

RELANG

Relating language examinations to the common European reference levels of language proficiency: *promoting quality assurance in education and facilitating mobility*

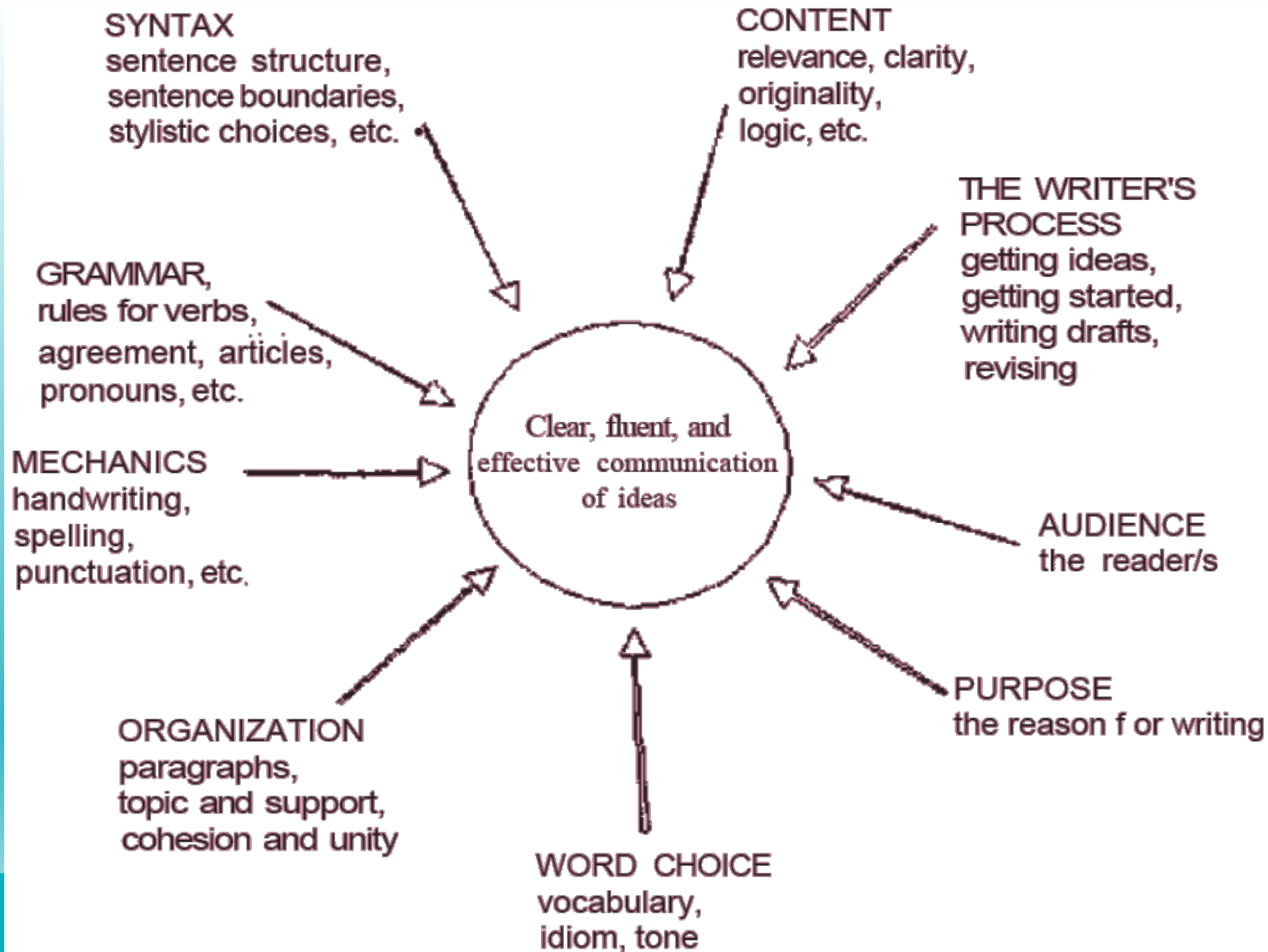
Testing Productive Skills Writing

Writing in the CEFR

- Actions performed by persons
- Illustrative scales for
 - Written production
 - Written interaction
- Various contexts
 - CEFR Table 5, Descriptive categories
- Communicative competences
 - Linguistic competence
 - Sociolinguistic competence
 - Pragmatic competence

The Writing Process

- Planning (brainstorming ideas or collecting them from various resources, noting down various ideas),
- Drafting (writing out a rough version),
- Reviewing (selecting the best ideas for inclusion, deciding on information for each paragraph and the order of paragraphs),
- Editing (checking for unnecessary repetition of words and/or information, checking language use, punctuation and spelling).



Task characteristics

- Stimulus as short and clear as possible
 - providing an adequate framework for candidates' writing
- Pictures/visual material can be used as stimulus
 - difficulties of interpretation
- Candidates to know who they are writing to and how this will affect what they write

Text types and contexts

- Production of different text types
 - Description
 - Narration
 - Argumentation, etc.
- Production of texts in different contexts
 - Complaints
 - Requests
 - Invitations
 - Reports

Checklist for writing tasks

1. Is topic of text to be produced accessible to target candidates; is context realistic?
2. Is language in rubrics accessible to candidates at target level?
3. Is purpose of task clearly indicated?
4. Does task provide opportunity for candidates to show their range?
5. Is each task within word count? Is word count provided?
6. Is marking scheme provided?
7. Has sample answer for each task been provided?