



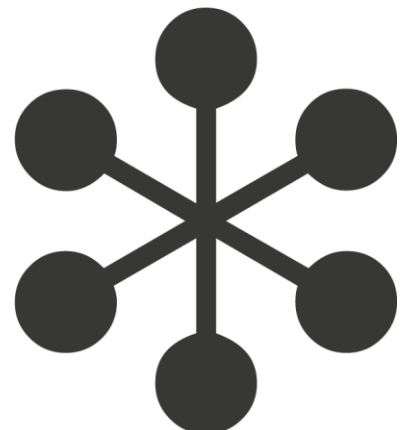
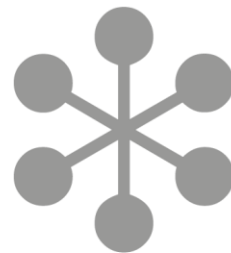
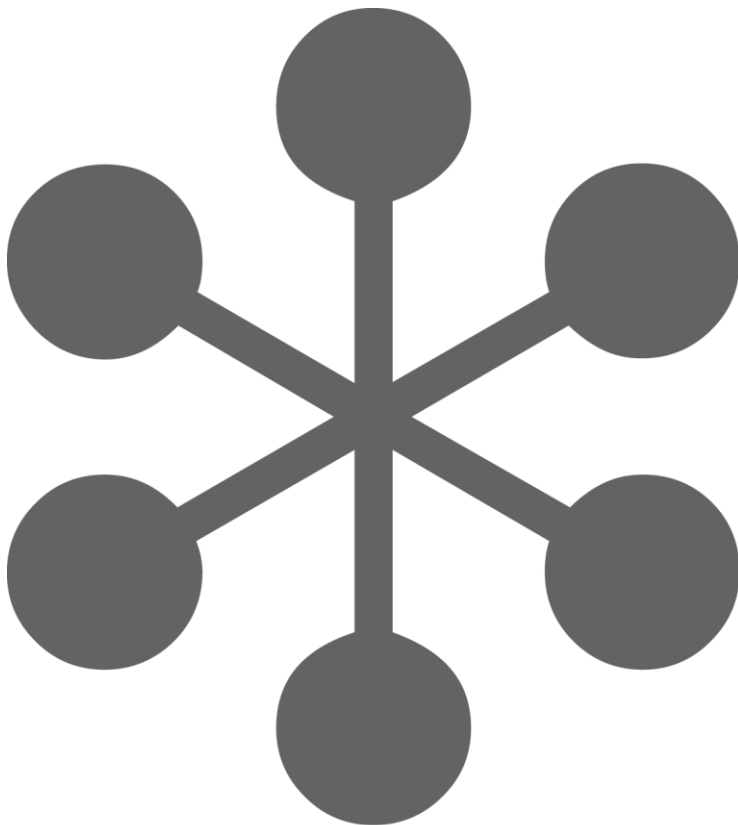
CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English

Understanding writing assessment:

What every teacher should know

6Y12



Handout: Eliciting writing

Participants' task 1: Assessing writing

Here are two example tasks. What type of learners is each of these writing tasks suitable for?

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TASK A



- 4 What are the children doing now?
- 5 Who is with the children? the

TASK B

You are expecting a delivery but won't be at the office today. Write an email to your colleague asking her to receive the package for you.

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Handout: Evaluating writing

Participants' task 2: Evaluating writing

Listed here are some options available for evaluating extended writing.

Would peer feedback be more appropriate in classroom assessment or in large-scale assessment?

Is giving a single score more appropriate for a classroom test or a large-scale test?

	In Class	Large scale
Peer feedback		
Detailed evaluative comments		
A checklist		
A few scores		
A score		

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Handout: Example rating scale

B2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		