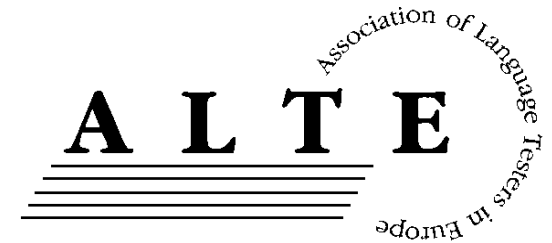


WRITING

Individual Component Checklist

ENGLISH VERSION



INTRODUCTION

This checklist has been designed for use as a practical tool for describing **ONE VERSION** of a particular component of a language test, for the purpose of evaluation or comparison. This checklist is for use only with tests of writing.

General Notes

In this checklist the following terminology is used:

◆ **Component**

One subtest in an examination. Usually an examination is made up of subtests in the different skills, and components are commonly called by the names of skills. This checklist concerns the speaking component of an examination. Components are also often referred to as 'papers'.

◆ **Input**

The material provided by the candidate for use in order to produce an appropriate response. In a test of speaking it may take the form of written, pictorial or oral prompts.

◆ **Item**

Each testing point which is given a separate mark or marks. It may consist of, for example, one gap in a written text, or one multiple choice question with three or four options.

◆ **Response**

The candidate's written or spoken response to a task. The term 'answer' is often used in this context. However, for reasons of precision, it is not used here.

◆ **Rubric**

The instructions given to a candidate on how to respond to a particular input. An example of a rubric for a writing test is: *You have had a very difficult week with a lot of problems at home and at college. Using the information in the diary, write a letter of about 100 words to a friend, telling him / her you have had a bad week.*

◆ **Section**

The parts each component can be subdivided into. Each may be testing a different area of skill of usage.

◆ **Task**

A task is defined precisely as a combination of rubric, input and response. For example, a reading text with several multiple choice items, all of which can be answered by referring to a single rubric, can be classified as a task. If another set of items relates to the same text, but requires a different rubric in order for a response to be produced, then that combination of text, rubric and items constitutes a different task. Thus the same text can form part of the same input for one or more tasks.

The term 'question' which is often used when referring to tasks, whether or not they are presented as grammatical questions, is avoided here because of its ambiguity.

◆ **Text**

In the context of a reading component of an examination, a text is any piece of written language which is used as part of the input to a task.

Please note

Some of the questions in this checklist are to be answered with a couple of words or numbers, and some have boxes to tick 'yes' or 'no'. Others, which involve making some qualitative judgement, ask for an assessment on a scale of 1 – 4, where 1 represents the most negative judgement and 4 the most positive.

Instructions for Individual Questions

A GENERAL DESCRIPTION

11 Weighting

Sometimes one section of a component is given more or less importance than others by weighting it differently from the others – assigning a higher or lower percentage of the total mark to it.

B PRESENTATION AND LAYOUT

7 How realistic is the presentation of the text?

If, for example, a task used in an examination paper is taken from a newspaper article, an attempt may be made to present it in such a way as to make this source clear to the candidate, by means of headlines, setting out the text in columns, etc.

D WRITING TASKS

1 INPUT

Most of this part of the checklist operates at the level of tasks. As the number of texts in a test varies widely – some being composed of as few as two or three, while others consist of a large number of very short texts – text numbers have been left out of headings, and it is assumed that these pages will be photocopied when necessary, and text numbers written in.

3 Topic used

The likely extent of topic areas used in tests of spoken language is covered in the ‘notions’ in **Threshold Level 1990**.

2 LANGUAGE ABILITY TESTED

1 Main focus of testing

By this it is meant the **main focus** of what is being tested in language terms, although it may also touch on other areas. It is taken as understood that there is a great deal of ambiguity in this area.

3 LANGUAGE ABILITY TESTED

3 To what extent can the writing task be described as guided?

A writing task which consists of a composition title and rubric would be classified as unguided (1), while a task which consists of re-arranging paragraphs to form a coherent text, or expanding notes into complete sentences may be considered heavily guided (3 or 4).

4 EXPECTED RESPONSE

1 Length of expected response

The approximate length of the text the candidate is expected to produce is usually indicated on the paper.

3 Is register important?

This refers to the degree of formality expressed in the text, which is determined by the purpose of writing and the relationship between the writer and intended reader.

4 Target reader

Depending on the degree to which the writing task is contextualised, it may be made more or less clear to the candidate who is seen as the reader of the text produced.

7 To what extent are non-linguistic skills being tested?

This question attempts to gauge the extent to which skills other than language ability are required in order to provide a response. An example of this would be an item which demands some type of mathematical calculation in order to get the correct answer, or an item which involves the candidate reading a map or interpreting a plan or diagram.

8 To what extent is there an overlap with testing another area of linguistic skill?

This question attempts to gauge the extent to which testing one area of language skill also involved the candidate’s ability in another area of skill. It is difficult to separate skills completely from one another. For example, it is likely that any test of writing will involve candidates in reading instructions and rubrics.

5 MARKING

1 What are the criteria for marking?

Extended writing can be marked according to various criteria, laying a more or less heavy emphasis on mechanical correctness as opposed to the achievement of the task set.

5 How many examiners are involved in each writing component?

As marking compositions or other types of extended writing may be rather subjective, the possibility of unfairness arising from this may be counteracted by having each paper marked independently by two examiners. Where the opinions of the two examiners differ widely on which mark to give, the paper can then be marked a third or even a fourth time.

6 What type of marking is used?

These can be characterised as follows:

- a) **Examiner marking:** marking carried out by experts, who are often referred to as examiners. They are required to make use of professional judgement in awarding marks.
- b) **Clerical marking:** marking carried out by non-experts, who have to deal with letters, numbers or words. They are generally required to exercise only very limited judgement, of a non-expert type.
- c) **Computerised marking:** marking carried out by a machine such as an optical mark reader. Multiple choice tests are often marked in this way.

The term 'marking' as it is used here refers to the process of assigning a mark to an item, and not to the way in which the mark is recorded or read. Computerised marking means that the candidate's response goes directly to the computer for the mark to be assigned, and no human marker is involved.

GENERAL DESCRIPTION

NAME OF EXAMINATION

NAME OF COMPONENT

A. GENERAL DESCRIPTION

	Section 1	Section 2	Section 3	Total for Component
1 Name of section (if any)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 Number of tasks	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3 Number of items	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4 Suggested time allocated for section	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 Preparation time allocated (if any)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6 Total number of marks achievable (as percentage)	<input type="text"/>	<input type="text"/>	<input type="text"/>	100%
7 Is percentage of marks available for section indicated to candidate?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
8 Is percentage of marks available for each task indicated to candidate?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
9 Is suggested time allocation for each section indicated to candidate?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
10 Is suggested time allocation for each task indicated to candidate?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
11 Weighting	<input type="text"/>	<input type="text"/>	<input type="text"/>	100%

B PRESENTATION & LAYOUT

	Name of component	<input type="text"/>	
1	How is the component presented?	As a separate booklet <input type="checkbox"/>	As part of a booklet <input type="checkbox"/>
2	How is the beginning of the component indicated?	by a front page <input type="checkbox"/> by a title <input type="checkbox"/>	by a title page in a booklet <input type="checkbox"/>

3	What information is given at the beginning of the component?	title of component	<input type="text"/>	candidate name	<input type="text"/>				
		candidate number	<input type="text"/>	sex of candidate	<input type="text"/>				
		name of institution	<input type="text"/>	date of examination	<input type="text"/>				
		total number of marks for component	<input type="text"/>	time allocated	<input type="text"/>				
		instructions to examiner	<input type="text"/>	instructions to candidate	<input type="text"/>				
4	How many pages long is the component?	<input type="text"/>							
5	How well is the component spaced out?	1	<input type="text"/>	2	<input type="text"/>	3	<input type="text"/>	4	<input type="text"/>
6	How much space is allowed for the responses?	1	<input type="text"/>	2	<input type="text"/>	3	<input type="text"/>	4	<input type="text"/>
7	How realistic is presentation of the text?	1	<input type="text"/>	2	<input type="text"/>	3	<input type="text"/>	4	<input type="text"/>
8	What size is the booklet?	<input type="text"/>							
9	Is colour printing used?	Yes	<input type="text"/>	No	<input type="text"/>				
10	Are drawings used?	Yes	<input type="text"/>	No	<input type="text"/>				
11	Are photographs used?	Yes	<input type="text"/>	No	<input type="text"/>				

C GUIDANCE TO CANDIDATES (INSTRUCTIONS AND RUBRICS)

Name of component									
1	How clear are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
2	How easy to understand are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
3	How adequate are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
4	How relevant are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
5	How consistent are instructions?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
6	How clear are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
7	How easy to understand are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
8	How adequate are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
9	How relevant are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>
10	How consistent are rubrics?	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>

D WRITING TASKS

Name of examination

Number of texts in speaking component

1. INPUT

	Task <input type="text"/>	Task <input type="text"/>	Task <input type="text"/>	Task <input type="text"/>
1 Length of written input (in words)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2 Is there any other form of input? If so, what?				
a) drawings	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>
b) photographs	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>
c) maps	c <input type="checkbox"/>	c <input type="checkbox"/>	c <input type="checkbox"/>	c <input type="checkbox"/>
d) diagrams	d <input type="checkbox"/>	d <input type="checkbox"/>	d <input type="checkbox"/>	d <input type="checkbox"/>
e) tables	e <input type="checkbox"/>	e <input type="checkbox"/>	e <input type="checkbox"/>	e <input type="checkbox"/>
f) graphs	f <input type="checkbox"/>	f <input type="checkbox"/>	f <input type="checkbox"/>	f <input type="checkbox"/>
g) other (please specify)	g <input type="checkbox"/>	g <input type="checkbox"/>	g <input type="checkbox"/>	g <input type="checkbox"/>
<input type="text"/>				

1. INPUT

3	Topic used in task	Text <input type="text"/>		Text <input type="text"/>		Text <input type="text"/>	
	a) personal identification	a	<input type="text"/>	a	<input type="text"/>	a	<input type="text"/>
	b) house, home and environment	b	<input type="text"/>	b	<input type="text"/>	b	<input type="text"/>
	c) daily life	c	<input type="text"/>	c	<input type="text"/>	c	<input type="text"/>
	d) free time, entertainment	d	<input type="text"/>	d	<input type="text"/>	d	<input type="text"/>
	e) travel	e	<input type="text"/>	e	<input type="text"/>	e	<input type="text"/>
	f) relations with other people	f	<input type="text"/>	f	<input type="text"/>	f	<input type="text"/>
	g) health and bodycare	g	<input type="text"/>	g	<input type="text"/>	g	<input type="text"/>
	h) education	h	<input type="text"/>	h	<input type="text"/>	h	<input type="text"/>
	i) science and scholarship	i	<input type="text"/>	i	<input type="text"/>	i	<input type="text"/>
	j) current affairs	j	<input type="text"/>	j	<input type="text"/>	j	<input type="text"/>
	k) shopping	k	<input type="text"/>	k	<input type="text"/>	k	<input type="text"/>
	l) food and drink	l	<input type="text"/>	l	<input type="text"/>	l	<input type="text"/>
	m) services	m	<input type="text"/>	m	<input type="text"/>	m	<input type="text"/>
	n) places	n	<input type="text"/>	n	<input type="text"/>	n	<input type="text"/>
	o) language	o	<input type="text"/>	o	<input type="text"/>	o	<input type="text"/>
	p) weather	p	<input type="text"/>	p	<input type="text"/>	p	<input type="text"/>
	q) other (please specify)	q	<input type="text"/>	q	<input type="text"/>	q	<input type="text"/>
	<input type="text"/>						

1. INPUT

Task		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	Text type used in input				
	a) Letters	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>
	b) Notes, messages, memos	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>
	c) Advertisements	c <input type="checkbox"/>	c <input type="checkbox"/>	c <input type="checkbox"/>	c <input type="checkbox"/>
	d) Programmes	d <input type="checkbox"/>	d <input type="checkbox"/>	d <input type="checkbox"/>	d <input type="checkbox"/>
	e) Forms	e <input type="checkbox"/>	e <input type="checkbox"/>	e <input type="checkbox"/>	e <input type="checkbox"/>
	f) Excerpts from books or articles	f <input type="checkbox"/>	f <input type="checkbox"/>	f <input type="checkbox"/>	f <input type="checkbox"/>
	g) Other	g <input type="checkbox"/>	g <input type="checkbox"/>	g <input type="checkbox"/>	g <input type="checkbox"/>
	<input type="text"/>				
5	Do text types				
	a) vary from paper to paper	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>	a <input type="checkbox"/>
	b) always follow the same pattern	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>	b <input type="checkbox"/>

2 LANGUAGE ABILITY TESTED

2	Task type used						
	a) free composition	a	<input type="text"/>	a	<input type="text"/>	a	<input type="text"/>
	b) written task with text input	b	<input type="text"/>	b	<input type="text"/>	b	<input type="text"/>
	c) summary	c	<input type="text"/>	c	<input type="text"/>	c	<input type="text"/>
	d) expansion of notes	d	<input type="text"/>	d	<input type="text"/>	d	<input type="text"/>
	e) other (please specify)	e	<input type="text"/>	e	<input type="text"/>	e	<input type="text"/>
	<input style="width: 100%; height: 20px;" type="text"/>						

3 INSTRUCTIONS

1	How clear is it what kind of written response is expected?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>		
2	How clear is it what length of response is expected	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>		
3	To what extent can the writing task be described as guided?	1 <input type="text"/>	2 <input type="text"/>	3 <input type="text"/>	4 <input type="text"/>		

4 EXPECTED RESPONSE

	Task				
1 Length of expected repines (in words)					
2 Text type candidate is expected to produce					
a) descriptive composition	a	a	a	a	a
b) narrative composition	b	b	b	b	b
c) discursive composition	c	c	c	c	c
d) letter / note	d	d	d	d	d
e) article	e	e	e	e	e
f) review	f	f	f	f	f
g) report	g	g	g	g	g
h) summary	h	h	h	h	h
i) other (please specify)	i	i	i	i	i
3 Is register important?	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No

4 EXPECTED RESPONSE

	Task				
4 Target reader		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
a) examiner only	a	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b) friend or relative	b	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c) colleague	c	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d) general public	d	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e) other (please specify)	e	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		<input style="width: 100%;" type="text"/>			
f) not indicated	f	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g) not clear	g	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 To what extent is specialist knowledge assumed?		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6 To what extent is cultural knowledge assumed?		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7 To what extent are non-linguistic skills being tested?		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8 To what extent is there an overlap with testing another are of linguistic skill?		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

5 MARKING

Task					
1 What are the criteria for marking?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
a) grammatical accuracy	a	a	a	a	a
b) range of structure and vocabulary	b	b	b	b	b
c) stress and intonation	c	c	c	c	c
d) pronunciation	d	d	d	d	d
e) fluency	e	e	e	e	e
f) register	f	f	f	f	f
g) task achievement	g	g	g	g	g
h) other (please specify)	h	h	h	h	h
<input style="width: 250px; height: 20px;" type="text"/>					
2 Are marking criteria indicated to the candidate on the examination paper?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
3 How many marks does each task carry?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4 Is the number of marks available indicated to the candidate on the examination paper?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
5 How many examiners mark each writing component?					
a) one	a	a	a	a	a
b) two or more	b	b	b	b	b
6 What type of marking is used					
a) examiner marking	a	a	a	a	a
b) clerical marking	b	b	b	b	b
c) computerised marking	c	c	c	c	c