In marking academic writing, English language lecturers at matriculation colleges are equipped with assessment criteria (either holistic or analytic rubric) and these criteria are normally susceptible to assessors’ own interpretation and understanding—a threat to quality marking. Therefore, this study aims to determine the severity and consistency of English language lecturers’ marking of English academic writing (EAW) in continuous assessment. The participants were five English language lecturers. Each lecturer selected ten EAW randomly from 318 EAW by matriculation students. This five-part EAW was marked first by the students’ lecturers and later, it was given to pre-assigned peer moderator who did not teach the students. Total data collected were 250 (5 lecturers x 10 EAW x 5 parts of EAW). These data were analyzed through Many-Facet Rasch Measurement (MFRM) application. A brief focus group interviews were conducted for both lecturers and students for triangulation purposes. Findings revealed that four out of five lecturers were leaning towards leniency in marking but their internal consistency in marking was maintained (infit and outfit mean squares between 0.5 and 1.5). Students’ interview responses revealed that they perceived their lecturers as fair in awarding marks but majority thought that the lecturers were strict. Consistent with most lecturers’ responses, lecturers believed that they adhered to the criteria strictly when they marked EAW. Discussion of findings centred on the issue of severity and consistency of markers and its implications towards ensuring evidence of quality marking of written assessment and preparing remedial measures for misfit assessors.

**Key word:** Written assessment, severity, consistency, continuous assessment, Rasch analysis