الدليل الإرشادي لإمتحان الكتابة للصفوف من الثالث للثاني عشر

التواصل الاجتماعي بحسب ملفات مدرسية

روابط مواد ملفات مدرسية على تلغرام

التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات

المزيد من الملفات بحسب ملفات مدرسية والمادة لغة انجليزية في الفصل الثالث

Writing Assessment Guidance

English Language

10th May 2023

Writing Assessment Guidance

In the summative assessments at the end of term, students will be asked to demonstrate their accomplishments in reading and writing. It is important for students to develop both receptive and productive skills in another language to enable them to be able to both understand English that others have written and communicate their ideas effectively in English. Students will first be asked to complete a writing section. In the bonus questions, students are asked to make a prediction about a narrative text. The ability to predict is a key component of assessing students critical thinking skills. It requires them to synthesise information from the text and make sense of it, allowing the information contained within it to be applied and used creatively rather than simply extracted. In the writing section, students are asked to complete the narrative. They will be assessed on their ability to complete the task and the coherence of the text as well as the mechanics of choice of vocabulary, grammar, spelling and punctuation.

25% Writing

75% Reading

Bonus Questions

This term, the bonus questions are connected to the writing section of the exam. Students will be provided with the first few sentences of a narrative that is based on the lexis categories detailed in the assessment coverage. They will be asked to make a prediction about what happens next in the narrative. At levels 3 to 6, students are asked for a free-response prediction. At levels 7 to 9, students are asked to complete the first paragraph. As is the intention of bonus questions, both types of questions require students to use higher order thinking skills in order to make a logical prediction by extrapolating from the information that has been given to them and justify their response.
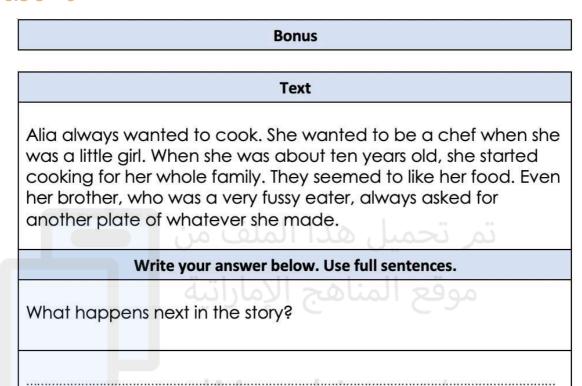
Please note that the following are examples only and the exact texts will not appear in the exam.

Example coverage topics:

Topic(s): People, food and drink, jobs		
ECFE Grammar	GSE Grammar	Functional Language

Bonus question 1 - Example prediction questions

Levels 3 – 6

Bonus

Text

Alia always wanted to cook. She wanted to be a chef when she was a little girl. When she was about ten years old, she started cooking for her whole family. They seemed to like her food. Even her brother, who was a very fussy eater, always asked for another plate of whatever she made.

Write your answer below. Use full sentences.

What happens next in the story?

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Levels 7 – 8, Grades 9 - 11

Bonus

Text

The sky had begun to turn from inky black to the soft grey that welcomes the dawn by the time Anwar finally left. Working at a busy restaurant in the heart of Dubai, he often found himself crawling back to his flat when others had long been asleep. There was nothing like the exhilaration of working in a busy kitchen to keep him coming back to work night after night, though. Exhausted, he'd tried to quit a few times but his love for cooking and the camaraderie of a good team made sure he returned to the kitchen. He checked that the door was locked before stepping into the quiet street.

Write your answer below. Use full sentences.

Continue the story by writing at least two more sentences.

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Levels 8 – 9, Grade 12

The sky had begun to turn from inky black to the soft grey that welcomes the dawn by the time Anwar finally left. Working at a busy restaurant in the heart of Dubai, he often found himself crawling back to his flat when others had long been asleep. There was nothing like the exhilaration of working in a busy kitchen to keep him coming back to work night after night, though. Exhausted, he'd tried to quit a few times but his love for cooking and the camaraderie of a good team made sure he returned to the kitchen. He checked that the door was locked before stepping into the quiet street.

Write your answer below. Use full sentences.

1 - 1	10.00 Marks

Write your answer below. Use full sentences.

Continue the story by writing at least two more sentences.

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0 words 🗑

Bonus question 2 - Example justification questions

Students are then asked to justify their answer to the first bonus question. They are expected to use information from the sentences that were given to them in support of their answer.
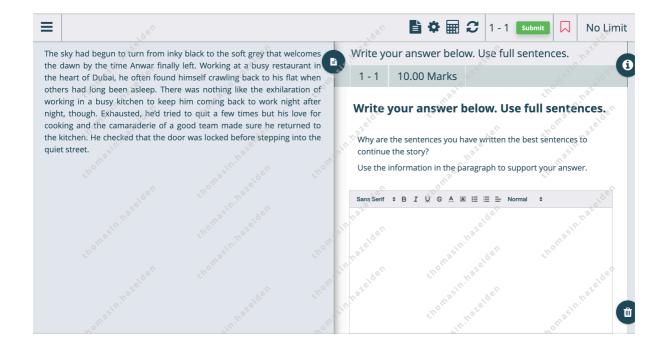
Levels 3 – 6

Write your answer below. Use full sentences.

Why do you think this will happen?

Use the information in the text above to support your answer.

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Levels 7 – 8, Grades 9 – 11

Write your answer below. Use full sentences.

Why are the sentences you have written the best sentences to continue the story?

Use the information in the paragraph above to support your answer.

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Levels 8 – 9, Grade 12

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The sky had begun to turn from inky black to the soft grey that welcomes the dawn by the time Anwar finally left. Working at a busy restaurant in the heart of Dubai, he often found himself crawling back to his flat when others had long been asleep. There was nothing like the exhilaration of working in a busy kitchen to keep him coming back to work night after night, though. Exhausted, he'd tried to quit a few times but his love for cooking and the camaraderie of a good team made sure he returned to the kitchen. He checked that the door was locked before stepping into the quiet street.

Write your answer below. Use full sentences.

1 - 1	10.00 Marks

Write your answer below. Use full sentences.

Why are the sentences you have written the best sentences to continue the story?

Use the information in the paragraph to support your answer.

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Preparing students for prediction

In order to prepare students for the prediction part of the exam, teachers could conduct activities in which students are given opportunities to practise this skill.

An example prediction activity:

1) Show students a picture of a story and ask them to guess what the story will be about.

2) They could then be asked to guess the major events of the story.

3) Students are given a few sentences from the beginning of the short story and asked to write what happens next.

4) Students could also be asked to justify their answer and reference the chosen sentences in the same way as they would during the exam.

5) Peers could work together to assess each other's answers using the student rubrics provided in the assessment planners, giving each other feedback.

6) Students could then redraft their responses in line with the feedback and have their peers rescore their work.

7) Teachers should retain a copy of student's predictions for later use.

The curriculum often has short stories within the books and the British Council website is a good resource for narrative texts that are categorised into CEFR levels so the first few sentences of these can be used in a similar activity. Please be aware of cultural appropriacy when selecting texts to use, particularly if external sources are used.

Rubric for bonus question 1 – prediction question

	Teacher rubric	Student rubric	
	Responses to prediction questions:	When answering prediction questions:	
2	- accurately express a relevant prediction. - accurately use language that is appropriate to the topic and task with only a few minor errors.	I can: - write what will happen next in the story. - use words that are suitable for the question topic and task. - write sentences without many mistakes.	2
1	- express a prediction that is mostly relevant. - use language that is mostly appropriate to the topic and task, but errors sometimes affect the ability to communicate effectively.	I can: - write some ideas about what will happen next, but my ideas might not follow the story exactly. - use some words that are suitable for the question topic and task, but others might not be related. - write sentences, but some have serious mistakes.	1
0	- do not express a relevant prediction. - do not use language that corresponds to the topic or task, or errors are so frequent that little of meaning is communicated.	I can: - not write what will happen next in the story. - not use words that are suitable for the question topic or task. - write sentences that have a lot of mistakes.	0

Rubric for bonus question 2 – justification question

	Teacher rubric	Student rubric	
	Responses to prediction justification questions:	When answering prediction questions:	
3	- synthesise relevant textual evidence. - demonstrate a strong ability to explore own reasoning. - justify answers with a logical argument.	I can: - explain in detail why my response is the best answer to the question. - provide accurate examples from the text to support my answer.	3
2	- are supported by some textual evidence. - demonstrate some ability to examine own reasoning. - attempt to justify answers with limited success.	I can: - give at least one reason why my answer is the best answer to the question. - use one example from the text to support my answer.	2
1	- do not contain examples from the text or other sources. - lack the ability to consider own reasoning. - do not attempt to justify answers.	I can: - write about my answer but am unable to say why it is correct or use examples from the text.	1

Bonus narrative plan

Students are next asked to record ideas about how they would write the rest of the narrative. Planning a piece of prose before launching into writing it is an essential part of effective writing technique and that allows students to reflect on their ideas, organising them into a coherent narrative. The skills it exercises are transferable for essay writing.

For grades 5 – 11, levels 3.1 to 8.2, the writing portion of the assessment is paper-based, so they will receive a question inviting them to record their plan and a blank page in which to do so. There are many ways students can choose to present their plan, from paragraph headings with bullet points of content to mind maps. To prepare students for the planning part of the bonus assessment, ask students to try a few different planning methods so they can choose a system that works best for them. For grade 12, who are completing the exam on SwiftAssess, they will receive a core question asking them to record a plan, then a box with a space to type their plan. In this case, it is advisable to practise forms of planning, for example, paragraph titles and lists, that allow them to plan in a way that can be recorded on SwiftAssess. They might find that dividing their plan into the broad sections of 'beginning of the story,' 'middle of the story' and 'end of the story' is enough detail. When the grade 12 writing exams are transferred to the marking portal, they will be available to mark as a complete set with the answers to the bonus prediction questions, the bonus narrative plan and the narrative included.

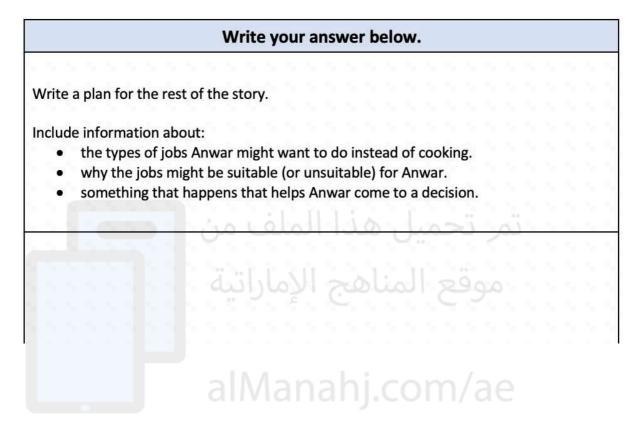## Example narrative questions

Levels 3 – 6

Write your answer below.
Write a plan for the rest of the story. Include information about: • what Alia's first job is like. • what she enjoys about her job. • something exciting that happened in her job.

Levels 7 – 8, Grades 9 – 11

Write your answer below.

Write a plan for the rest of the story.

Include information about:
- the types of jobs Anwar might want to do instead of cooking.
- why the jobs might be suitable (or unsuitable) for Anwar.
- something that happens that helps Anwar come to a decision.

Levels 8 – 9, Grade 12

The sky had begun to turn from inky black to the soft grey that welcomes the dawn by the time Anwar finally left. Working at a busy restaurant in the heart of Dubai, he often found himself crawling back to his flat when others had long been asleep. There was nothing like the exhilaration of working in a busy kitchen to keep him coming back to work night after night, though. Exhausted, he'd tried to quit a few times but his love for cooking and the camaraderie of a good team made sure he returned to the kitchen. He checked that the door was locked before stepping into the quiet street.

Write your answer below.

1 - 1 | 10.00 Marks

Write a plan for the rest of the story.

Include information about:
- the types of jobs Anwar might want to do instead of cooking.
- why the jobs might be suitable (or unsuitable) for Anwar.
- something that happens that helps Anwar come to a decision.

Write your plan for the first part, middle and end of the story below.

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Preparing students for planning

An example planning activity:

Students can either use the same beginning to a story they used in the prediction activity, or a new text can be used.

1) Teachers produce a prompt with three bullet points that scaffold a narrative and will elicit the target language from students.

2) Teachers gather examples of different types of plans, for example, mind maps, tables, flow charts, storyboards, etc. and demonstrate them to students.

3) Students select several different planning methods and use them to plan the narrative, taking note of which they prefer.

4) Students peer score each other's plans using the planning rubric and give feedback.

5) Students redraft their plans in response to the feedback and the plan is rescored.

6) Either collect the plans or retain a copy to use for narrative writing.

Rubric for narrative planning question

	Teacher rubric	Student rubric	
5	Content provided is clearly laid out into a plan which the reader can recognise and is clearly and fully related to the task/response.	I can: - write my plan clearly. - answer all the bullet points in my plan.	3
3	Student has provided a plan but there may be gaps in terms of relationship to task/response, summarisation or ability for reader to decipher.	I can: - write my plan but some of it may be unclear. - write my plan but have forgotten to answer some bullet points.	2
1	Content that is provided cannot be deciphered or bears no relation to the task or student response.	I can: - write a plan but there are a lot of mistakes. - write a plan but have not included the answer to any of the bullet points.	1
0	Nothing provided from student.	I did not write a plan.	0

Part 1 - Narrative writing

The last part of the writing assessment informs the student's writing score for term 3. In it, students are asked to use the plan they have made during the bonus section and, for levels 7 – 9, the sentences they wrote in the bonus section, to produce a narrative. The ability to first plan a coherent narrative, then produce a piece of writing from that plan is a vital skill that allows students to focus on the ideas they want to communicate and ensures that the narrative flows.

Example narrative prompts

Levels 3 – 6

Text
Alia always wanted to cook. She wanted to be a chef when she was a little girl. When she was about ten years old, she started cooking for her whole family. They seemed to like her food. Even her brother, who was a very fussy eater, always asked for another plate of whatever she made.
Write your answer below. Use full sentences.

Use the plan you wrote. Write the rest of the story.

Include information about:

- what Alia's first job is like.
- what she enjoys about her job.
- something exciting that happened in her job.

Write at least 25 words in sentences.

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Text
The sky had begun to turn from inky black to the soft grey that welcomes the dawn by the time Anwar finally left. Working at a busy restaurant in the heart of Dubai, he often found himself crawling back to his flat when others had long been asleep. There was nothing like the exhilaration of working in a busy kitchen to keep him coming back to work night after night, though. Exhausted, he'd tried to quit a few times but his love for cooking and the camaraderie of a good team made sure he returned to the kitchen. He checked that the door was locked before stepping into the quiet street.
Write your answer below. Use full sentences.
Using your plan and the sentences you wrote, write the rest of the story.

Include information about:
- the types of jobs Anwar might want to do instead of cooking.
- why the jobs might be suitable (or unsuitable) for Anwar.
- something that happens that helps Anwar come to a decision.

Write at least 200 words in paragraphs. |
| ....
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.... |

Levels 8 – 9, Grade 12

Write your answer below. Use full sentences.

Using your plan and the sentences you wrote, write the rest of the story.

Include information about:

- the types of jobs Anwar might want to do instead of cooking.
- why the jobs might be suitable (or unsuitable) for Anwar.
- something that happens that helps Anwar come to a decision.

Write at least 200 words in paragraphs.

The sky had begun to turn from inky black to the soft grey that welcomes the dawn by the time Anwar finally left. Working at a busy restaurant in the heart of Dubai, he often found himself crawling back to his flat when others had long been asleep. There was nothing like the exhilaration of working in a busy kitchen to keep him coming back to work night after night, though. Exhausted, he'd tried to quit a few times but his love for cooking and the camaraderie of a good team made sure he returned to the kitchen. He checked that the door was locked before stepping into the quiet street.

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The prompt for the writing question is identical to that given in the planning section with three bullet points of information to include that will elicit some of the language points detailed in the assessment coverage from students. Information about the minimum word count is given in the writing section and students are expected to meet or exceed that word count. The ability to include the information required by the three bullet points and meet the word count is assessed by the first category in the rubric – task completion.

At levels 3 and 4, students are expected to produce at least one paragraph in their response. At levels 5 and above, students are expected to produce multiple paragraphs. All texts should be structured so as to have a beginning, middle and end and follow a coherent narrative. This is assessed by the second rubric category – structure.

The student's ability to express themselves within the narrative using appropriate topic and level-specific grammar and vocabulary are assessed using the grammar and vocabulary categories in the rubric.

Finally, the student's spelling and punctuation are assessed in the last rubric category.

Preparing students for narrative writing

An example narrative writing activity:

To prepare students, ask them to use the plans they have made in previous activities to write a narrative. These can then be peer assessed using the rubric.

1) Teacher to modify the prompts they have previously used in the planning activity with the relevant word count for the student's level from the assessment planner.

2) Students locate the plans they previously wrote are given one lesson period to write their narrative using it.

3) Next lesson, students peer assess each other's narratives using the rubric for their level and provide feedback.

4) Students edit their narratives in response to the feedback and produce a second draft.

5) The second draft is reassessed using the relevant writing rubric.

Writing Summative Assessment Rubric Levels 3 – 6

	Task completion	Structure	Grammar	Vocabulary	Spelling and punctuation
5	Student writes an extended response, obviously reaching or exceeding the expected length, which covers all aspects of the prompt.	Response is clearly structured appropriately in paragraphs *(or at least one paragraph for levels 3 - 4)* with evident attempt at an opening and closing.	Response uses a range of simple and possibly some complex grammatical structures appropriate to the prompt/questions. Grammatical errors are infrequent and do not affect readability.	Response uses a few examples of more uncommon or sophisticated vocabulary for the specific topic of the task	There are examples of accuracy in even higher-level spelling and punctuation. There may be multiple errors, but they mostly don't affect readability.
4	Student writes an adequately extended response, approximating the word count, with most aspects covered (no more than one area of the prompt missed).	Response is structured so as to clearly resemble a paragraph with a narrative structure.	Response uses a range of grammar appropriate to the prompt/questions. Grammatical errors may sometimes affect readability.	Vocabulary is adequate to communicate a response to the topic, but may largely depend on common/simple vocabulary.	Common vocabulary is mostly spelt accurately, and sentences contain basic punctuation. There may be frequent spelling errors with more difficult words.
3	Student expresses several ideas which cover more than one aspect of the prompt, although more than one area is missed or not covered in sufficient detail.	Response contains clearly connected text, sentences and ideas. Sentences may be disconnected and not structured into paragraphs.	Response uses basic grammar appropriate to the prompt / questions. Grammatical errors may be frequent.	Vocabulary range is clearly limited, but just about sufficient to cover some topics in the prompt.	There are examples of accurate spelling and punctuation throughout, but also frequent errors.
2	Student expresses an idea that covers at least one aspect of the prompt.	Response contains a clear attempt at sentence structure in responding to prompt.	Response shows some attempt at the most basic grammatical structures (e.g. subject-verb use) but there are frequent errors.	A few examples of basic, high frequency words are used which relate to the topic and task.	There is some attempt at punctuation. Spelling shows some signs of phonemic awareness, but many errors found.
1	Student's writing does not cover any aspect of the prompt.	Response does not appear to be structured in any conventional sense, even in terms of sentences.	No attempt at grammatical structures is identifiable.	Response contains very little that can be identified as appropriate vocabulary for the task.	Response contains no punctuation and/or almost every word is spelt so as to be barely decipherable.
0	No response, or entirety of response plagiarised.				

Writing Summative Assessment Rubric Levels 7 – 9

	Task completion	Structure	Grammar	Vocabulary	Spelling and punctuation
5	Student writes an extended and sophisticated response, with all aspects of the prompt covered in detail.	Entire response is appropriately structured with awareness of style and audience.	Response uses both simple and complex language structures. Language chosen is appropriate to the task, with only isolated minor mistakes, if any.	Response uses a range of technical and sophisticated vocabulary for the specific topic of the task.	Spelling and punctuation are consistently accurate, even within complex words and sentences.
4	Student writes an extended response, obviously achieving the expected length, which covers all aspects of the prompt.	Response is clearly structured appropriately in paragraphs with evident attempt at an opening, main body and closing.	Response uses a range of simple and complex grammatical structures appropriate to the prompt/questions. Grammatical errors are infrequent and do not affect readability.	Response uses a few examples of more technical or sophisticated vocabulary for the specific topic of the task	There are examples of accuracy in more complex spelling and punctuation. There may be multiple errors, but they mostly don't affect readability.
3	Student writes an adequately extended response, approximating the word count, with most aspects covered (no more than one area of the prompt missed).	Response is written using a paragraph or more which contain a narrative structure.	Response uses a range of grammar appropriate to the prompt/questions. Grammatical errors may sometimes affect readability.	Vocabulary is adequate to communicate a response to the topic, but may largely depend on common/simple vocabulary.	Common vocabulary is mostly spelt accurately and sentences contain basic punctuation. There may be frequent spelling errors with more complex words.
2	Student expresses several ideas, but more than one area of the prompt is missed or not dealt with in sufficient detail.	Response is clearly structured into sentences but there is little to no attempt to structure into a paragraph.	Response uses only basic grammar to answer the prompt/questions. Grammatical errors may be frequent.	Vocabulary range is clearly limited, and is not sufficient to address some topics in the prompt.	There are examples of accurate spelling and punctuation throughout, but also frequent errors.
1	Student's writing does not cover any aspect of the prompt.	Response does not appear to be structured in any conventional sense, even in terms of sentences.	No attempt at grammatical structures is identifiable.	Response contains very little that can be identified as appropriate vocabulary for the task.	Response contains little to no punctuation and/or almost every word is spelt so as to be barely decipherable.
0	No response, or entirety of response plagiarised				