



2019 TRAINING WORKSHOP NO.3

EFAL



GRADES 8-9



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

Grades 8 & 9
Just-in-Time Training Workshop
2019: No. 3

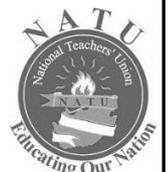
Participants' Handout

EFAL



Jika iMfundo
what I do matters

Endorsed by:



<p style="text-align: center;">EFAL SP JiT 3 of 2019</p> <p style="text-align: center;">Assessing Writing: Workshop agenda</p>		
Session 1	Introduction and reading workshop objectives	20 mins
Session 2	Pre-workshop activity	30 mins
Session 3	Unpacking some key assessment terms	30 mins
Session 4	Lessons from experts	30 mins
Session 5	Examining some descriptive assessment tools	40 mins
Session 6	Developing rubrics	60 mins
Session 7	Post-workshop activity	30 mins
Session 8	Workshop evaluation	30 mins
Total time:		270 mins = 4.5 hours

Session 1: Introductory session	(20 mins)
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1.1 Introductions

Participants introduce themselves and sign the registers.

1.2 Setting Ground rules

Negotiate some useful ground rules with the facilitator. Think of things that will help to make the workshop productive. See some of the following suggestions:

- Punctuality
- Phones
- Respecting the speaker
- Participating fully

1.3 Workshop Objectives

Read through these objectives with the facilitator.

By the end of the workshop participants will:

- have a deeper understanding about what must be assessed in an EFAL writing class
- learn some key assessment vocabulary
- be aware of the approaches to writing assessment
- learn about a variety of assessment tools
- create rubrics for the writing classroom

- c) Assessment which takes place before the beginning of the learning process, establishes what learners already know, indicates gaps in learners' knowledge, indicates where to start teaching and informs planning for progress of learners.
- d) In the EFAL writing class the teacher must make an effort to provide rich comments not just scores or marks. The teacher must praise what is good and make suggestions for redrafting i.e. rewriting to improve. The teacher must use the process approach to teaching writing and try to have writing conferences' i.e. meetings with all learners individually where the teacher can explain what is good about the learner's writing and what needs to be improved..
- e) An ongoing everyday process to find out what the learners understand, know and can do. It is not continual i.e. teachers do not have to assess every minute or at fixed times. Rather it means gathering information to find evidence of learners' progress
- f) Standards used to describe the quality of a learner's product or performance, and to indicate the skills, knowledge, attitudes that learners must show to succeed
- g) A tool used to find out how well or otherwise a learner can do the work e.g. write a dialogue. Each trait or quality, for example punctuation, structure and vocabulary are rated on a continuum, for example weak to excellent. The teacher decides where the learner fits on the scale.
- h) Assessment which measures learner performance in classrooms. Criteria are based on learning outcomes. Learners need to know the criteria before the assessment takes place
- i) A set of criteria teachers provide to ensure learners understand how to do the assignment. For example, before submitting an essay for grading, a learner can refer to a list of components the teacher needs such as paragraphs, title for story etc.

J)

A tool that provides guidelines and descriptors and criteria as indicators of performance

Session 4: Lessons from experts

(30 mins)

Lessons from the experts about teaching and assessing writing

Let us see what lessons writers and assessment academics can teach us. Read through each lesson on your own, make a note of your understanding of the key message/lesson, then share with your group. Once all groups are finished feedback to all the participants explaining in your own words what you have learnt from these lessons.

4.1 Lesson 1

Doris Lessing a famous African writer said the following about writing:

Ask any modern storyteller and they will say there is always a moment when they are touched with fire, with what we like to call inspiration, and this goes back and back to the beginning of our race, to the great winds that shaped us and our world.

The storyteller is deep inside every one of us. The story-maker is always with us. Let us suppose our world is ravaged by war, by the horrors that we all of us easily imagine. Let us suppose floods wash through our cities, the seas rise. But the storyteller will be there, for it is our imaginations which shape us, keep us, create us - for good and for ill. It is our stories that will recreate us, when we are torn, hurt, even destroyed. It is the storyteller, the dream-maker, the myth-maker, that is our phoenix, that represents us at our best, and at our most creative ([Lessing, 2007](#)).

4.2 Lesson 2

Rick Stiggins (2008) an assessment researcher says the following:

The time has come to stop believing that report card grades and test scores represent effective communication capable of supporting student learning. They do not-indeed cannot...Effective communication systems rely on descriptive feedback to support learning balanced with judgemental feed back to verify it.

Research reveals that feedback works to encourage and support student learning when it does the following:

- *Focuses on attributes of the student's work rather than attributes of the student as a learner ("here is how to make your writing more effective" rather than "just try harder")*
- *Is descriptive of that work, revealing to the student how to do better the next time rather than judgmental*
- *Is clearly understood by the intended user, leading to specific inferences as to what is needed*
- *Is sufficiently detailed to be helpful yet not so comprehensive as to overwhelm*
- *Arrives in time to inform the learning, versus too late*

4.3 Lesson 3

Carole Beeghly Bencich of the Indiana University of Pennsylvania says that the following strategies that teachers use are very successful:

- *Circling or underlining strong words or vivid phrases, with a note in the margin, rather than circling errors*
- *Asking questions about content*
- *Relating personal associations or connections to the content*
- *Noticing a theme or mood which informed the writing, often without the writer's awareness*
- *Comments which treated the author as a writer, and the writing as a work in progress*

4.4 Lesson 4

Peter Elbow, a famous teacher of writing says: *"Grades provide too much encouragement to successful students and too little to unsuccessful students."*

4.5 Lesson 5

Lessons from CAPS

According to CAPS p.122 the programme of assessment is designed to spread formal assessment tasks throughout a term.

4.6 Lesson 6

What we should assess in the writing classroom

As writing teachers in the EFAL classroom you are also experts in your field. In your groups discuss what the teacher should pay attention to when assessing writing. Once groups are finished discussing their ideas, each group should select a member to share their group's ideas with all the participants. During this process all participants should make a list of the important points.

5.1 We will now explore three different assessment tools - checklists, rating scales and rubrics.

5.1.1 Refer to the checklist and rating scale provided in the Resources handout (Example 1 and 2) and:

- a) Discuss when you would use rating scales and checklists
- b) Discuss what the differences between them are.
- c) Discuss their advantages and disadvantages

Note: The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for assessment. For example in the example for a rating scale, the criterion 'contributes' does not have a very rich description so it does not tell us very much. Perhaps it means gives useful ideas or writes out the final work for the group. Unless the teacher explains this carefully the learner would not understand the meaning.

5.1.2 Refer to the cartoon and the examples 3.1-3.6 of rubrics provided in the Resources handout .

Note 1: the definition of Holistic rubrics and Analytical rubrics:

Holistic scoring gives learners a single, overall assessment score for the writing as a whole.

Analytic scoring provides learners with at least a rating score for each criterion and often the **rubric** for analytic scoring offers teachers enough room to provide some feedback on each criterion.

Note 2: definitions of the following terms associated with rubrics- criteria, descriptors, levels of performance. Look at the example below.

- The column on left- **criteria** tell what features of the writing are going to be assessed
- The numbers at the top indicate the **levels** of performance with 4 being excellent etc
- The information in each box next to the criterion is the **descriptor** which describes what the learner must achieve to be placed in a particular level.

Criteria	4	3	2	1
Criterion 1 Format	Excellent pertinent title is provided Correct word length Lines left between paragraphs	Satisfactory title is provided Correct word length Lines left between paragraphs	Poor title is provided Incorrect word length Some Lines left between paragraphs	No title provided Too short No lines left between paragraphs
Criterion 2 Content				

NB The purpose of this session is for teachers to see that assessment is not simply a matter of providing marks or grades. The participants will, therefore, explore some of the ways teachers can provide descriptive feedback instead of relying on a grade or mark i.e. ways in which teachers can put assessment for learning into practice and can use criterion - referenced assessment.

Assessment experts say that one of the ways of dealing with descriptive feedback/ formative/encouraging/ evaluative feedback is by using good assessment tools especially checklists, rating scales and most of all rubrics.

Look at the **examples of the assessment tools** in the Resources handout and critique the rubrics i.e. discuss their good and bad points.

NB These are rubrics that are not necessarily good or CAPS compliant. They are not given here for you teachers to use in your EFAL classrooms, rather they are given for you to analyse and discuss how they could be used, adapted or improved for your classrooms.

Answer the following questions in relation to each rubric example (3.1 - 3.6) in the Resources handout.

- a) Is this an example of an analytic or holistic rubric?
- b) What do you think are the advantages and disadvantages of the rubric ?
- c) When do you think a language teacher should use an analytic or holistic type of rubric?
- d) Does the rubric state specific criteria?
- e) Does the rubric allow teachers and learners to gather information and to make judgements about what learners know and can do in relation to the outcomes?
- f) Can the learner easily understand the language of the criteria?
- g) Can the teachers use the rubrics to provide feedback?
- h) How would the teacher indicate the feedback on the rubric?

5.2 Read what an expert says about rubrics

Ryan Luchs, Assistant Professor of Marketing, Duquesne University said *“I tried out my first grading rubric, and it worked really well: my grading time was cut in half, the feedback I gave was equal or better than when I used to make extensive comments on each paper, and I was much more consistent.”*

- In your own words what would you say are the benefits that Luchs claims rubrics have.
- Now read his definition of a rubric.

A rubric is a grading guide that makes explicit the criteria for judging students’ work on discussion, a paper, performance, product, show-the-work problem, portfolio, presentation, essay question—any student work you seek to evaluate. Rubrics inform students of expectations while they are learning. These tools also enable teachers to grade efficiently, judge student work against a standard, and communicate readily with each student.”

5.3 Tips for using rubrics. Read the following tips from experts and discuss the value of each tip

Tips on Using Rubrics Effectively - based on notes from Centre for Advanced Teaching and Learning: <https://www.unbtl.ca/teachingtips/gradingrubrics.html>

- Develop a different rubric for each assignment. Although this takes time in the beginning, you’ll find that rubrics can be changed slightly or reused later. Why should teachers do this?
- Give learners a copy of the rubric when you assign the performance task. Why should teachers do this?
- Discuss rubrics with learners to create a common understanding of expectations. Why should teachers do this?
- Require learners to attach the rubric to the assignment when they hand it in. Why should teachers do this?
- When you mark the assignment, circle or highlight the achieved level of performance for each criterion. Why should teachers do this?
- Include any additional comments that do not fit within the rubric’s criteria. Why should teachers do this?
- Decide upon a final mark for the assignment based on the rubric.
- Return the rubric with the assignment. Why should teachers do this?

5.4 What tips can you the participants contribute?

Session 6: Developing Rubrics**(60 mins)**

6.1 In groups of 4-5 discuss what steps must be followed in order to develop rubrics systematically. Each group must share their ideas with the other groups.

6.2 When everyone is clear about the steps needed for making rubrics the facilitator will group you to do the following activity. Groups should develop the following types of rubrics:

Group 1 -an analytic rubric for writing a narrative text

Group 2 - an holistic rubric for writing a descriptive text

Group 3-an analytic rubric for writing an invitation

Group 4-an holistic rubric for writing a diary entry

6.3 When each group's rubric is completed display it for the other participants to see. Select one group member who will explain to all how it works. Participants should also give suggestions for improvement where necessary.

Session 7: Post-workshop activity**(30 mins)**

Answer the questions in the post workshop activity. Consider how your knowledge and understanding has changed during the workshop.

Session 8: Workshop evaluation**(30 mins)**

Reflecting on the merit of the workshop – please complete and submit the accompanying rating scale and questions.