

# IBSC Workshop Materials: Rethinking Writing Assessment

## Workshop – Scott Warfield

### Continuum for Writing

Bands	Raw Score	Expected Bands & Grades
	48	10
	47	10
	46	10
	45	10
	44	10
	43	10
	42	10
	41	10
	40	10
	39	10
Band 10	38	10
	37	9
	36	9
	35	9
Band 9	34	9
	33	8
	32	8
	31	8
Band 8	30	8
	29	7
	28	7
Band 7	27	7
	26	6
	25	6
	24	6
Band 6	23	6
	22	5
	21	5
Band 5	20	5
	19	4
	18	4
Band 4	17	4
	16	3
	15	3
	14	3
Band 3	13	3
	12	2
	11	2
Band 2	10	2
	9A	1
	9	1
	8A	1
Band 1D	8	1
	7A	1
	7	1
	6A	1
Band 1C	6	1
	5A	1
	5	1
	4A	1
Band 1B	4	1
	3A	1
	3	1
	2A	1
Band 1A	2	1
	1A	1
	A	1
Band 1	0	1
Year Level		R 1 2 3 4 5 6

Marks awarded:	0	1	2	3	4	5	6
<b>IDEAS</b>							
<b>Does the writer engage the reader with fresh information or perspective on a focused topic?</b>							
<b>Ideas</b> <i>The creation, selection and crafting of ideas</i>	Lacks central idea and enough information.	Message and main idea are unclear and cluttered by irrelevant information.	Main message may be cloudy because supporting detail is too general or even off-topic.	Evident message with some detail.	Clear, focused, interesting message with appropriate detail.	Exceptionally clear, focused message that is engaging with relevant and strong supporting detail.	
<b>ORGANISATION</b>							
<b>Does the organisational structure enhance the ideas and make them easier to understand?</b>							
<b>Text Structure</b> <i>The organisation of the structural components (introduction, body and conclusion) into an appropriate and effective text structure</i>	Writing lacks order and direction, is confusing and has no identifiable introduction or conclusion.	Writing has some organisation (maybe a "list" of events) but the reader has difficulty following the text.	Writing has basic organisation that moves the reader through the text logically without confusion.	Writing makes sense as a whole and has smooth and logical organisation which allows the reader to easily follow the text.	Writing has seamless organisation which highlights the main message and engages the reader in a creative way.		
<b>Paragraphing</b> <i>The segmenting of text into paragraphs that assists the reader to follow the text</i>	No use of paragraphing.	Paragraphing has been attempted and organised into like ideas.	Paragraphing is evident and organised. Each paragraph has its own idea/s that are related and flow well when read.				
<b>VOICE</b>							
<b>Does the reader clearly hear this writer speaking in the piece?</b>							
<b>Audience</b> <i>Writer's capacity to orient, engage &amp; affect the reader</i>	Writes without a defined voice. The writer appears uninvolved and distant from the topic, purpose and/or audience.	Writes without an individual voice and is unable to communicate to the reader their purpose.	Writer's voice is beginning to emerge but is not distinct or unique.	The writer has a voice that is pleasant but does not demonstrate a full commitment to the topic.	Writes in their own voice and communicates to the reader. The reader understands the writer's purpose.	Writes in a voice that is individual and communicates to the reader in an engaging way. The reader understands the writer's commitment to the topic.	Writes in a voice that is unique and communicates to the reader in an original and engaging way. The reader has an emotional reaction to the text.
<b>WORD CHOICE</b>							
<b>Does the writer's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?</b>							
<b>Vocabulary</b> <i>The range and precision of contextually appropriate language choices</i>	The writer uses limited vocabulary. Words convey no meaning.	The writer uses very simple vocabulary which means the reader has difficulty understanding the message.	The writer uses vocabulary that is understandable but lacks imagination.	The writer uses vocabulary that achieves purpose. The writer's meaning is easy to understand and suits the text type.	The writer uses precise and appropriate vocabulary. The writer uses some figurative language and/or imagery appropriate to the audience and purpose of the text.	The writer creates vivid imagery using figurative language such as simile, metaphor and personification. The writer makes vocabulary choices that engage the reader and enhance meaning.	
<b>SENTENCE FLUENCY</b>							
<b>Does the writer control sentences so the piece flows smoothly when read aloud?</b>							
<b>Cohesion</b> <i>The control of multiple threads and relationships across the text, achieved through the use of grammatical elements</i>	No links between sentences – no use of conjunctions and appropriate pronouns.  Or <i>Symbols or drawings</i>	Limited links between sentences through: <ul style="list-style-type: none"> <li>Simple use of conjunctions (and)</li> <li>Pronouns</li> </ul> <i>Often confusing for the reader</i>	<i>Links between sentences through using simple:</i> <ul style="list-style-type: none"> <li>conjunctions &amp; connectives (then, soon, and, but, of, so, and then, when) – may not be effective</li> <li>pronouns (it, them, they)</li> </ul>	Controlled use of cohesive devices; supports reader understanding: <ul style="list-style-type: none"> <li>connectives (meanwhile, instead, in the middle of, earlier, although, even though)</li> </ul>	A range of cohesive devices is used correctly and deliberately to enhance reading and support underlying relationships. These include: <ul style="list-style-type: none"> <li>Pronouns</li> </ul>		

			<i>reader may occasionally need to re-read and provide their own links to clarify meaning</i>	<ul style="list-style-type: none"> <li>avoids repetition eg (synonyms, antonyms, word sets)</li> <li>pronouns in place of nouns</li> </ul> <i>meaning is clear on first reading and text flows well in a sustained piece of writing</i>	<ul style="list-style-type: none"> <li>Subordinating and Coordinating conjunctions</li> <li>Word associations</li> </ul> <i>an extended, highly cohesive piece of writing showing continuity of ideas and tightly linked sections of text</i>		
<b>Sentence Structure</b> <ul style="list-style-type: none"> <li>sentences – simple, compound, complex</li> <li>clauses – dependent, independent</li> <li>phrases – adverbial, adjectival, noun groups, verb groups.</li> <li>Written in past tense</li> <li>Written in either first person (I, we) or third person (he, she, they).</li> </ul>	Has poor sense of a sentence i.e. writes incomplete sentences – with or without punctuation and it is difficult to tell where sentences begin and end.  <i>No evidence of sentences</i> ► drawings, symbols, a list of words, text fragments	Some correct formation of sentences - very short text - most sentences have the same structure - may be overuse of 'and' or 'then'  <b>some meaning can be gained</b>	Correct use of: - mostly simple and/or compound Sentences  - text may include some complex sentences that use basic structure  • 2 or more correct sentences required  <i>meaning is predominantly clear</i>	Mostly correct use of: - Simple and compound sentences <b>AND</b> • Some complex sentences  - simple sentences may show some extension - 4 or more correct sentences required  Correct use of: Past tense and third person.  <i>meaning is predominantly clear</i>	Correct use of: - most simple, compound and complex sentences  <b>OR</b> • all simple, compound and complex sentences are correct but do not demonstrate variety  Correct use of: Past tense and third person.  <i>meaning is clear</i>	Accurate use of: - simple, compound and complex sentences (allow for occasional error in more sophisticated structures) - demonstrates variety - past tense & 3 <sup>rd</sup> person.  shows control over a range of different structures (quantity, quality and variety)  <i>meaning is clear and sentences enhance meaning</i>	<i>In addition to the previous criteria, the writing contains controlled and well-developed sentences that express precise meaning, are consistently effective and allow for expression when read.</i>

## CONVENTIONS

How much editing is required before the piece can be shared/presented as a final product?

<b>Punctuation</b>  The use of correct and appropriate punctuation to aid the reading of the text	<b>Punctuation</b>  No evidence of punctuation	<b>Punctuation</b>  Inaccurate punctuation with errors.  Writing is difficult to understand.	<b>Punctuation</b>  Has attempted punctuation but sometimes has some missing; particularly commas and apostrophes.	<b>Punctuation</b>  Punctuates work accurately with minimal errors to convey meaning and enhance readability.	<b>Punctuation</b>  Punctuates work creatively and accurately to convey meaning and enhance readability.	<b>Punctuation</b>  Unique punctuation enhances meaning and readability.	
<b>Spelling</b>  The accuracy of spelling and the difficulty of the words used	<b>Spelling Stage:</b>  Words are unrecognisable.	<b>Spelling Stage:</b>  <i>Few examples of conventional spelling.</i>	<b>Evidence in writing:</b> Correct spelling of: <input checked="" type="checkbox"/> most (80%) simple words <input checked="" type="checkbox"/> some common words (at least two)	<b>Correct spelling of:</b> <input checked="" type="checkbox"/> most (80%) simple words <input checked="" type="checkbox"/> most common words (at least 20)	<b>Correct spelling of:</b> <input checked="" type="checkbox"/> simple words <input checked="" type="checkbox"/> most common words <input checked="" type="checkbox"/> some difficult words (at least two)	<b>Correct spelling of:</b> <input checked="" type="checkbox"/> simple words <input checked="" type="checkbox"/> most common words <input checked="" type="checkbox"/> at least 10 difficult words	<b>► Correct spelling of:</b> <input checked="" type="checkbox"/> all words <b>AND</b> <input checked="" type="checkbox"/> at least 10 difficult words <input checked="" type="checkbox"/> some challenging words <b>OR</b> at least 15 difficult words if no challenging words

## GENRE SPECIFIC

Does the writer utilise the specific conventions needed to create a piece of writing that reflects the purposes of the chosen text type?

<b>Character/Setting</b> <i>Character: The portrayal and development of character</i> <i>Setting: The development of a sense of place, time and atmosphere</i>	~ No evidence or insufficient evidence	~ Only names characters or gives their roles (e.g. <i>father, the teacher, my friend, dinosaur, we, Jim</i> )  <b>AND/OR</b> ~ Only names the setting (e.g. <i>school, the place we were at</i> ) Setting is vague or confused	~ Suggestion of characterisation through brief descriptions or speech or feelings, but lacks substance or continuity <b>AND/OR</b> ~ Suggestion of setting through very brief and superficial descriptions of place and/or time	~ Characterisation emerges through descriptions, actions, speech or the attribution of thoughts and feelings to a character  <b>AND/OR</b> ~ Setting emerges through description of place, time and atmosphere	~ Effective characterisation. Details are selected to create distinct characters.  <b>AND/OR</b> ~ Maintains a sense of setting throughout. Details are selected to create a sense of place and atmosphere		
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Narrative	Name:	Class:	Churchie Writing Guide
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<b>IDEAS</b> Does the writer engage the reader with fresh information or perspective on a focused topic?		
<b>Ideas</b> <i>The creation, selection and crafting of ideas</i>		/5
<b>ORGANISATION</b> Does the organisational structure enhance the ideas and make them easier to understand?		
<b>Text Structure</b> <i>The organisation of the structural components (introduction, body and conclusion) into an appropriate and effective text structure</i>		/4
<b>Paragraphing</b> <i>The segmenting of text into paragraphs that assists the reader to follow the text</i>		/2
<b>VOICE</b> Does the reader clearly hear this writer speaking in the piece?		
<b>Audience</b> <i>Capacity to orient, engage &amp; affect the reader</i>		/6
<b>WORD CHOICE</b> Does the writer's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?		
<b>Vocabulary</b> <i>The range and precision of contextually appropriate language choices</i>		/5
<b>SENTENCE FLUENCY</b> Does the writer control sentences so the piece flows smoothly when read aloud?		
<b>Cohesion</b> <i>The control of multiple threads and relationships across the text, achieved through the use of grammatical elements.</i>		/4
<b>Sentence Structure</b> <ul style="list-style-type: none"> <li>• sentences – simple, compound, complex</li> <li>• clauses</li> <li>• phrases</li> <li>• Tense</li> <li>• First person (I, we) or third person (he, she, they).</li> </ul>		/6
<b>CONVENTIONS</b> How much editing is required before the piece can be shared/presented as a final product?		
<b>Punctuation</b> <i>Correct and appropriate punctuation</i>		/5
<b>Spelling</b> <i>Accuracy and the difficulty of the words</i>		/6
<b>GENRE SPECIFIC</b> Does the writer utilise the specific conventions needed to create a piece of writing that reflects the purposes of the chosen text type?		
<b>Character &amp; Setting</b> <i>Character: The portrayal and development of character</i> <i>Setting: The development of a sense of place, time and atmosphere</i>		/4
<b>OVERALL SCORE</b>		

Reflection:

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## Student Progress Chart: 3 – 6

*Keeping Track of My Learning*

Name: \_\_\_\_\_

Learning goal: \_\_\_\_\_

My writing level at the beginning: \_\_\_\_\_ My goal is to improve by \_\_\_\_\_ levels.

Specific things I am going to do to improve: \_\_\_\_\_

### Writing

<i>Track your progress!</i>					6 + 1 Traits	Assessment 1	Assessment 2	Assessment 3	Assessment 4
					IDEAS				
					ORGANISATION				
					VOICE				
					WORD CHOICE				
					SENTENCE FLUENCY				
					CONVENTIONS				
					PRESENTATION				
					Tick the boxes above to highlight which 6 + 1 Writing Traits you need to work on in order to improve your next piece of writing.				
Level	Assessment Item 1	Assessment Item 2	Assessment Item 3	Assessment Item 4					

*Think about which 6 + 1 Writing Traits you can improve on in your next writing task as well as the PYP attribute/s that may assist you.*

Assessment Item 1: \_\_\_\_\_

Assessment Item 2: \_\_\_\_\_

Assessment Item 3: \_\_\_\_\_

Assessment Item 4: \_\_\_\_\_

## Weekly 6 + 1 Writing Feedback 3 - 6

IDEAS	ORGANISATION	VOICE	WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS	PRESENTATION
<i>Does the writer engage the reader with fresh information or perspective on a focussed topic?</i>	<i>Does the organisational structure enhance the ideas and make them easier to understand?</i>	<i>Does the reader clearly hear this writer speaking in the piece?</i>  <i>(emotion)</i>	<i>Does the author's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?</i>	<i>Does the author control sentences so the piece flows smoothly when read aloud?</i>	<i>How much editing is required before the piece can be shared as a final product?</i>  <i>(Skills Taught)</i>	<i>Is the finished piece easy to read, polished in presentation, and pleasing to the eye?</i>
<b>(DETAILS)</b>	<b>(LOST WITHOUT)</b>	<b>(SOUL)</b>	<b>(PRECISION)</b>	<b>(FLOW)</b>	<b>(EASY TO READ)</b>	<b>(LOOKS GOOD)</b>
<i>Revision</i>					<i>Edit</i>	

Where do I need to focus my efforts next week? \_\_\_\_\_

Green – I got it!

Yellow – On my way

Blue – Just starting

**IDEAS**

Does the writer engage the reader with fresh information or perspective on a focused topic?

Ideas

- |   |   |
|---|---|
| 0 | - Make sure you have a main idea. What is your story about?   |
| 1 | - Make sure your ideas are related to each other.   |
| 2 | - Your ideas are strong but need more detail.   |
| 3 | - Your ideas are strong and elaborated on well. Your next step is to include an underlying theme in your story.   |
| 4 | - Your ideas are well developed and elaborated and you have the beginnings of an underlying theme. This needs to be strengthened and developed further. |
| 5 | - You have crafted your narrative nicely and you have a strong theme throughout.  |

**ORGANISATION**

Does the organisational structure enhance the ideas and make them easier to understand?

Text Structure

- |   |   |
|---|---|
| 0 | - You need to organise your text so that it has a beginning middle and end that is in order.  |
| 1 | - Although your text has some organisation, it is missing one or more elements of a narrative (orientation, complication, resolution). Make sure you include <b>all</b> these elements. |
| 2 | - You have a simple orientation and complication but your resolution needs to be developed further.   |
| 3 | - You have a defined orientation, complication and resolution.<br>- You need to strengthen your plot devices.   |
| 4 | - You have a complete narrative with effective plot devices and a strong ending.  |

Paragraphing

- |   |  |
|---|--|
| 0 | - Your text lacks paragraphing.<br>- Remember to break you text up into paragraphs with like ideas.  |
| 1 | - You have organised your writing into paragraphs that are usually focused on one idea or a set of like ideas.<br>- Try starting your paragraphs in different ways and plan them to move the reader easily through the text. |
| 2 | - All paragraphs are focussed on one idea or like ideas and enhance the narrative.   |

**VOICE**

Does the reader clearly hear this writer speaking in the piece?

Audience

- |   |   |
|---|---|
| 0 | - To move forward in this area you need to provide some simple sentences that engage your audience.   |
| 1 | - Your audience needs to know what type of narrative they are reading. Is it funny, sad, scary?   |
| 2 | - You have some simple descriptions of people and places but the reader needs to create some details for themselves. Think about ways of grabbing your reader in and keeping them wanting to read more.                     |
| 3 | - The reader can follow your story easily but your narrative needs more feeling. Work on engaging the reader by choosing and communicating a sub-genre for your story.  |
| 4 | - Your narrative is beginning to engage the reader. You have the beginnings of a sub-genre and emotions and feelings are beginning to emerge. You will need to develop this further.  |
| 5 | - Your narrative has a clear audience and your story engages the reader. Continue to develop your chosen sub-genre and work towards gaining an emotional response from your audience through deliberate choice of language. |
| 6 | - Your narrative caters to the anticipated values of the reader. It influences and effects the reader through deliberate language choices and use of narrative devices.   |

**WORD CHOICE**

Does the writer's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?

SENTENCE FLUENCY		
Does the writer control sentences so the piece flows smoothly when read aloud?		
Vocabulary	0	- Your word choice needs to include simple word groups that make sense together.
	1	- Your word choice consists of simple words and word groups. - You need to use some precise words and more word groups.
	2	- You have used two or three precise words and word groups. - You need to ensure you utilise more precise words and work hard to replace simple words with more adjectives, adverbs and well chosen verbs.
	3	- You have used at least four precise words and word groups. - Continue to develop your use of adjectives, adverbs and more complex verbs..
	4	- You used words and word groups consistently which enhanced the mood and meaning of the text. Occasionally you chose a word that was inaccurate or inappropriate. Make sure you are aware of the meaning of your words before using them.
	5	- Your word choice is precise, sophisticated and fits the chosen genre.
Cohesion	0	- You do not have any sentences that make sense.
	1	- Your sentences are very difficult to read. - Make sure you have a clear sentence in your mind before writing it down. - Check that the sentences you have written say what you want them to say.
	2	- You have made some successful links between sentences. - Try using connectives such as: later, meanwhile, instead, earlier, just as, even though etc. - Avoid repeating nouns and pronouns.
	3	- You have made good use of connective words and your text flows well. - Your use of tense is correct. - Try to avoid repetition of words.
	4	- Your narrative is highly cohesive and flows well. You have used a range of cohesive devices to good effect.
Sentence Structure	0	- Work hard to ensure that you have basic sentence structure. - Try to keep one idea in one sentence.
	1	- Try to avoid using 'and' and 'then' too often. - Try to use compound sentences as well as simple sentences.
	2	- Your simple and compound sentences are mostly correct. - Try to include some complex sentences.
	3	- Most simple and compound sentences are correct. - You have some correct complex sentences. - Ensure you begin to vary your sentence structure.
	4	- Most of your sentences are correct but lack variety. - Try to vary your sentence structure.
	5	- You have good sentence variety and the meaning of your sentences is clear. - You have an occasional grammatical error.
	6	- All sentences are correct and demonstrate excellent variety.



## CONVENTIONS

How much editing is required before the piece can be shared/presented as a final product?

<b>Punctuation</b>	0	<ul style="list-style-type: none"> <li>- Use capital letters, full stops, question marks and exclamation marks.</li> <li>- Use capital letters for proper nouns.</li> </ul>
	1	<ul style="list-style-type: none"> <li>- You punctuated at least 1 sentence correctly and used some correct noun capitalisation.</li> <li>- Try not to use capitals in the middle of a sentence.</li> </ul>
	2	<ul style="list-style-type: none"> <li>- You have some correct punctuation.</li> <li>- Try to use a punctuation at the beginning and end of each sentence and include some different types of punctuation like apostrophes, question marks and commas.</li> </ul>
	3	<ul style="list-style-type: none"> <li>- You have used punctuation correctly in at least five sentences.</li> <li>- You have used at least two other types of punctuation.</li> <li>- Try to ensure that <b>all</b> sentences have correct punctuation at the beginning and ends of each sentence.</li> </ul>
	4	<ul style="list-style-type: none"> <li>- You have all sentence level punctuation correct.</li> <li>- You need to make sure that other punctuation like noun capitalisation and apostrophes are also correct.</li> </ul>
	5	<ul style="list-style-type: none"> <li>- All punctuation is correct.</li> </ul>
<b>Spelling</b>	0	<ul style="list-style-type: none"> <li>- You need to work hard to spell words that you know.</li> </ul>
	1	<ul style="list-style-type: none"> <li>- You have spelled some simple words correctly.</li> <li>- Try to include some common verbs, nouns and adjectives.</li> </ul>
	2	<ul style="list-style-type: none"> <li>- You have spelled most simple words correctly.</li> <li>- You need to work hard to spell correctly some common words that you know.</li> </ul>
	3	<ul style="list-style-type: none"> <li>- You have spelled most simple words correctly.</li> <li>- You have at least 20 common words spelled correctly.</li> <li>- Try to include at least two difficult words in your writing.</li> </ul>
	4	<ul style="list-style-type: none"> <li>- In addition to spelling most simple and common spelling words correctly, you have also spelled at least two difficult words correctly also.</li> <li>- Work hard to include 10 difficult words in your writing.</li> </ul>
	5	<ul style="list-style-type: none"> <li>- In addition to spelling most simple and common spelling words correctly, you have also spelled at least ten difficult words correctly also.</li> <li>- Work hard to include some challenging words also.</li> </ul>
6	<ul style="list-style-type: none"> <li>- In addition to spelling most simple, common and difficult spelling words correctly, you have also spelled at least five challenging words correctly also.</li> </ul>	
<b>GENRE SPECIFIC</b>		
Does the writer utilise the specific conventions needed to create a piece of writing that reflects the purposes of the chosen text type?		
<b>Character &amp; Setting</b>	0	<ul style="list-style-type: none"> <li>- You need to try to include names of characters and/or give them a role (mother, friend, dog).</li> </ul>
	1	<ul style="list-style-type: none"> <li>- You have the names of characters and of settings.</li> <li>- You need to describe characters and setting.</li> </ul>
	2	<ul style="list-style-type: none"> <li>- You have brief descriptions of characters and setting.</li> <li>- You need to elaborate on these through action, speech, thoughts, feelings and descriptions of place and time.</li> </ul>
	3	<ul style="list-style-type: none"> <li>- Descriptions of action, speech, thoughts, feelings and descriptions of place and time are beginning to emerge.</li> <li>- More details are required to make distinct characters, atmosphere and setting.</li> </ul>
	4	<ul style="list-style-type: none"> <li>- Effective characterisation and sense of setting.</li> </ul>