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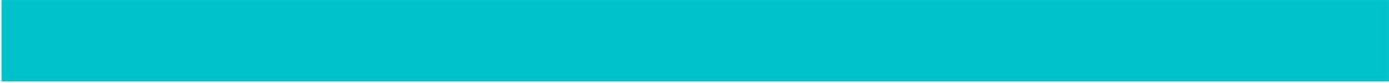
Designing Assessment for Composing Texts



Assessment Resource No 1

At the beginning of the school year, or at any time for that matter, you are probably thinking about how to find out what your students can already do when composing texts and then how to develop or adjust your teaching and learning programs to take them further (formative assessment). Consequently, you'll also be wanting to see their progress as a result of the teaching that has occurred (summative assessment).

Below is a model for designing assessment tasks for composing. It can be adapted for a range of contexts. An example has been provided as well as a blank copy for you to develop and implement your own task. Design or share your task with a colleague. It will create consistency across classes and more importantly be the catalyst for getting to know not only



your students but colleagues and will lead to critical conversations about upcoming design of teaching.

How to use:

- Select a context for composing texts that relates to an upcoming teaching and learning program, particularly in terms of the genre or purpose for composing texts be they oral, written, visual or multimodal.
- Determine when you will implement the pre-assessment task (formative), keeping in mind the support you might provide students initially in terms of tapping in to what they already know. Also decide when you will conduct the post assessment (summative). This should occur after you have taught the relevant teaching and learning program. Consider whether any adjustments might be made for the post assessment, such as using different stimulus.
- Decide on features of the task including the genre and purpose as well as aspects of register such as the subject matter, the writers' relationship with the audience and the mode of communication be it oral, written, visual or multimodal.
- You will also want to consider the stages in the writing process that will be involved. For example you may just assess the ability to plan and draft or only the editing and reviewing of a previously written text. It depends on what you want to find out.
- Think about whether you want to apply time constraints. Conditions do not have to resemble those of systemic testing. Great writers tend not to be bound by imposed times!
- Finally, think about how you can incorporate student knowledge and understanding about language into the process. Use a [reflection sheet or interview](#) so that you can understand each student's perception of their own skills and identify the metalanguage students use as well as their knowledge and understanding about language.

Composing Texts: Pre and post assessment task (sample)

Implementation time frame

Pre: Term 1 Week 1

Post: Term 1 Week 5

Task features

Curriculum area/s:	English				
Type of text:	imaginative	informative	persuasive		
Genre / purpose:	Literary description - to describe characteristic features of a place				
Subject matter:	bush / forest path setting				
Relationship with audience:	storyteller				
Mode of communication:	oral	written	visual		
Stage in the writing process:	plan	draft	edit	review	publish
Time constraints:	no	yes -			

Steps

1. Read a selection of [picture books with strong descriptions of settings](#) from a range of literary genres. Think aloud to highlight aspects of setting descriptions to students.
2. Provide students with an image of a narrative setting. Tell students that they are going to plan and write a draft imaginative description of a setting that would be found at the beginning of a narrative or story. Discuss the text purpose. In pairs, students discuss the image and features they believe would be important to describe to a reader.



4. Continue discussion by asking the following questions:
 - What type of narrative might this setting be found in, e.g. adventure, horror, fantasy, realism?
 - Why might this setting be important in the beginning of the narrative?
 - Who would be your ideal reader?
 - How do you want your reader to feel?
 - What details do you want to describe for your reader?
 - How might you foreshadow what is to come?
5. Students plan for writing by annotating the image, making notes or drawing on blank paper.
6. Students independently use the planning to draft their own description.
7. After writing ask students to complete an [evaluation to identify strengths and goals](#) for their composing.

Composing Texts: Pre and post assessment task (blank)

Implementation time frame

Pre:

Post:

Task features

Curriculum area/s:					
Type of text:	imaginative	informative	persuasive		
Genre / purpose:					
Subject matter:					
Relationship with audience:					
Mode of communication:	oral		written	visual	
Stage in the writing process:	plan	draft	edit	review	publish
Time constraints:	no	yes -			

Steps

1.

Further reading

Macartney-Clark, K (2018) Formative vs summative assessment. SACE Board of SA.

<https://www.sace.sa.edu.au/web/iea/research/assessment-insider/articles/formative-vs-summative-assessment>

Rossbridge, J. (2017) Focusing on assessment and the teaching and learning cycle through whole school professional learning, in Fehring, H. (ed.) Assessment into practice: Understanding assessment practice to improve students' literacy learning. Newtown, NSW: Primary English Teachers' Association (PETAA).

<https://petaa.edu.au/ItemDetail?iProductCode=PET112&Category=BOOK&WebsiteKey=23011635-8260-4fec-aa27-927df5da6e68>

William,, D (2014) Formative assessment and contingency in the regulation of learning processes. Paper presented in a Symposium entitled Toward a Theory of Classroom Assessment as the Regulation of Learning at the annual meeting of the American Educational Research Association, Philadelphia, PA.

https://www.dylanwilliam.org/Dylan_Williams_website/Papers.html