

INTRODUCING LANGUAGE ASSESSMENT

Worksheets



**ASSESSING
WRITING**

ASSESSING WRITING

[Assessing Writing: 5'31"]

If you need to assess your students' writing skills, there are a number of factors you need to consider. These include considering the test taker and their needs, the kind of information you want to know about their writing skills and the most appropriate ways to elicit and assess these skills so that your test is appropriate and accurately scored.

A. BEFORE YOU WATCH

- 1a. What kind of writing do you think most of us do nowadays?

- 1b. Is writing in school and outside school different? Why?

2. What kind of things do we think about when we are planning and creating a piece of writing?

B. WHILE YOU WATCH

Decisions that affect test and task design

3. What do we think about before we start writing something? Match the two columns.

- | | |
|--------------------------------|---|
| A. What? | 1. The structure of the text |
| B. Who? | 2. The grammar and vocabulary the text requires |
| C. How? | 3. The audience for the text |
| D. Which features of language? | 4. The topic of the text |

4. Look at the table. Decide if each test feature and focus is a good match (✓) or a bad match (X).

Test focus	Test feature	✓ or X
Writing a business letter	Test taker: teenagers	
Assessing overall ability in writing	A range of tasks	
Writing a note to a friend	A long essay	
Writing in informal language	Audience: the boss	

Scores and score reporting

5. Who can give the scores to a test? A _____ B _____

6a. Match the description with the marking scale.

- | | |
|-------------------------------------|---|
| A. Analytic marking scale | 1. Single overall score awarded |
| B. Global or holistic marking scale | 2. Separate scores for different features |

6b. Which scale would be best for assessing a personal email between teenagers?

➤ If you want to know more about the relevance of scales to a task, watch the video on *Assessing Speaking*.

7. What three things are important in test or task design?

The task is _____ for the skill being assessed.

The test is _____ to the test taker.

The test is accurately _____

C. AFTER YOU WATCH

8. Read the information about these learners.

Learners are a class of 16 year olds studying English in preparation for college education. They are currently at B1 level.

Which task, A or B, is best? Why?

Task A: Write an essay for your teacher explaining the advantages and disadvantages of travelling. Write 180 words.

OR

Task B: Write a note to friend inviting them to come and visit you at the weekend, describing what you will do and explaining why you would like to see your friend. Write 70 words.

9. What kind of features do you need to assess for these learners? Why?

- Accurate language
- Cohesion
- Task fulfilment
- Range of language
- Punctuation

APPLY >>>>>>>>>>**THE TASK**

- 10. Think about a group of your own learners:**
- A. What kind of writing do they need to do?
 - B. Who are they usually writing to?
 - C. How can you make sure a writing task for them is fair?

RATING

- 11. What kind of rating scale do you need?**
- Think carefully about the kind of information you or the learners need to know.

To learn more about issues to consider when developing a test of writing, you may access Appendix F in the APTIS General Technical Manual (pp. 56–59)

https://www.britishcouncil.org/sites/default/files/aptis_general_technical_manual_v-1.0.pdf