11). Reliabilitet er et gode, ikke et hinder for en god eksamen. *Utdanningsnytt.no*. <https://www.utdanningsnytt.no/arne-johannes-aasen-eksamen-forskning/reliabilitet-er-et-gode-ikke-et-hinder-for-en-god-eksamen/319646>
- Johansen, M. B., Kvistad, A. H., & **Skar, G. B.** (2021). Funktionel skrivning i de første skoleår. *Læsepædagogen*, 69(4), 21–27.
- Skar, G. B.**, Aasen, A. J., & Kvistad, A. H., & Johansen, Marita B., (2021). Skrivesenterets forslag til ny norskeksamen. *Norsklæreren*, 45(2), 15–19. <https://folk.ntnu.no/gustafsk/Skar-et-al-2021-Ny%20eksamen%20Norsklaereren.pdf>
- Skar, G. B.**, Aasen, A. J., & Kvistad, A. H. (2021-03-18). Ny eksamen i norsk er i tråd med Fagfornyelsen. *Utdanningsnytt*. <https://www.utdanningsnytt.no/eksamen-fagfornyelsen-norsk/ny-eksamen-i-norsk-er-i-trad-med-fagfornyelsen/278420>
- Skar, G. B.**, & Larsen-Evjen, P. K. (2021-02-24). Nei, dette ødelegger ikke norskfaget. *Dagbladet*, s. 29. <https://www.dagbladet.no/meninger/nei-dette-odelegger-ikke-norskfaget/73441629>
- Skar, G. B.**, Aasen, A. J., & Kvistad, A. H. (2021-02-15). Derfor endrer vi norskeksamen. *Aftenposten*, s. 31. <https://www.aftenposten.no/meninger/debatt/i/mB8820/derfor-endrer-vi-norskeksamen>
- Blikstad-Balas, M., **Skar, G. B.**, Tengberg, M., & Bakken, A. M. (2020). Expanding Nordic Literacy Research. *Nordic Journal of Literacy Research*, 6(2). <https://doi.org/10.23865/njlr.v6.2641>
- Skar, G. B.**, Falk, D. Y., & Graham, S. (2020). Den tidiga skrivundervisningen i Norge – en nationell undersökning. *Norsklæreren*, 44(3), 68–72
- Skar, G. B.** & Berge, K. L. (2020-09-04). ”Så blir elever bättre på att skriva”. *Svenska Dagbladet*. <https://www.svd.se/sa-blir-elever-battre-pa-att-skriva>.
- Skar, G. B.**, Jølle, J., & Aasen, A. J. (2019-03-01) Gjerne flere tester i skolen – bare de er gode. *Morgenbladet*, s. 22.
- Skar, G.B.** & Tengberg, M.T. (2018-09-10). Ändring i skollagen löser inte betygslotteriet. *Göteborgs-Posten*, s. 30.
- Skar, G.B.** & Jølle, L. (2018-11-05). Eksamen bør ikke være en portvokter. *Aftenposten*, s. 58
- Hole-Forsmo, M. & **Skar, G. B.** (2016). Med skriving som felles aktivitet. *Norsklæreren*, 40(3), 10–13.
- Aasen, A. J. & **Skar, G. B.** (2015-01-25). Alt rett – men kan de skrive? *Dagens Næringsliv*, s. 24.

Skar, G. B. (2013). Ovänner i onödan. Formativ och summativ bedömning.
Svenskläraren, s. 12-13.