


Assessing Writing Skill



The ability to write has become an indispensable skill in our global literate community.

- * The assessment of writing is no simple task. As you consider assessing students' writing ability, as usual you need to be clear about your objective or criterion.



A diagram illustrating the genres of written language. It features a central orange circle with the text "Genres of written language". Surrounding this central circle are three smaller circles: a green circle at the top labeled "Academic writing", a cyan circle at the bottom left labeled "Personal writing", and a green circle at the bottom right labeled "Job-related writing". The background consists of a blue sky with white clouds.

Genres of written language

Academic
writing

Personal
writing

Job-
related
writing

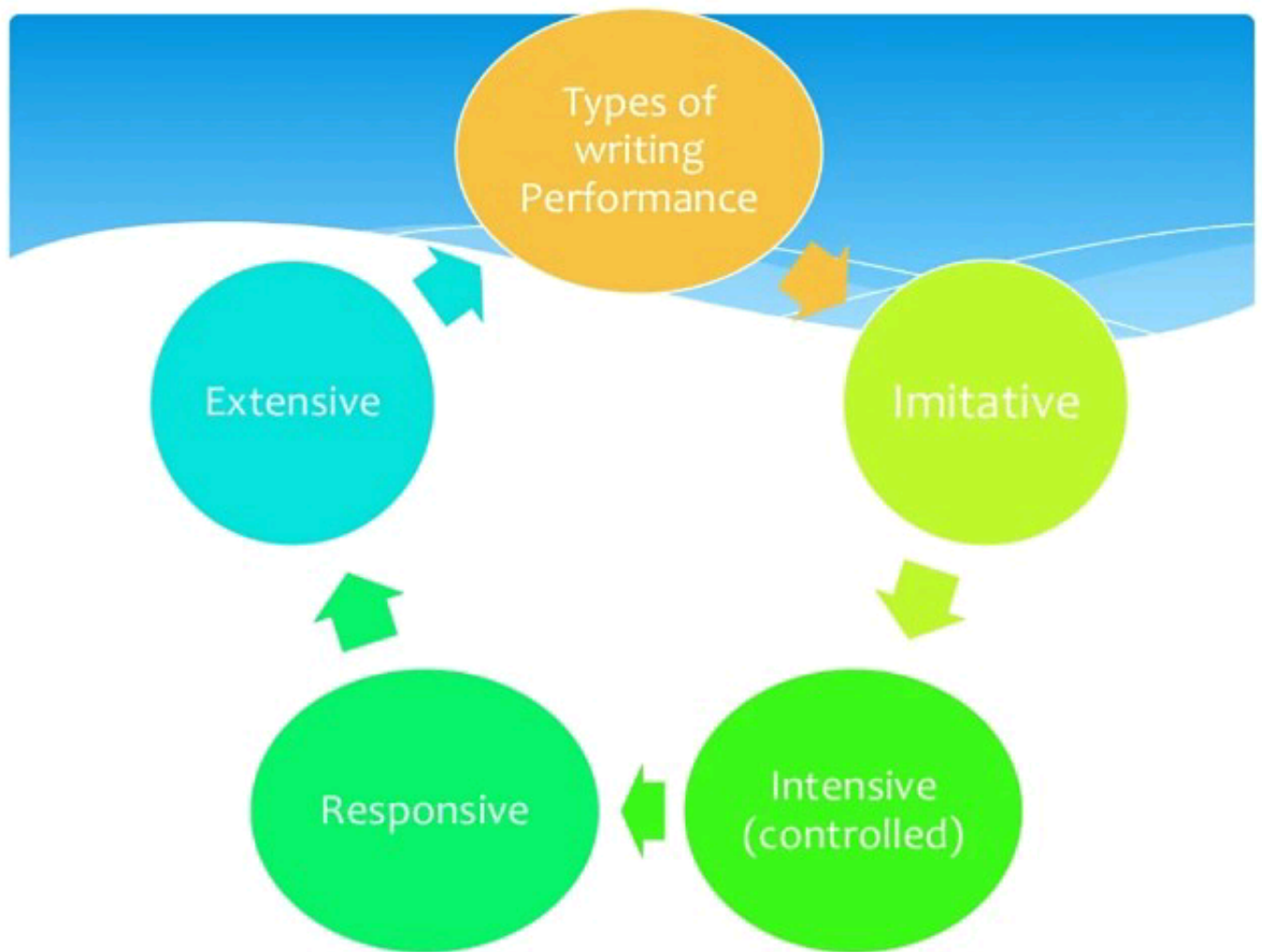
Types of writing Performance

Extensive

Imitative

Responsive

Intensive
(controlled)



Imitative

To produce written language basic task of writing letter, words, punctuation and very brief sentences.

The category includes the ability to spell correctly and to perceive:

Phoneme-grapheme correspondences in the English spelling system.

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graph TD; A[Intensive (Controlled)] --> B[Producing appropriate vocabulary within a context, collocations and idioms and correct grammatical features]; A --> C[More concerned with focus on form, and are rather strictly controlled by the test design.];
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Intensive
(Controlled)

Producing appropriate vocabulary within a context, collocations and idioms and correct grammatical features

More concerned with focus on form, and are rather strictly controlled by the test design.



Responsive

Tasks require learners to perform at limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs

Genres of writing include brief narratives and descriptions, short report, lab, reports, summaries, brief responses to reading, and interpretations of charts or graphs.

Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

Extensive

Implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay , a team paper, a major research project report.

Focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas.

Focus in grammatical form is limited to occasional editing or proofreading of a draft.

Micro- and Macro-skills of writing

- * Micro-skills : The earlier micro-skills apply more appropriately to imitative and intensive types of writing task.
- * Macro-skills: Are essential for the successful mastery of responsive and extensive writing.

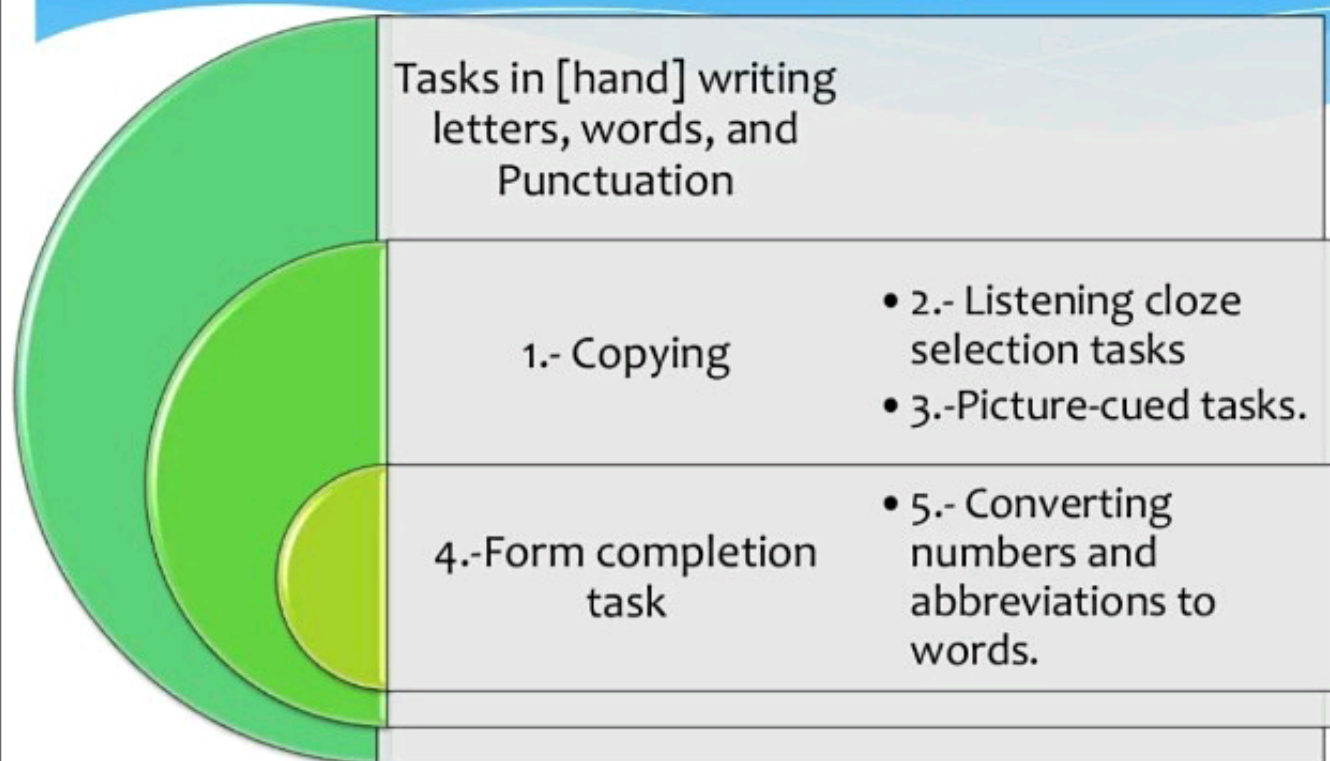
* **Micro-skills:**

- +Produce graphemes and orthographic of English
- +Produce writing at an efficient rate of speed to suit the purpose.
- +Produce acceptable core of words and use appropriate word order patterns
- +Use acceptable grammatical systems(tense, agreement, pluralisation), patterns, and rules.
- +Express a particular meaning I different grammatical forms.
- +Use cohesive devices in written discourse.

* Macro-skills:

- +Use the rhetorical forms and conventions of written discourse.
- +Appropriately accomplish the communicative functions of written texts according to form and purpose.
- +Convey link links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- +Distinguish between literal and implied meaning when writing.
- +Correctly convey culturally specific references in the context of the written text.
- +Develop and use a battery of writing strategies using prewriting devices, writing with fluency in the first drafts using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Designing assessment tasks: Imitative writing



Spelling Tasks and detecting Phoneme-Grapheme correspondences.

