



CAMBRIDGE

Assessing writing 2: Practical application

Claire Ross

Where your world grows



What are you bringing today?

Type
in the
chat

How are
you
feeling?

What do you expect
from today?

Have you got
any questions
right NOW?

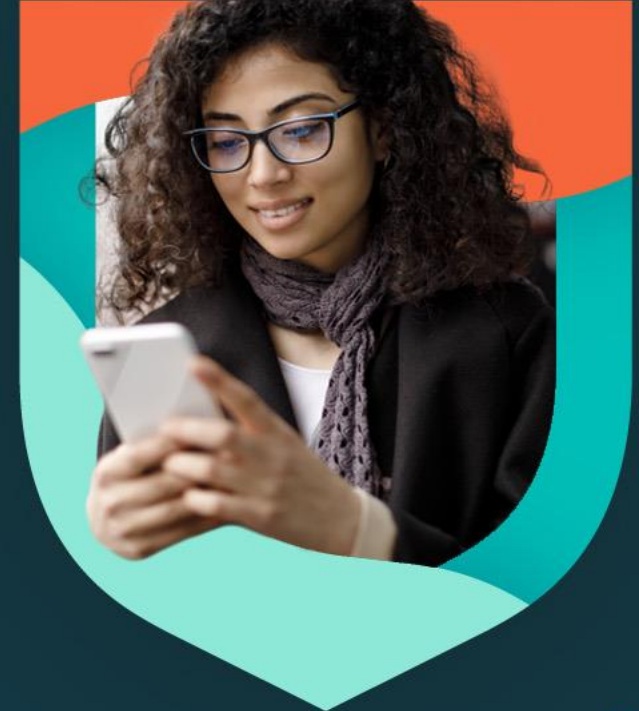


Assessing writing 1:

How to assess writing.

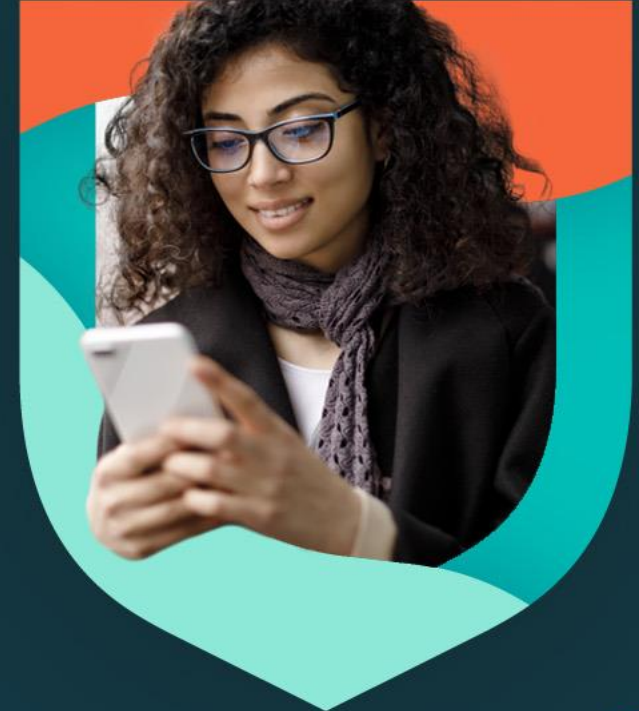
Wednesday February 22, 3-4pm

1. Why are formative and summative assessment of writing important?
2. How do we “do” formative and summative writing assessment?
3. What tools can we use to assess writing?



What we'll be covering today

1. How can I assess learner writing using rubrics?
2. How can I give feedback to help my students improve their writing?



1. Share your experience: assessment task



Task from February 22 webinar

1. Look at the assessment rubrics for A1+, A2 and B1.
2. Assess the writing sample for each level using the appropriate rubric.
3. Think about the feedback you would give.
4. If you like, try assessing your students' writing using the appropriate rubric for their level.
5. Be ready to share your experience in the next webinar 😊

A1+ Gymnasium A

Writing task
 You would like to go to the park tomorrow. Write an **email** to your English friend Sammy.
 In your email:

- ask Sammy to come to the park with you
- explain how you can both get there
- say what you can do there.


Student writing
 I GOING TO THE PARK BECAUSE IT IS VERY BEATIFUL.
 I GET THERE BEACAUSE THEY'RE PLAY FOOTBALL, PLAY A KITE. I SEE THE BIRTH. IT'S RUNING.
 I CAN BY BUS. IT'S VERY CHEAP BUT I CAN A TAXI
 IT'S VERY EXPENSIVE

Your assessment (

| | A1+ | Content | Organisation | Language |
|-------------------------------|-----|--|---|--|
| Content | 5 | All content is relevant to the task. Target reader is fully informed. | Text is connected using basic high-frequency linking words. | Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times. |
| Organisation | 4 | Performance shares features of Bands 3 and 5 | | |
| Language | 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. | Some use of punctuation. Simple connectors may be used. | Produces basic vocabulary of isolated words and phrases. Produces a few simple grammatical forms with only limited control. |
| What feedback would you give? | 2 | Performance shares features of Bands 1 and 3 | | |
| | 1 | Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. | Little or no use of punctuation and connectors. | Errors cause significant strain to reader and make the text difficult to comprehend. |

A2 Gymnasium B

Writing task
 Look at the three pictures.
 Write the story shown in the pictures.
 Write **35 words** or more.



Share your experience

1. Did you do the assessment task? How did you find it?
2. What do you think of the rubrics? Are they similar or different to what you're already using to assess writing?
3. Did you try assessing your students' writing using the appropriate rubric? How was that?
4. Anything else you'd like to share 😊

A1+ Gymnasium A

Writing task
 You would like to go to the park tomorrow. Write an **email** to your English friend Sammy.
 In your email:

- ask Sammy to come to the park with you
- explain how you can both get there
- say what you can do there.


Student writing
 I GOING TO THE PARK BECAUSE IT IS VERY BEATIFUL.
 I GET THERE BEACAUSE THEY'RE PLAY FOOTBALL, PLAY A KITE. I SEE THE BIRTH. IT'S RUNING.
 I CAN BY BUS. IT'S VERY CHEAP BUT I CAN A TAXI
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Your assessment ()

| | A1+ | Content | Organisation | Language |
|-------------------------------|-----|--|---|--|
| Content | 5 | All content is relevant to the task. Target reader is fully informed. | Text is connected using basic high-frequency linking words. | Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times. |
| Organisation | 4 | Performance shares features of Bands 3 and 5 | | |
| Language | 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. | Some use of punctuation. Simple connectors may be used. | Produces basic vocabulary of isolated words and phrases. Produces a few simple grammatical forms with only limited control. |
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| | 1 | Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. | Little or no use of punctuation and connectors. | Errors cause significant strain to reader and make the text difficult to comprehend. |

A2 Gymnasium B

Writing task
 Look at the three pictures.
 Write the story shown in the pictures.
 Write **35 words** or more.



2. How can I assess learner writing using rubrics?



A1+ Gymnasium A: Content

You would like to go to the park tomorrow. Write an **email**

In your email:

- ask Sammy to come to the park with you
- explain how you can both get there
- say what you can do there.

I GOING TO THE PARK BEACAUSE IT IS VERY BEATIFUL.

I GET THERE BEACAUSE THEY'RE PLAY FOOTBALL, PLAY A KITE. I SEE THE BIRTH. IT'S RUNING.

I CAN BY BUS. IT'S VERY CHEAP BUT I CAN A TAXI

IT'S VERY EXPENSIVE

| | Content |
|---|--|
| 5 | All content is relevant to the task. Target reader is fully informed. |
| 4 | |
| 3 | Minor irrelevances and/or <u>omissions</u> may be present. Target reader is on the whole informed. |
| 2 | |
| 1 | <u>Irrelevances</u> and misinterpretation of task may be present. Target reader is minimally informed. |

A1+ Gymnasium A: Organisation

I GOING TO THE PARK BECAUSE IT IS VERY BEATIFUL.
 I GET THERE BECAUSE THEY'RE PLAY FOOTBALL, PLAY A KITE. I SEE THE BIRTH. IT'S RUNING.
 I CAN BY BUS. IT'S VERY CHEAP BUT I CAN A TAXI
 IT'S VERY EXPENSIVE

| Organisation | |
|--------------|--|
| 5 | Text is connected using basic high-frequency linking words. |
| 4 | |
| 3 | <u>Some use of punctuation</u> (e.g. capital letters at the beginning of a sentence, full stops at the end) <u>Simple connectors</u> may be used (e.g. and, but). |
| 2 | |
| 1 | Little or no use of punctuation and connectors. |

A1+ Gymnasium A: Language

I GOING TO THE PARK BEACAUSE IT IS VERY BEATIFUL.
 I GET THERE BEACAUSE THEY'RE PLAY FOOTBALL, PLAY A KITE, SEE THE BIRTH. IT'S RUNING.
 I CAN BY BUS, IT'S VERY CHEAP BUT I CAN A TAXI
 IT'S VERY EXPENSIVE

| | Language |
|---|--|
| 5 | Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times. |
| 4 | |
| 3 | Produces basic vocabulary of isolated words and phrases. Produces a few simple grammatical forms with only limited control. |
| 2 | |
| 1 | Errors cause significant strain to reader and make the text difficult to comprehend. |

A1+ Gymnasium A

I GOING TO THE PARK BEACAUSE IT IS VERY BEATIFUL.

I GET THERE BEACAUSE THEY'RE PLAY FOOTBALL, PLAY A KITE. I SEE THE BIRTH. IT'S RUNING.

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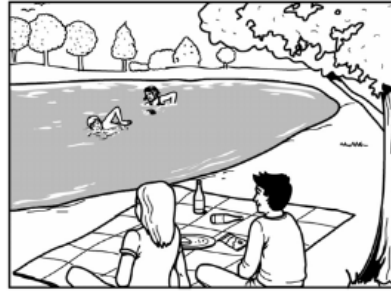
| | |
|---------------------|---|
| Content | 2 |
| Organisation | 3 |
| Language | 4 |

A2 Gymnasium B: Content

Look at the three pictures:

Write the story shown in the pictures.

Write **35 words** or more.



Mum, Katy, dad and Jim are preparing their bag for picnic on the picnic they have a lot of food when when they ate the food. Jim and Katy go swimming and they have a lot of fun.

What would you give for CONTENT? (1-5)

| Content | |
|---------|---|
| 5 | All content is relevant to the task. Target reader is fully informed. |
| 4 | |
| 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. |
| 2 | |
| 1 | Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. |

A2 Gymnasium B: Organisation

Mum, Katy, dad and Jim are preparing their bag for picnic on the picnic they have a lot of food when when they ate the food. Jim and Katy go swimming and they have a lot of fun.

What would you give for ORGANISATION? (1-5)

| Organisation | |
|--------------|--|
| 5 | Text is connected and coherent, using basic linking words and a limited number of cohesive devices. |
| 4 | |
| 3 | Text is connected using basic high-frequency linking words. |
| 2 | |
| 1 | Some use of punctuation (e.g. capital letters at the beginning of a sentence, full stops at the end) Simple connectors may be used (e.g. and, but). |

A2 Gymnasium B: Language

Mum, Katy, dad and Jim are preparing their bag for picnic on the picnic they have a lot of food when when they ate the food. Jim and Katy go swimming and they have a lot of fun.

| | Language |
|---|--|
| 5 | Uses everyday vocabulary generally appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined. |
| 4 | |
| 3 | Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times. |
| 2 | |
| 1 | Produces basic vocabulary of isolated words and phrases. Produces a few simple grammatical forms with only limited control. |

What would you give for LANGUAGE?
(1-5)

A2 Gymnasium B: Language

Mum, Katy, dad and Jim are preparing their bag for picnic on the picnic they have a lot of food when when they ate the food. Jim and Katy go swimming and they have a lot of fun.

Examiner comments on Language:

Basic vocabulary related to the context is used reasonably appropriately: *preparing; bag for picnic; food; swimming; fun*. Simple grammatical forms, such as present tense forms, are used with some degree of control: *are preparing; they have a lot of food; ate the food; go swimming; they have a lot of fun*. Errors occur with punctuation and articles, which occasionally impede meaning: *for picnic on the picnic; a lot of food when they ate the food*.

Band: 3

A2 Gymnasium B

Mum, Katy, dad and Jim are preparing their bag for picnic on the picnic they have a lot of food when when they ate the food. Jim and Katy go swimming and they have a lot of fun.

| | |
|---------------------|---|
| Content | 5 |
| Organisation | 2 |
| Language | 3 |

B1 Gymnasium C : Content

1. Read this email from your English teacher, Mrs Rose, and the notes you have made.

EMAIL

From: Mrs Rose

Subject: New film club

I'd like to start an after-school Film Club.

We can meet either on Monday or Friday afternoon. Which one would you prefer?

Which types of film would you like to see?

I want to provide some food and drink during the films. Is this a good idea?

Please let me know what you think.

Many thanks!

That's great ————

Explain ————

Explain which ————

Give your opinion ————

Good afternoon Mrs Rose

I just got your email and I think it's really great idea because I think lots of people like watching films.

I personally would prefer Mondays because on Fridays I often have other plans with my family

I would really love to see some detective or some action films but I really don't mind watching something different.

I think it's good idea to have some food or drink during the film because lots of people are used to it because in cinemas they always eat something so I think it would be great

Have a nice day

B1 Gymnasium C : Content

Good afternoon Mrs Rose

I just got your email and I think it's really great idea because I think lots of people like watching films.

I personally would prefer Mondays because on Fridays I often have other plans with my family

I would really love to see some detective or some action films but I really don't mind watching something different.

I think it's good idea to have some food or drink during the film because lots of people are used to it because in cinemas they always eat something so i think it would be great

Have a nice day

Where your world grows

| | Content |
|----------|---|
| 5 | All content is relevant to the task. Target reader is fully informed. |
| 4 | |
| 3 | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. |
| 2 | |
| 1 | Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. |

What would you give for CONTENT? (1-5)

B1 Gymnasium C: Organisation

Good afternoon Mrs Rose

I just got your email and I think it's really great idea

because I think lots of people like watching films.

I personally would prefer Mondays because on Fridays I often have other plans with my family

I would really love to see some detective or some action films but I really don't mind watching something different.

I think it's good idea to have some food or drink during the film because lots of people are used to it because in cinemas they always eat something so I think it would be great

Have a nice day

Where your world grows

What would you give for ORGANISATION? (1-5)

| Organisation | |
|--------------|---|
| 5 | Text is generally well-organised and coherent, using a variety of linking words and cohesive devices. |
| 4 | |
| 3 | Text is <u>connected and coherent</u> , using basic linking words and <u>a limited number of cohesive devices</u> . |
| 2 | |
| 1 | Text is connected using basic high-frequency linking words. |

B1 Gymnasium C: Language

Good afternoon Mrs Rose

I just got your email and I think it's really great idea because I think lots of people like watching films.

I personally would prefer Mondays because on Fridays I often have other plans with my family

I would really love to see some detective or some action films but I really don't mind watching something different.

I think it's good idea to have some food or drink during the film because lots of people are used to it because in cinemas they always eat something so i think it would be great

Have a nice day

Where your world grows

What would you give for LANGUAGE? (1-5)

| | Language |
|---|---|
| 5 | <p>Uses a <u>range of everyday vocabulary</u> appropriately, with occasional inappropriate use of less common lexis.</p> <p>Uses a range of simple and some <u>range of complex</u> grammatical forms with a good degree of control.</p> <p><u>Errors do not impede communication.</u></p> |
| 4 | |
| 3 | <p>Uses everyday vocabulary generally appropriately.</p> <p><u>Uses simple grammatical forms with a good degree of control.</u></p> <p>While errors are noticeable, meaning can still be determined.</p> |
| 2 | |
| 1 | <p>Uses basic vocabulary reasonably appropriately.</p> <p>Uses simple grammatical forms with some degree of control.</p> <p>Errors may impede meaning at times.</p> |

B1 Gymnasium C

Good afternoon Mrs Rose

I just got your email and I think it's really great idea because I think lots of people like watching films.

I personally would prefer Mondays because on Fridays I often have other plans with my family

I would really love to see some detective or some action films but I really don't mind watching something different.

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Have a nice day

Where your world grows

| | |
|---------------------|---|
| Content | 5 |
| Organisation | 4 |
| Language | 4 |

Assessment rubrics and formative feedback

- ✓ Sp [redacted] feedback against specific writing subskills
- ✓ Learners know where they are at:
 - ✓ Where they are doing well
 - ✓ Where and how they can improve [redacted]
 - ✓ How they are progressing [redacted]
- ✓ Standardised [redacted] approach to assessing different types of writing
- ✓ Once familiar with them – saves time! 😊



3. How can I give feedback to help my students improve their writing?



Deciding what to give feedback on



Gymnasium A

1. Would you adapt this writing task? If so, how?
2. When you assess this writing, what **content** are you looking for?
3. What **organisation** features are you looking for?
4. What **language** will you focus on?

My favourite sportsperson

By Kelly Nammour

1 My favourite sportsperson is Ashima Shiraishi. She's an American rock climber. She's 154 cm tall, she weighs 40 kg and she's smaller and lighter than most rock climbers. She lives in New York.

2 She trains five days a week after school with her father, Hisatoshi. He's a professional rock climbing coach. Ashima goes rock climbing every day. She practises on climbing walls in her school. She also enjoys watching movies, listening to music and watching TV.

3 I think she's amazing because she's the youngest person to climb the world's tallest rock. It's one of the most difficult rock climbing routes in the world. She's one of the world's strongest.

2 Match topics a-c with paragraphs 1-3.

- a Achievements
- b Basic information and description
- c Training and other interests

Write a profile of your favourite sportsperson.

PLAN

6 Make notes about your favourite sportsperson. Decide what information to include in each paragraph. Use the information in Exercise 2 to help you.

WRITE

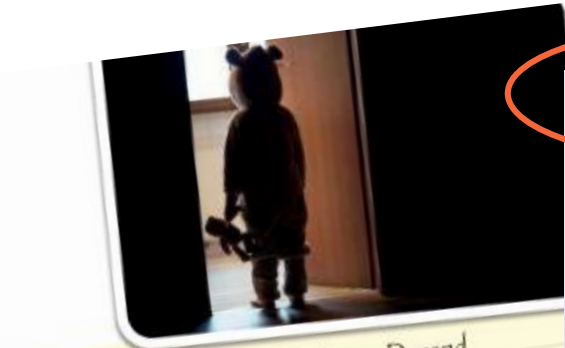
7 Write your description. Remember to include three paragraphs, comparatives and superlatives and expressions from the *Useful language box*.

CHECK

- 8 Do you ...
- give basic information and a description of your sportsperson?
 - describe their sport using sports verbs?
 - talk about their achievements and why you like them?

Gymnasium B

1. Would you adapt this writing task? If so, how?
2. When you assess this writing, what **content** are you looking for?
3. What **organisation** features are you looking for?
4. What **language** will you focus on?



A funny story By Lucas Durand

1 One night last summer, I was lying in bed when I heard a noise downstairs. At first, I thought it was our cat. I got up to see, but then I noticed that Eymen wasn't in his bedroom. I was worried.

2 I went downstairs. The front door was open, and I went out. I started walking down the road. A few minutes later, I saw Eymen. He was walking on the pavement on the other side of the road, wearing his bear pyjamas and he was carrying a teddy bear. Suddenly, he stopped. I ran to him.

3 In the end, we walked back home together. Eymen was still sleeping. The next morning, he asked me what I had asked him about the night before.

3 Complete the sentences in the *Useful language* box with sequencing words and phrases from the story.

Useful language

Write a story.

PLAN

4 Think about a time when something interesting, funny or scary happened to you. Make notes about these things.

1 What was happening before the main events started: _____

What happened first: _____

2 The main events of the story: _____

3 What happened in the end: _____

WRITE

5 Write your story. Remember to include three paragraphs, the past simple and past continuous, and the vocabulary from this unit.

Gymnasium C

1. Would you adapt this writing task? If so, how?
2. When you assess this writing, what **content** are you looking for?
3. What **organisation** features are you looking for?
4. What **language** will you focus on?

Hi Mason,
 Thanks for your email. It was great to hear from you.
 Yesterday was my sister's graduation ceremony. It was a bit different from the one I went to last year. The ceremony took place at the university. Everyone was wearing formal clothes. There were some really long speeches. Then they gave out certificates. I was so proud she got hers!
 Later there was a party by the sea. The students had put on crown crowns for their victory. The craziest thing I saw was people throwing eggs at each other. It was a tradition from Venice. I told my friend that it was a carnival than a graduation ceremony.
 Anyway, that's all from me.
 Bye for now,
 Gloria

Write an email about a ceremony

PLAN

- 4 Think of a ceremony you have been to. Write notes.

What was it for? _____

Where was it? _____

What did people wear? _____

What did people do? _____

- 5 Decide what information you need to include in the information in Exercise 4.

WRITE

- 6 Write your email. Remember to use the structure from Exercise 2, the past perfect, reported speech and phrases from the *Useful language* box.

Useful language

- a Anyway, that's all from me. _____
- b Bye for now, _____
- c It was great to hear from you! _____
- d Thanks for your email. _____
- e Write back soon! _____

Examples of formative feedback



Formative feedback on writing

1. Does the feedback recognise progress (P) or suggest improvement (I)?
2. What criteria does the feedback relate to? (Content, Language or Organisation?)

You used lots of new words – well done!

Write an email about a ceremony

PLAN

- 4 Think of a ceremony you have been to. Write notes.

What was it for? _____

Where was it? _____

What did people wear? _____

What did people do? _____

- 5 Decide what information to include. Use the information in Exercise 2 to help you.

WRITE

- 6 Write your email. Remember to include the structure from Exercise 2, the past perfect, reported speech and phrases from the *Useful language* box.

Formative feedback on writing

1. Does the feedback recognise progress (P) or suggest improvement (I)?
2. What criteria does the feedback relate to? (Content, Language or Organisation?)

Next time, try to use different sequencing words (not just 'then'). Look at the useful language box on p.41

Write a story.

PLAN

4 Think about a time when something interesting, funny or scary happened to you. Make notes about these things.

1 What was happening before the main events started: _____

What happened first: _____

2 The main events of the story: _____

3 What happened in the end: _____

WRITE

5 Write your story. Remember to include three paragraphs, the past simple and past continuous, and the vocabulary from this unit.

Formative feedback on writing

1. Does the feedback recognise progress (P) or suggest improvement (I)?
2. What criteria does the feedback relate to? (Content, Language or Organisation?)

Keep working on past tense verbs: try – tried, say – said.

Write a story.

PLAN

4 Think about a time when something interesting, funny or scary happened to you. Make notes about these things.

1 What was happening before the main events started: _____

What happened first: _____

2 The main events of the story: _____

3 What happened in the end: _____

WRITE

5 Write your story. Remember to include three paragraphs, the past simple and past continuous, and the vocabulary from this unit.

Formative feedback on writing

1. Does the feedback recognise progress (P) or suggest improvement (I)?
2. What criteria does the feedback relate to? (Content, Language or Organisation?)

You remembered full stops at the end of your sentences this time – great!

Write a story.

PLAN

4 Think about a time when something interesting, funny or scary happened to you. Make notes about these things.

1 What was happening before the main events started: _____

What happened first: _____

2 The main events of the story: _____

3 What happened in the end: _____

WRITE

5 Write your story. Remember to include three paragraphs, the past simple and past continuous, and the vocabulary from this unit.

Formative feedback on writing

1. Does the feedback recognise progress (P) or suggest improvement (I)?
2. What criteria does the feedback relate to? (Content, Language or Organisation?)

I can see you worked hard on your story. Good effort!

Write a story.

PLAN

4 Think about a time when something interesting, funny or scary happened to you. Make notes about these things.

1 What was happening before the main events started: _____

What happened first: _____

2 The main events of the story: _____

3 What happened in the end: _____

WRITE

5 Write your story. Remember to include three paragraphs, the past simple and past continuous, and the vocabulary from this unit.

A2 Gymnasium B: Content

Mum, Katy, dad and Jim are preparing their bag for picnic on the picnic they have a lot of food when when they ate the food. Jim and Katy go swimming and they have a lot of fun.

What formative feedback would you give this student about their writing?

Would you correct or highlight mistakes?

Which ones?

Summary



Where your world grows

Key points from today

- Students don't need to know your rubrics but they DO need to know why you have awarded a particular grade
- Formative feedback helps students to improve. Tell students:
 - Where they're doing well
 - How they're progressing
 - Where they can improve
- You can use your assessment rubric to give specific feedback about particular writing subskills
- Ensure your feedback is related directly to the writing task instructions (in the book)

Where your world grows



Reflection



Where your world grows

What are you taking with you?

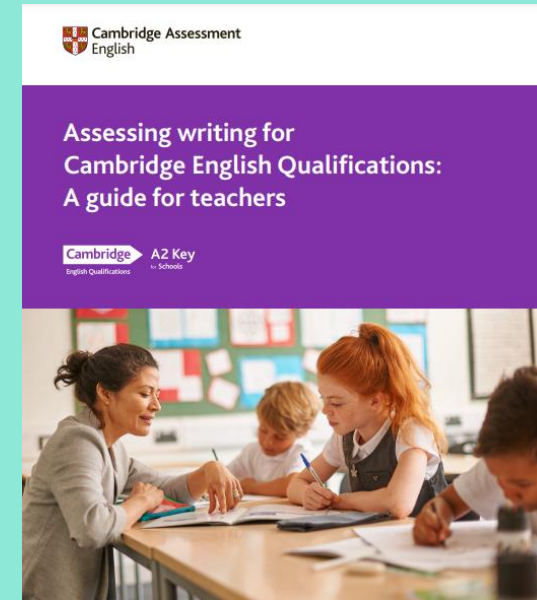
- Sum up your main takeaway from these two webinars on assessing writing in **one sentence**.
- Please share it in the chat 😊



References and useful links

https://www.cambridgeenglish.org/pl/Images/603898-cer-6647-v1c-jul20_teacher-guide-for-writing-a2-key-for-schools.pdf

<https://www.cambridgeenglish.org/images/231794-cambridge-english-assessing-writing-performance-at-level-b1.pdf>



Thank you
Any questions?