

Designing Proficiency-Oriented Writing Tasks at the Intermediate Level

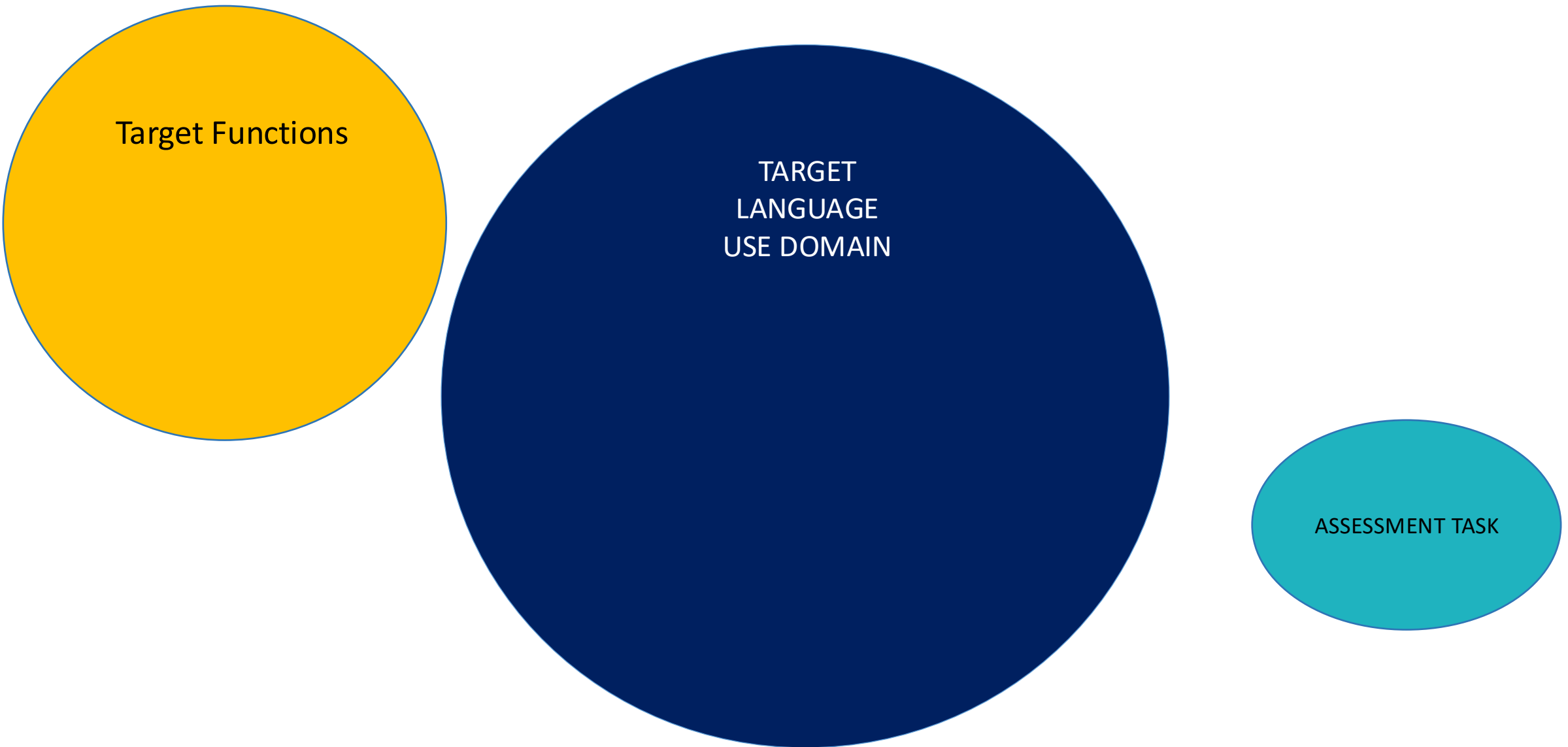


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SEALC Speaking & Writing Proficiency Assessment Design Workshop



Designing Useful Assessment Tasks

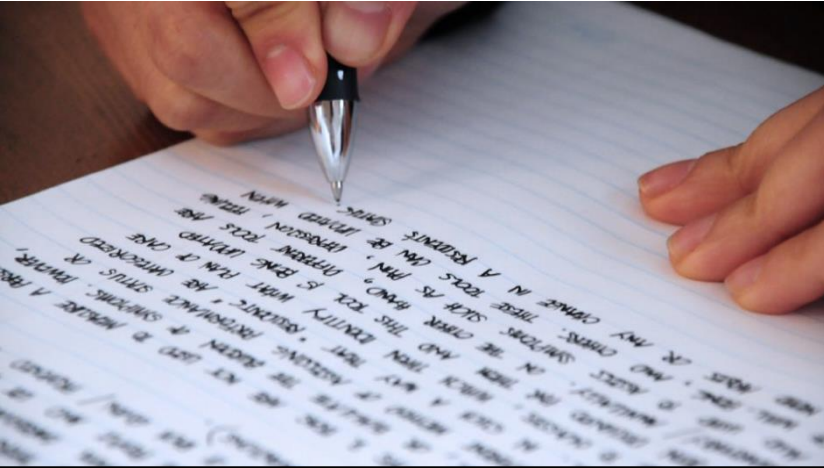


What is **Writing** proficiency?

What do we write?

Why do we write?

How do we write?



To Whom Do Write?

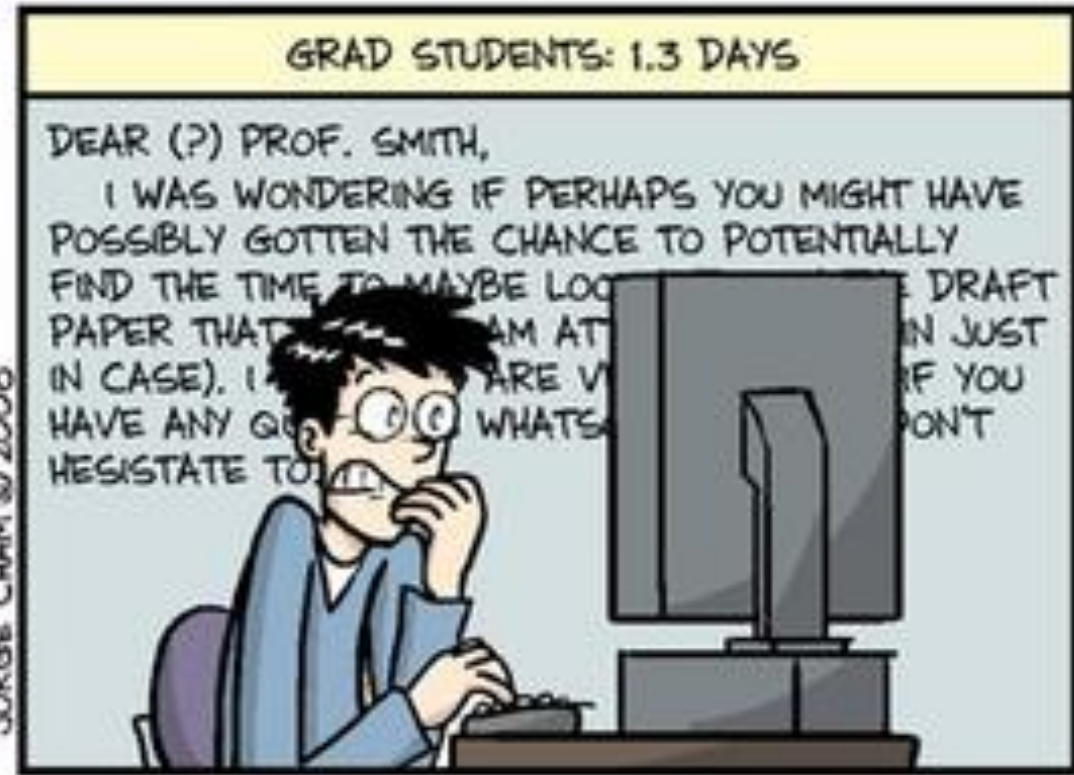


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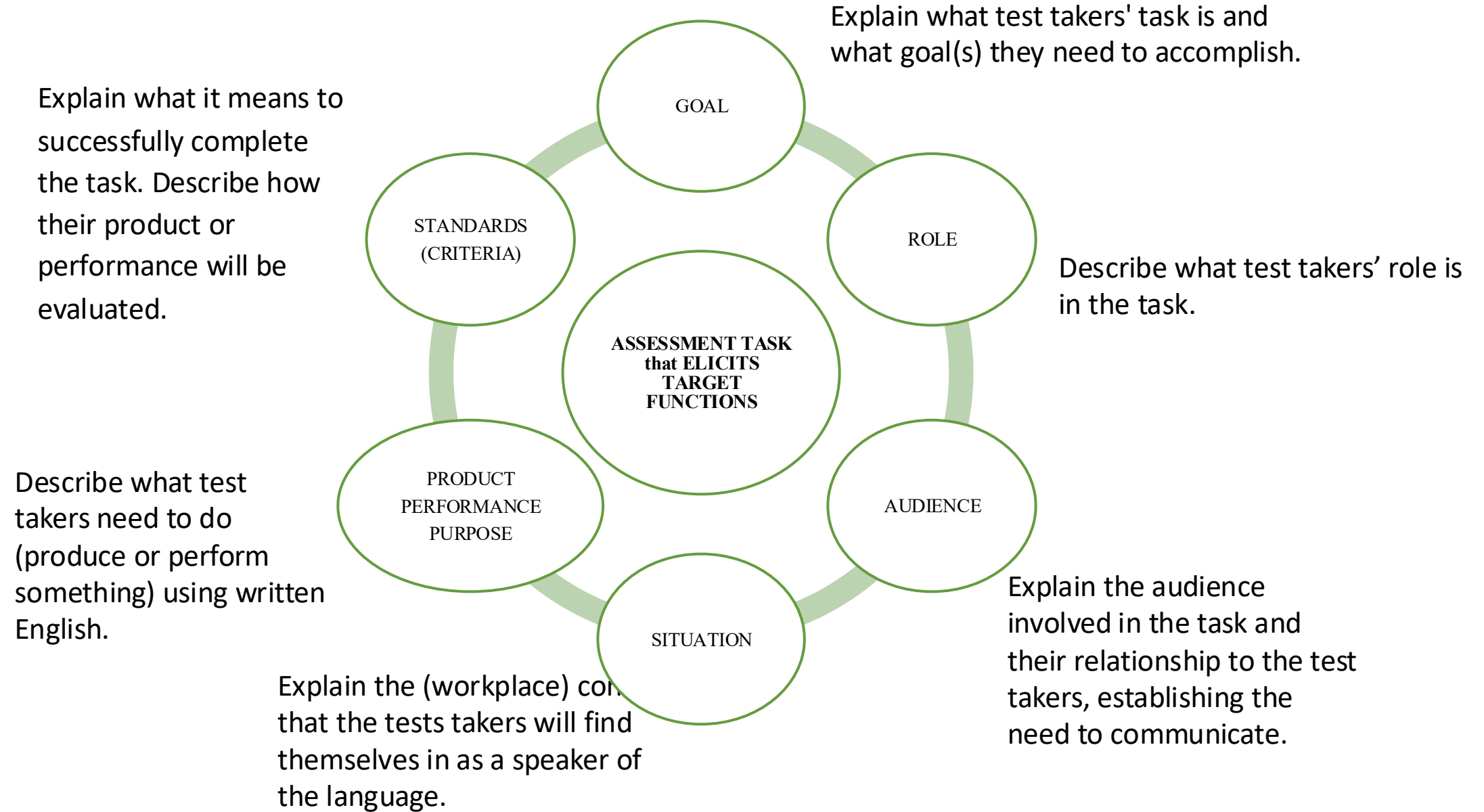
AUDIENCE

AVERAGE TIME SPENT COMPOSING ONE E-MAIL



	Functions	Topics/Context	Assessment Task Types	Response Types	Evaluation Criteria	Notes
WRITING INTERMEDIATE	• Can recombine learned material in order to create with language and express personal meaning when writing about familiar topics • Can write loosely connected sentences when communicating about familiar/daily life topics • Can initiate, maintain, and bring to close simple written communication by asking and responding to simple questions • Can satisfy simple personal needs and social/transactional demands to survive in the target language culture	Informal /personal life settings and a limited number of transactional situations: • Daily routine • Free time • Job/work • Family/friends • Living situation • Studies/interests • Travel	• Contextualized, scenario-based prompts that elicit strings of multiple sentences • Practical writing needs (messages, personal letters, requests for information, etc.) Ideas for prompts (Use GRASPS to turn ideas into prompts.) 1. An email to a friend describing daily routine, living situation, holiday/other events... 2. A note or text to a person asking for help. 3. A brief profile for a service highlighting your personality. 4. Description of your place for an ad.	• Produce discrete sentence-level written language • Write strings of discrete and complete sentences and questions	• Requires and attentive and “sympathetic” reader/audience • First-language influence on syntax and grammar is acceptable. • Spelling and punctuation errors exists but does not impede the meaning/task completion. • Inconsistent awareness of register/formal language usage	• May allow time for task preparation and use of dictionary

Task Development Framework: GRASPS Model



SAMPLE PROMPT 1

You have some items that you want to sell. Write an **ad** to give information about them.

Your student exchange program in **X** is about to end. You have some items that you want to sell on **a local Facebook page**. Write an ad and give information about the items you are trying to sell.

SAMPLE PROMPT 2

You are going to study abroad in **X this summer** and live with a host family. Write an email **in X**, where you:

- Introduce yourself
- Write about your arrival
- Ask some general questions about **living in X**.

SAMPLE PROMPT 3

While studying abroad in **X**, you want to have a language exchange partner to practice more on speaking **X language**. Write a short ad on a school bulletin board, including:

- an introduction about yourself
- what you're looking for and what you hope to practice
- when you're available for practice sessions

Contexts & Topics for Intermediate Writing

CONTEXT/TOPIC	DESCRIPTION	EXAMPLE
Personal Transactional	Everyday exchanges where you give or receive goods, services, or information for personal use/survival purpose.	Appointment requests, reservation confirmations, refund requests
Personal Social	Situations where you communicate to build relationships, share experiences, or connect with others in your personal social life.	Thank you notes, invitations, congratulatory notes, short updates, event planning
Personal Professional/Academic	Situations where you communicate to achieve work-related or school-related goals.	Emails, simple/brief recalling

Develop THREE Intermediate Writing Tasks

Create your prompt scenarios
for various contexts

Personal Transactional Context

Personal Social Context

Personal
Academic/professional Context

QUESTIONS?



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