

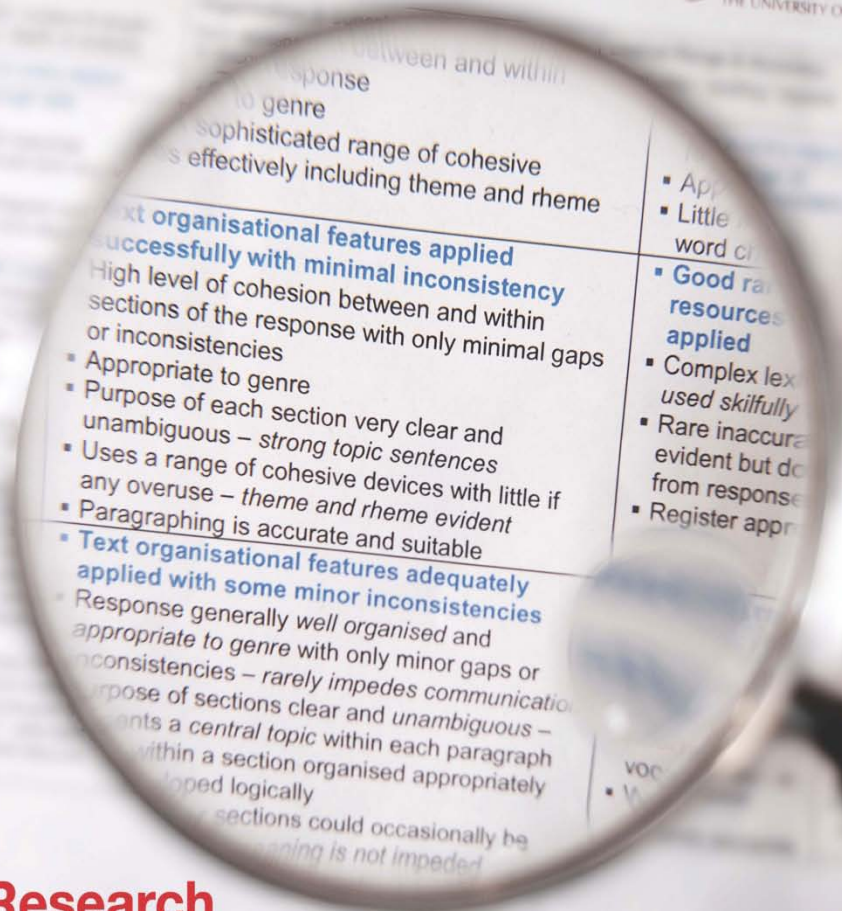
Why this text?

How does this text tick all the boxes?

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Action Research
Using the Assessment Rubric as a
Teaching Tool

Action Research

Integrates action,
research and
reflection

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Background

University English Entry Course (UEEC)

10 week intensive, high stakes

Problem

Underachievement in academic writing tasks

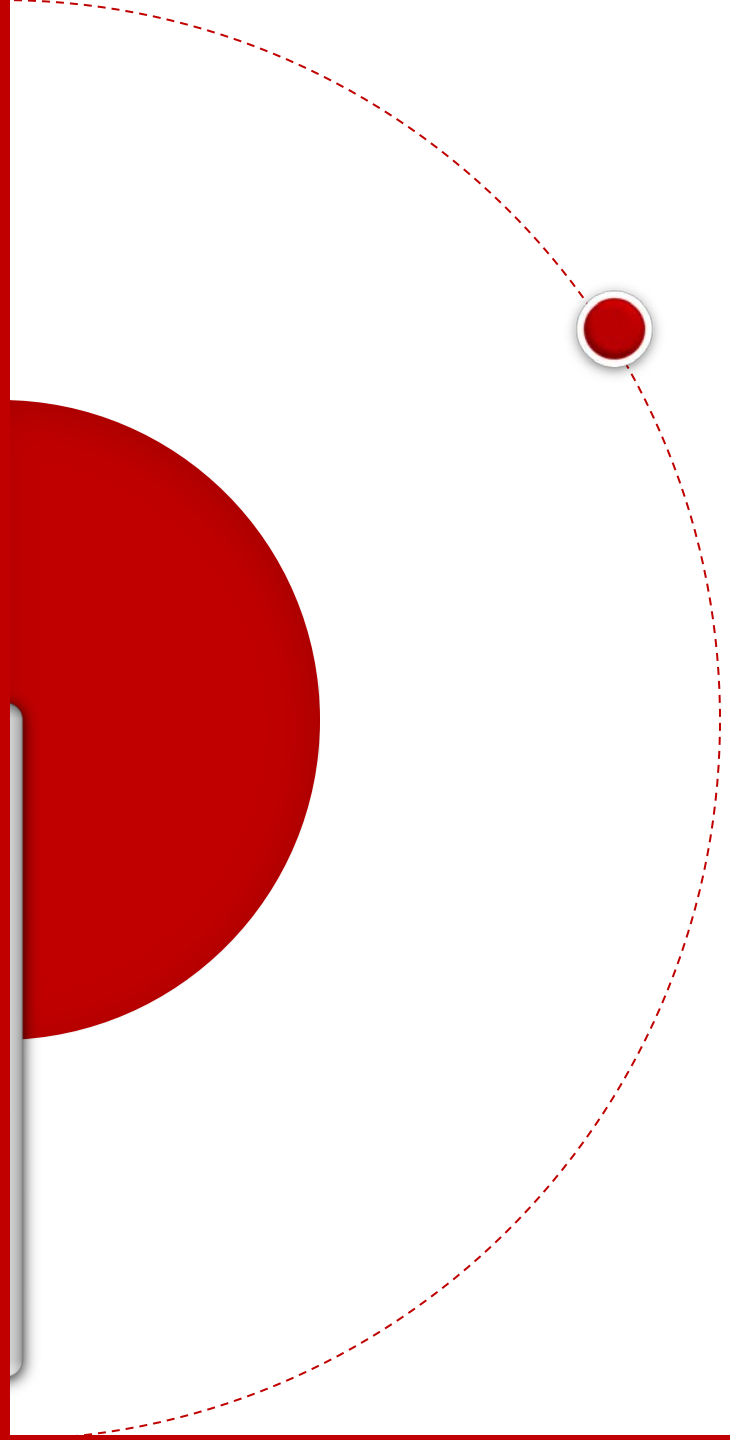
Aim

With reference to Assessment for Learning principles, improve upon the formative elements of summative assessment tasks

Research Questions

Will use of the assessment rubric as an explicit teaching tool in the classroom lead to improved understanding of each criterion?

Will this understanding lead to better outcomes in academic writing tasks?



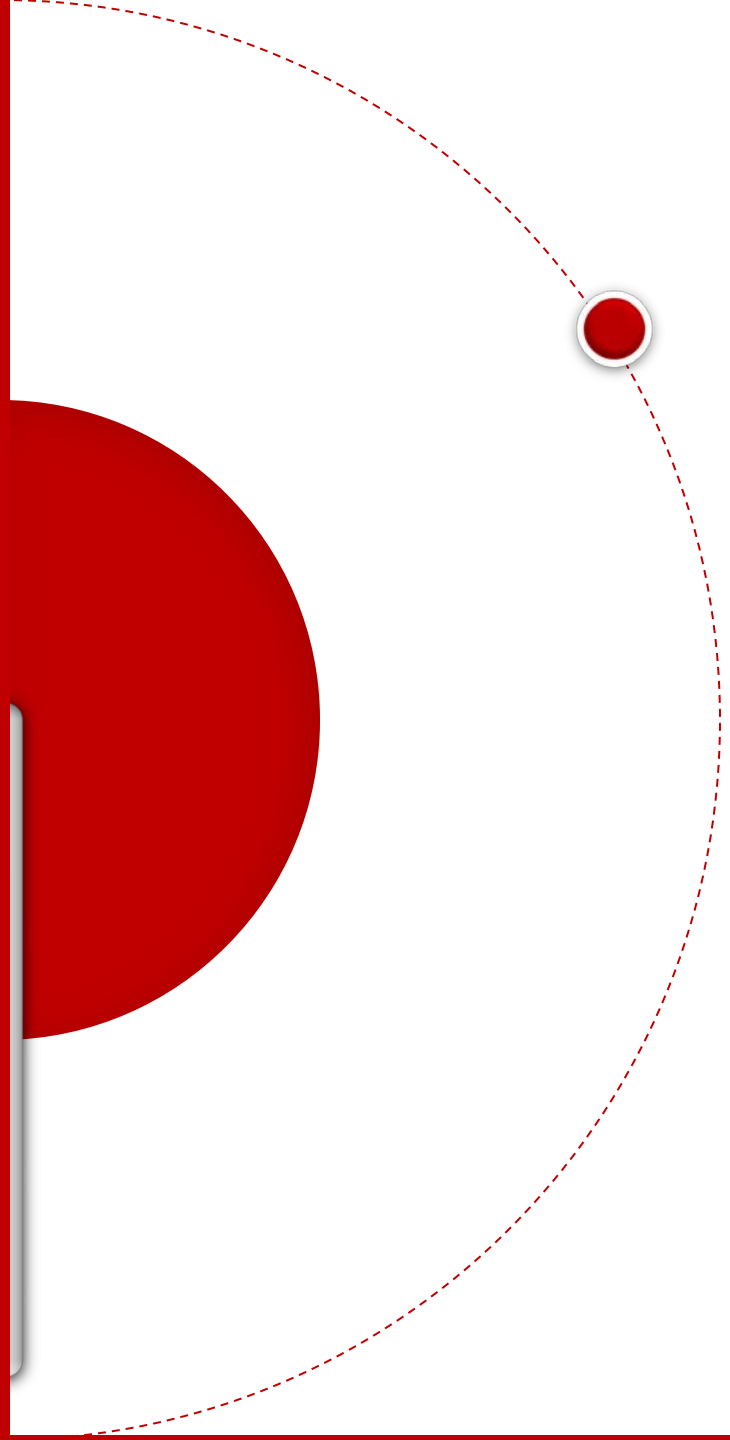
Action

UNSWIL EAP writing assessment rubric

- language unpacked for accessibility
- series of reflective lessons designed
 - targeting each component
 - individual and peer review workshops

UNSWIL-EAP Writing assessment criteria

Band	Task Response	Organisation & Cohesion	Lexical Range & Accuracy	Grammatical Range & Accuracy
10	Outstanding in every aspect	Outstanding in every aspect	Outstanding in every aspect	Outstanding in every aspect
9	- Full and thorough task completion - Fully developed response - All content relevant and very well supported - Ideas always coherent and well supported - Clear evidence of in-depth analysis	- Sophisticated range of cohesive devices effectively including theme and rheme - Text organisational features applied successfully with minimal inconsistency - High level of cohesion between and within sections of the response with only minimal gaps or inconsistencies	- Appropriate range of vocabulary used accurately - Little or no repetition of words or phrases - Good range of resources applied - Complex lexical structures used skilfully - Rare inaccuracies evident but do not detract from response - Register appropriate	- Sophisticated range of grammar structures accurately applied - Complex structures used accurately & effectively - Few if any language errors evident
8	- Successful task completion - Well developed response with minimal gaps or inconsistencies which do not impede communication - All content relevant and well supported - Ideas always coherent - Clear evidence of analysis, evaluation and discussion of implications	- Appropriate to genre - Purpose of each section very clear and unambiguous – strong topic sentences - Uses a range of cohesive devices with little if any overuse – theme and rheme evident - Paragraphing is accurate and suitable - Text organisational features adequately applied with some minor inconsistencies - Response generally well organised and appropriate to genre with only minor gaps or inconsistencies – rarely impedes communication - Purpose of sections clear and unambiguous – presents a central topic within each paragraph - Within a section organised appropriately - Developed logically	- Good range of vocabulary used accurately - Good range of resources applied - Complex lexical structures used skilfully - Rare inaccuracies evident but do not detract from response - Register appropriate	- Good range of grammar structures accurately applied - More complex structures are usually effective – nominalisation and reduced relative clauses - Some minor errors may be evident but do not detract from response - Punctuation is appropriate and error free
7	- Satisfactory task completion - Addresses all parts of the task though some ideas may be underdeveloped in places - Presents, develops and discusses main ideas in a coherent manner - Minor gaps in logic may be evident but rarely impedes communication - Evidence of analysis present though depth may be limited – attempts to evaluate assertions and discuss implications	- Appropriate to genre - Purpose of each section clear and unambiguous – presents a central topic within each paragraph - Within a section organised appropriately - Developed logically - Sections could occasionally be better organised - Meaning is not impeded	- Good range of vocabulary used accurately - Good range of resources applied - Complex lexical structures used skilfully - Rare inaccuracies evident but do not detract from response - Register appropriate	- Sufficient range of grammar structures for the task usually applied accurately with only minor inconsistencies evident - Uses a mix of simple and complex structures successfully – nominalisation and reduced relative clauses - Some minor errors may be evident but do not detract from response - Punctuation is appropriate and error free



Data Collection

- Retrospective verbal protocol
- Student interviews
- Analysis of student writing and assessment results
- Summative questionnaire

Results

- Student comments
- Grades

Reflections

- Are we providing best practice with our academic writing approach?
- What implications does this have for UNSWIL syllabus design?

Students' Voices

“(the) assessment criteria (is) difficult theory but because we have time to analyse it, understand it, apply it, practice it, get feedback and see improvement, it’s interesting.”

“So when I know what you expect to see in my writing, I feel more confident to write.”

“Before, when I didn’t know the assessment criteria, I didn’t answer the question that the task required me to very well.”

“I will use the rubric to guide me to build...to make my answer.”

“Helped me use academic language.” (4)

“The AC is too general, we need specific examples, both of academic and non-academic texts.” (4)

“The AC is hard to follow (2) hard to apply to my writing (2) hard to understand the difference between the bands.” (2)

“More time and repetition analysing the AC.” (3)

“Peer analysis followed by consultation with teacher really useful.” (1)

References

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