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STAATSWINSTITUT FÜR SCHULQUALITÄT
UND BILDUNGSFORSCHUNG
MÜNCHEN

Guided Writing

-das modifizierte Bewertungsschema

(UPDATE: März 2010)

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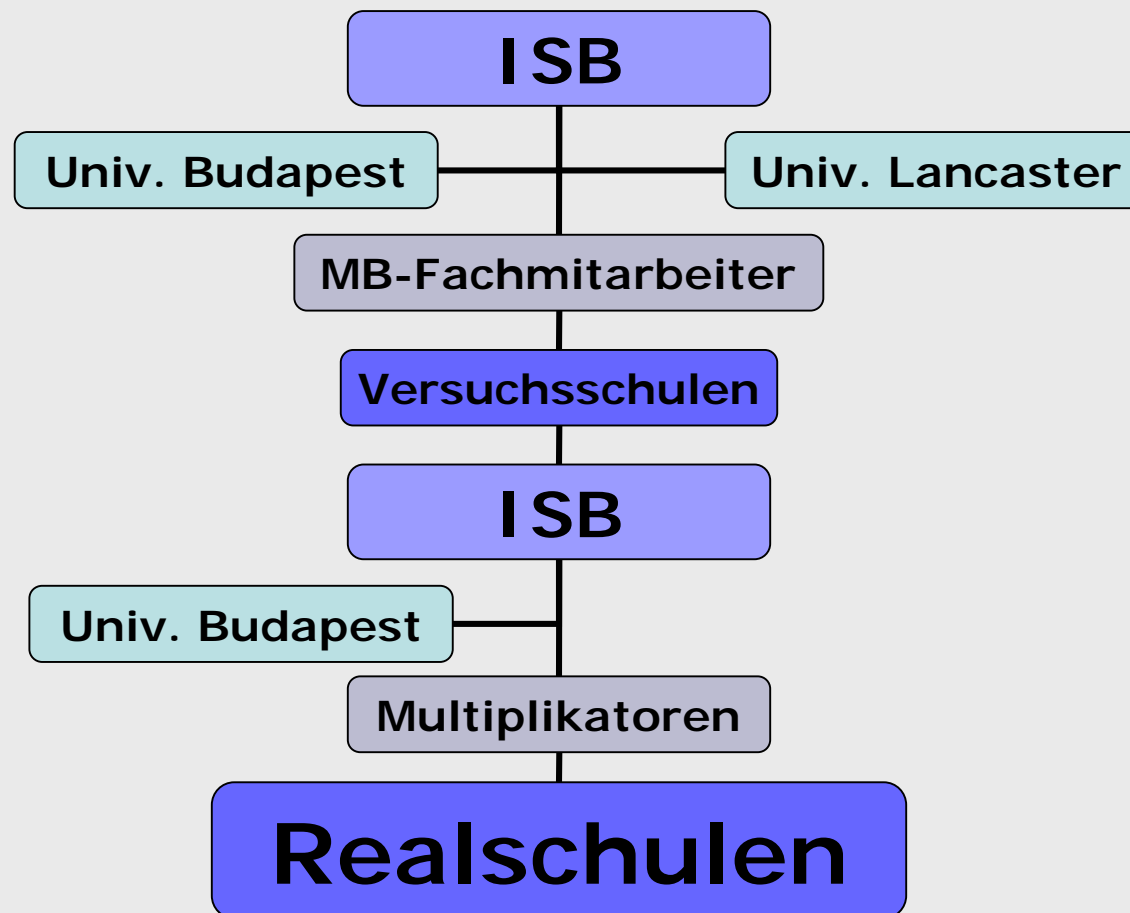
* Die Änderungen, die zur Abschlussprüfung 2010 in Kraft treten, sind in rot markiert



Hintergründe

- ◇ Kritik an der bisherigen Bewertung des GW (zu „schwammig“, zu großer Fokus auf den Bereich **Inhalt**, „Sperrklausel“, etc.)
- ◇ Wunsch nach objektiverer Bewertung
- ◇ Wunsch nach stärkerer Gewichtung der sprachlichen Komponente
- ◇ neue Gesamtstruktur der Abschlussprüfung: fünf gleich gewichtete Teilbereiche (*Speaking, Listening, Reading, Use of English, Writing*)

Entstehung

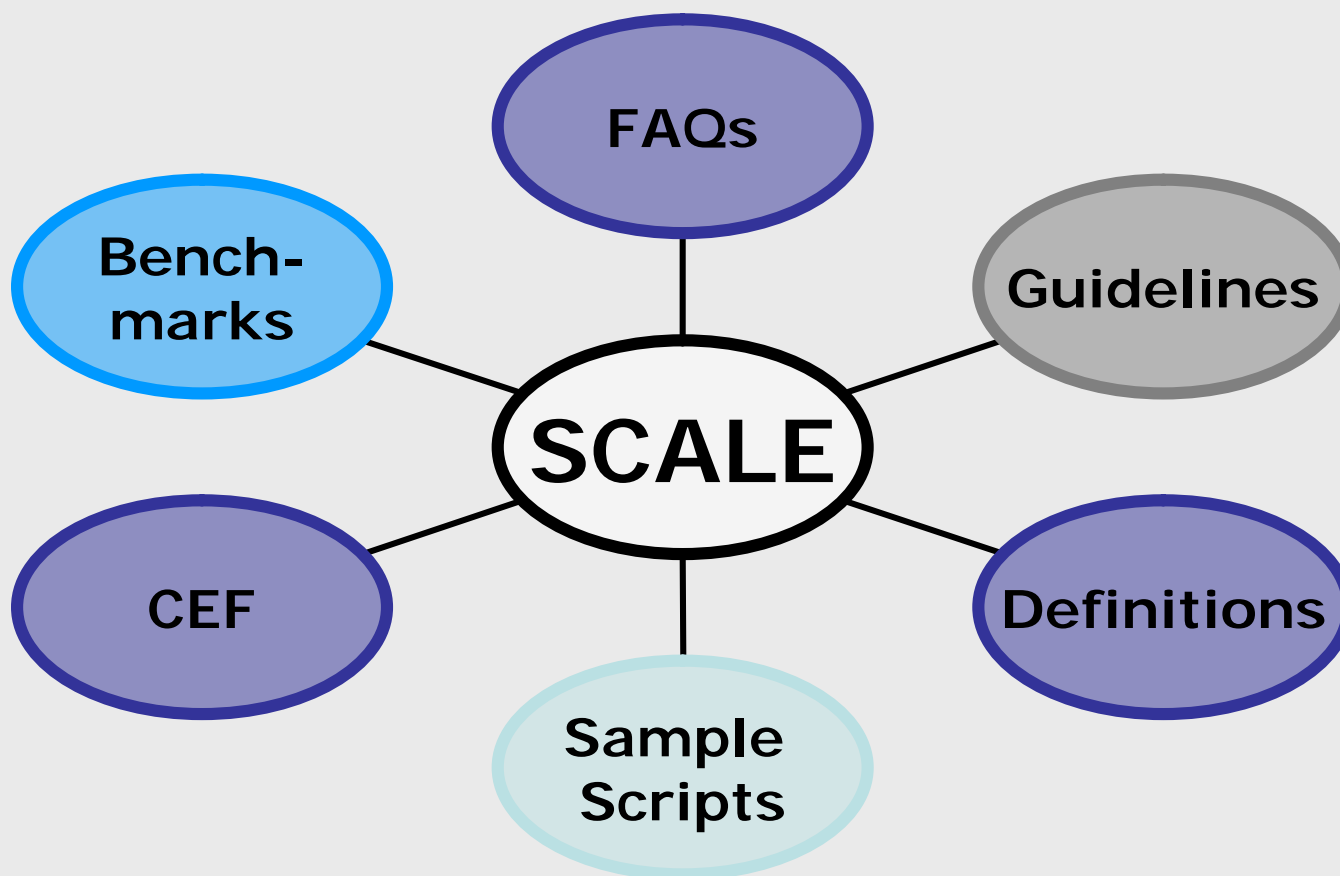


Änderungen*

- ◇ Anhebung der Punktezahl von 24 auf insgesamt 30
- ◇ vier Bewertungskriterien statt wie bisher drei:
Task Achievement, Coherence & Cohesion, Grammar, Vocabulary
- ◇ ein zusätzliches Kriterium:
Impression of General Quality
- ◇ **Anhebung der geforderten Wortzahl auf 200 Wörter**
- ◇ **Reduzierung der vorgegebenen Prompts von fünf auf vier**

*Änderungen für die Abschlussprüfung 2010 (gegenüber AP 2009)

Begleitmaterialien



Die neuen Bewertungskriterien

- ◇ Task Achievement
- ◇ Coherence & Cohesion
- ◇ Grammar
- ◇ Vocabulary
- ◇ Impression of General Quality



Task Achievement

This criterion assesses the **inclusion** and **coverage** of the **four content points**, using the **minimum of 200 words**.

Task Achievement (Content)	
7	• all content points included, most¹ content points fully <u>elaborated</u>
6	Some features of 7 and some features of 5.
5	• all content points included, most¹ content points elaborated
4	Some features of 5 and some features of 3.
3	• most¹ content points included, two content points elaborated
2	Some features of 3 and some features of 1.
1	• most content points are omitted , no elaboration on points covered; there is considerable irrelevance
0	too little language for assessment OR totally irrelevant

¹ most: 3 out of 4 content points

Coherence & Cohesion

This criterion is concerned with the **overall clarity** and **fluency** of the message: how the response **organizes** and links information, ideas and language. **Coherence** refers to the linking of ideas through logical sequencing. **Cohesion** refers to the varied and appropriate use of linking devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

Coherence & Cohesion (Organization, Linking)	
7	<ul style="list-style-type: none"> ideas are organised logically throughout the text uses a number of appropriate linking devices correctly
6	Some features of 7 and some features of 5.
5	<ul style="list-style-type: none"> ideas are generally well organised uses a number of basic but appropriate linking devices correctly
4	Some features of 5 and some features of 3.
3	<ul style="list-style-type: none"> ideas are loosely organised uses some basic linking devices; these may be repetitive
2	Some features of 3 and some features of 1.
1	<ul style="list-style-type: none"> there is a lack of organisation and linking devices
0	too little language for assessment OR totally irrelevant

Grammar

This criterion refers to the **range** and **accurate use** of the candidate's grammatical resource as manifested in the candidate's writing at sentence level.

Grammar (Range, Accuracy)	
7	<ul style="list-style-type: none"> • good range, uses some complex structures • the majority of sentences are error-free; text contains only minimal errors that do not interfere with comprehension
6	<i>Some features of 7 and some features of 5.</i>
5	<ul style="list-style-type: none"> • sufficient range, uses simple structures and also attempts at more complex structures • text contains occasional errors but it is clear what he/she is trying to express
4	<i>Some features of 5 and some features of 3.</i>
3	<ul style="list-style-type: none"> • basic range; uses only simple structures • text contains frequent errors that can cause some difficulties for the reader
2	<i>Some features of 3 and some features of 1.</i>
1	<ul style="list-style-type: none"> • no range, only simple structures attempted • text contains frequent errors that severely distort the meaning
0	too little language for assessment OR totally irrelevant

Vocabulary

This criterion refers to the **range** of vocabulary the candidate has used and the **accuracy** of that use in terms of the specific task.

Vocabulary (Range, Accuracy)	
7	<ul style="list-style-type: none"> • good range; varied formulation to avoid repetition • the majority of sentences are error-free; text contains only minimal errors that do not interfere with comprehension
6	Some features of 7 and some features of 5.
5	<ul style="list-style-type: none"> • sufficient range; can express ideas effectively • text contains occasional errors but it is clear what he/she is trying to express
4	Some features of 5 and some features of 3.
3	<ul style="list-style-type: none"> • basic range, lexical gaps and repetition occur • text contains frequent errors that can cause some difficulties for the reader
2	Some features of 3 and some features of 1.
1	<ul style="list-style-type: none"> • no range; vocabulary too basic to express ideas adequately • text contains frequent errors that severely distort the meaning
0	too little language for assessment OR totally irrelevant

Impression of General Quality

This criterion refers to the **effect** the candidate's writing has on the reader and to what extent the writing fulfils its **purpose**.

Impression of General Quality	
2	Appropriate genre, format, length, style ; text fulfils its purpose completely;
1	Few minor genre and/or format problems ; length and/or style problems; text may not fully fulfil its purpose ;
0	Several minor or major genre and/or format problems; length and/or style problems; text fails to fulfil its purpose ;