



Teaching Writing

Between Creativity and Task Achievement

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[Date]

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WRITING FOR AN AUDIENCE

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Overview of the BIFIE Text-types

Übersicht Charakteristika Textsorten lebende Fremdsprachen (SRDP)¹

	Essay (erste lebende Fremdsprache AHS)	Artikel	Bericht
allgemeine Definition	relativ kurzer Aufsatz, in dem ein Thema aus eingeschränkter (in Bezug auf Länge) und oft persönlicher Perspektive behandelt wird	schriftlicher Text zu einem bestimmten Thema; bildet einen selbstständigen Teil eines Buchs oder einer anderen Publikation, etwa einer Zeitschrift oder Zeitung (online oder gedruckt)	Darstellung eines bestimmten Sachverhalts in Form eines (offiziellen) Dokuments nach eingehender Untersuchung oder Überlegung durch eine ernannte Person oder Personengruppe
Zweck/Funktion	die Leserschaft von einem Standpunkt überzeugen; die Leserschaft informieren, einen Sachverhalt/ein Problem darstellen; Standpunkte gegeneinander abwägen	die Leserschaft informieren/überzeugen/unterhalten/fesseln	über Tatsachen, Ereignisse, Projekte, Forschung etc. berichten; kann auch eine abschließende Empfehlung enthalten
Leserschaft	Lehrer/in (Schulkontext)	Leserschaft einer bestimmten Zeitschrift, einer Zeitung, eines Buchs oder einer Website	Entscheidungsträger/in (z. B. eine Vorgesetzte/ein Vorgesetzter oder eine Institution)
Layout (visuell)	<ul style="list-style-type: none"> Titel (erkennbare) Absätze 	<ul style="list-style-type: none"> Titel (erkennbare) Absätze 	<ul style="list-style-type: none"> Empfänger/in (fakultativ je nach Leserschaft) Autor/in Thema/Betreff Datum Absätze Untertitel
Aufbau	(ist kulturspezifisch; hier am Beispiel Englisch) <ul style="list-style-type: none"> Titel: nennt das Thema und stellt den Bezug zur Aufgabenstellung her Einleitung: leitet das Thema ein und nennt die Kernaussage/These Hauptteil: entwickelt Ideen in Bezug auf die Kernaussage ein Absatz für jedes Argument jedes Argument beginnt mit einem Einleitungssatz, durch Details oder Beispiele gestützt Konklusion: fasst die Position der Autorin/des Autors noch einmal zusammen 	<ul style="list-style-type: none"> Titel: plakativ Beginn: soll die Aufmerksamkeit der Leserin/des Lesers auf sich ziehen, zum Weiterlesen anregen ein neuer Absatz für jeden Hauptpunkt passende Beispiele Aspekte/Ideen, die für die Leserschaft relevant sind Schluss: z. B. eine Zusammenfassung 	<ul style="list-style-type: none"> Betreffzeile: bezieht sich auf den Inhalt des Berichts kurze/r Einleitungssatz/-sätze, der/die folgende Fragen beantwortet: Was? Warum? Für Wen? ein (oder mehrere) Absätze für jeden Hauptpunkt, mit klaren Absatzüberschriften, die erklären, warum es in dem Absatz geht Schluss: z. B. eine Zusammenfassung/ Schlussfolgerung/Empfehlung
Register	<ul style="list-style-type: none"> formell/neutral 	<ul style="list-style-type: none"> formell/neutral/persönlich (abhängig von Leserschaft) 	<ul style="list-style-type: none"> formell/neutral
stilistische Aspekte	<ul style="list-style-type: none"> Leser/in wird nicht direkt angesprochen keine Kontraktionen (Englisch) 	<ul style="list-style-type: none"> rhetorische Fragen können verwendet werden Leser/in kann direkt angesprochen werden oder durch indirekte Mittel zum Weiterlesen des Texts bewegt werden 	<ul style="list-style-type: none"> keine Kontraktionen (Englisch) sachlich präzise

¹ Diese Übersicht ist eine Orientierungshilfe für Lehrer/innen und Schüler/innen, die Anhaltspunkte für die Vorbereitung auf die standardisierte schriftliche Reife- und Diplomprüfung (SRDP) im Bereich der lebenden Fremdsprachen geben soll. Sie beschreibt Textsorten, wie sie für die SRDP derzeit (Stand September 2015) entwickelt und felgetestet werden. Die Textsorte *Antrag*, die bis 2013 felgetestet wurde, hat sich als nicht geeignet für die SRDP erwiesen. Sie wird nicht mehr weiterentwickelt.

	Blog	E-Mail/Brief ²	Broschüre (BHS)		
allgemeine Definition	ein Text in einem Blog im Internet gepostet, entweder unabhängig oder als Antwort auf einen vorangehenden Eintrag	eine (digitale) Botschaft an eine oder mehrere Personen im privaten oder beruflichen Umfeld (BHS: interne und externe Kommunikation)	Werbe- oder Informationsmaterial, das an eine Zielgruppe verteilt/verschickt wird		
Zweck/Funktion	persönlich: z. B. Meinungen ausdrücken, informieren, Erlebnisse/Erfahrungen mitteilen oder einen vorangehenden Eintrag kommentieren bzw. darauf reagieren; beruflich: z. B. Kundinnen/Kunden, Geschäftspartner/innen oder Mitarbeiter/innen informieren; den Bekanntheitsgrad einer Firma/eines Betriebs steigern; Imagepflege	Informationen/Rat/Hilfe geben oder erbitten, sich beschweren BHS: auch einen Geschäftsfall abhandeln	Werbung machen; die Leserschaft informieren		
Leserschaft	persönlich: Freundinnen/Freunde, Gleichgesinnte bzw. Interessierte beruflich: Kundinnen/Kunden, Mitarbeiter/innen, Geschäftspartner/innen	eine bestimmte Person oder Personengruppe	mögliche Interessentinnen/Interessenten		
Layout (visuell)	<table border="0"> <tr> <td> Blogbeitrag <ul style="list-style-type: none"> Titel Benutzername Datum/Uhrzeit </td> <td> Blogkommentar <ul style="list-style-type: none"> Benutzername Datum/Uhrzeit </td> </tr> </table>	Blogbeitrag <ul style="list-style-type: none"> Titel Benutzername Datum/Uhrzeit 	Blogkommentar <ul style="list-style-type: none"> Benutzername Datum/Uhrzeit 	<ul style="list-style-type: none"> Empfänger/in (Brief) Absender/in (Brief) Betreff Datum (Brief) Anrede Absätze Verabschiedung 	<ul style="list-style-type: none"> Titel (erkennbare) Absätze (können Überschriften enthalten) Nummerierungen und Schlagwörter (fakultativ)
Blogbeitrag <ul style="list-style-type: none"> Titel Benutzername Datum/Uhrzeit 	Blogkommentar <ul style="list-style-type: none"> Benutzername Datum/Uhrzeit 				
Aufbau	<table border="0"> <tr> <td> <ul style="list-style-type: none"> Einleitung Hauptteil (in Absätze gegliedert) Schluss </td> <td> <ul style="list-style-type: none"> sich auf den vorigen Eintrag beziehen Hauptteil (in Absätze gegliedert) Schluss </td> </tr> </table>	<ul style="list-style-type: none"> Einleitung Hauptteil (in Absätze gegliedert) Schluss 	<ul style="list-style-type: none"> sich auf den vorigen Eintrag beziehen Hauptteil (in Absätze gegliedert) Schluss 	<ul style="list-style-type: none"> Betreffzeile bezieht sich auf den Inhalt des E-Mails/Briefs Grund des Schreibens wird genannt Bezugnahme auf vorhergehenden Kontakt (fakultativ) ein neuer Absatz für jeden Hauptpunkt Hervorheben wichtiger Informationen und eventuell notwendiger Handlungen Schlusszeile (fakultativ) Verabschiedung 	<ul style="list-style-type: none"> plakativer Titel aussagekräftige Absatzüberschriften
<ul style="list-style-type: none"> Einleitung Hauptteil (in Absätze gegliedert) Schluss 	<ul style="list-style-type: none"> sich auf den vorigen Eintrag beziehen Hauptteil (in Absätze gegliedert) Schluss 				
Register	<ul style="list-style-type: none"> persönlich/neutral (abhängig von Leserschaft) 	<ul style="list-style-type: none"> formell/neutral/persönlich (abhängig von Empfänger/in) 	<ul style="list-style-type: none"> neutral 		
stilistische Aspekte	<ul style="list-style-type: none"> hängen von Inhalt und Leserschaft ab interaktive Elemente (Leserschaft wird angesprochen) 	<ul style="list-style-type: none"> Empfänger/in wird direkt angesprochen 	<ul style="list-style-type: none"> überzeugende Sprache, um Inhalt informativ, interessant und ansprechend zu präsentieren Leser/innen können direkt angesprochen werden 		

² E-Mail für alle Schultypen, Brief ausschließlich für BHS

EPOSTL: What teachers should be able to do...

Writing/Written Interaction

1. I can evaluate and select meaningful activities to encourage learners to develop their creative potential.

 ⇒

2. I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc.).

 ⇒

3. I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing.

 ⇒

4. I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc.).

 ⇒

5. I can evaluate and select activities which help learners to participate in written exchanges (emails, job applications etc.) and to initiate or respond to texts appropriately.

 ⇒

6. I can help learners to gather and share information for their writing tasks.

 ⇒

7. I can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.).

 ⇒

8. I can help learners to monitor, reflect on, edit and improve their own writing.

 ⇒

9. I can use peer-assessment and feedback to assist the writing process.

 ⇒

10. I can use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly.

 ⇒

11. I can evaluate and select a variety of techniques to make learners aware of and use spelling patterns and irregular spelling.

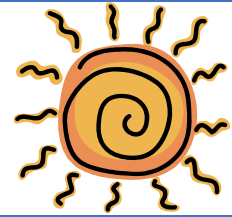
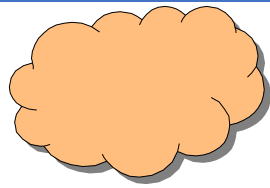
 ⇒

12. I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling etc.).

 ⇒

How can we reach these goals?

How can we reach these goals? What has worked well? Where do you see need for improvement and fresh ideas?

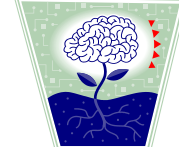
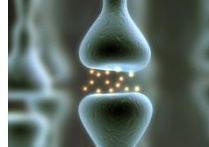
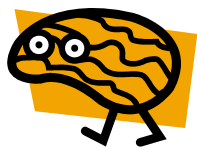
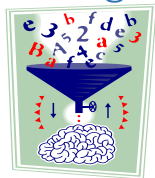


I could use some new ideas in these areas...

These ideas have worked well...

One Step Back: How does our brain learn?

Making it matter



Learning is a “global event”, it involves the entire person

What is personally relevant to the learner and what has been richly imagined is more memorable than what has only been understood from words

New knowledge (ideas, concepts, words...) must be constructed by the learner and integrated into his/her existing networks.

Multisensory, multidimensional input will help learning:

ISM: Images + Somatic response + Meaning

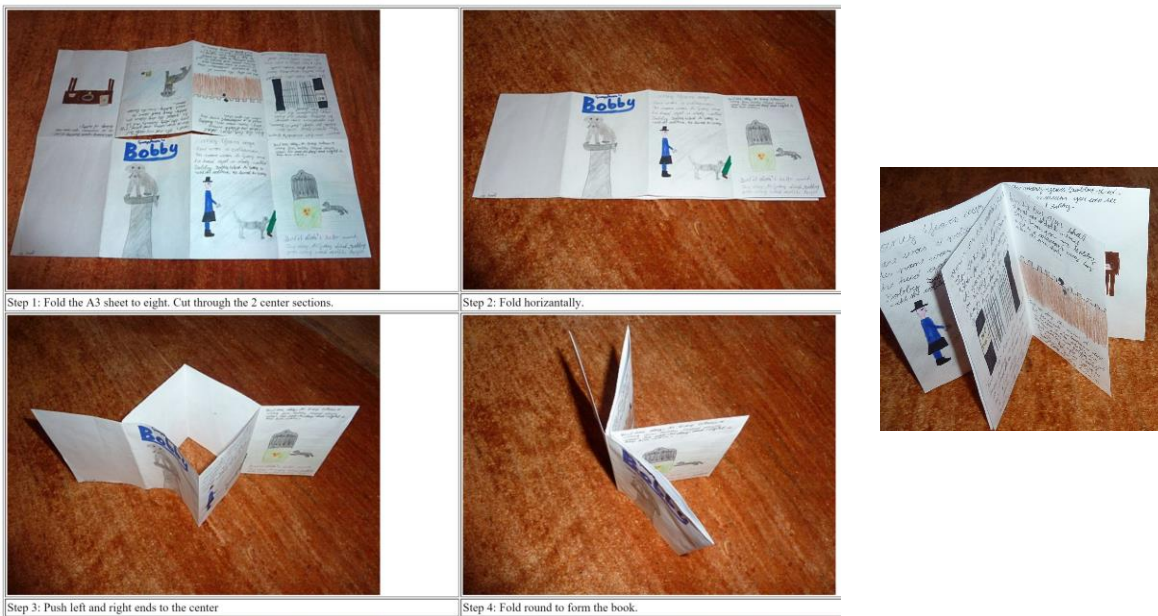
How can we create **writing tasks that matter?**

Origami Storybooks

Producing stories in these little books is certainly more motivating than writing a story into one's homework book. Young learners write very creative, long stories and actively seek feedback and language tips in order to produce high quality books that they are proud of.

These books are easy to fold and highly motivating for the learners.

Basic book folding: All you need is an A3 sheet and a pair of scissors.



More book folding formats for creative story projects:



Die Didaktik des leeren Blattes: Diaries, Booklets, Catalogues...

„Unser wichtigstes Arbeitsmaterial ist das weiße Blatt Papier, unseres Erachtens das kreativste Material, das es gibt. Es stellt "wahrscheinlich die größte Herausforderung an die Imagination der Kinder dar" stellt Peschel (1996, S.38) fest, nachdem er unsere "Pädagogik des weißen Blattes" kennengelernt hatte. Das leere Blatt fordert oder provoziert geradezu die kindliche Phantasie es zu füllen. Wie, das sagt ihm weder das leere Blatt, noch sagen wir's. Das Kind muss selber entscheiden und gestalten. Ein Arbeitsergebnis ist zu dokumentieren, ein Sachthema zusammengefasst darzustellen, um in ein gemeinsames Buch zu kommen. Welche Informationsquellen benutzt werden und wie, überlassen wir vollständig dem Kind. (Zehnpfennig/Zehnpfennig 1992)“



Fair

Have a look at the booklets displayed on the tables and collect information about the following topics.

Range of Vocabulary

Accuracy and
Common Mistakes

Text-types

Creativity
Commitment
Effort

Appreciating the learners' work

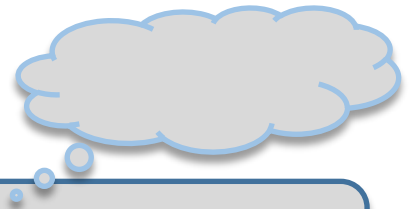
Choose one of the booklets and write a feedback card for the learner. Show your appreciation of the student's effort and motivation to create a perfect product.

What do you like about the product?

What tips for improvement can you give the student?

Use the front of the card to give feedback about the content, organization, layout and other features that have caught your interest.

On the back of the card write 3-5 concrete language tips for the learner.



Your Turn: Think of a class/topic/theme/unit where you could use this idea.

Writing for an audience: MAGAZINES and NEWSPAPERS

Developing and using text writing recipes

Recipe for a good magazine article

Find examples of recent student magazines on epep.at

Find the instructions sheet for the learners on epep.at

Magazine Projects

Schüler arbeiten in Kleingruppen (ca. 4) an regelmäßigen Ausgaben einer Zeitschrift.

1. Gruppen finden sich und bestimmen Namen des Magazins.

2. Gruppen bestimmen die Arbeitsverteilung und Teamrollen:

editor in chief (zuständig für Inhalt, Inhaltsverzeichnis und "editorial letter")

assistant editor (sammelt alle Beiträge und korrigiert die Sprache)

timekeeper (erinnert die Gruppe an Termine und Zeitplan)

chief layouter (erstellt die Titelseite, "bindet" die Zeitschrift und macht Feinschliff am Layout)

3. Gruppen erhalten Termine: Endtermin für Fertigstellung sowie 3-4 Termine (à 20-30 Minuten) für peer conferences und erstellen einen Zeitplan. Richtwert: Jeder Schüler schreibt drei Beiträge für eine Monatsausgabe. Die Schüler planen wer welche Beiträge übernehmen wird und bis wann diese fertig sein müssen. Die konkrete Schreibearbeit wird zu Hause (an Stelle von free homework) gemacht.

4. Conferences: In den peer conferences werden die jeweils fertigen Beiträge in der Gruppe kommentiert. Die Gruppenmitglieder machen Verbesserungs- und Korrekturvorschläge (vor allem auch inhaltlicher und struktureller Art). Die Arbeitsatmosphäre in der Gruppe soll positiv sein, es geht darum ein möglichst gutes, gemeinsames Produkt zu erstellen, nicht den Text des anderen schlecht zu machen. In diesem Rahmen gelingt positives feedback besonders gut. Die Schüler sind offen für Kritik.

Wichtig: Termine für diese conferences müssen klar angesagt werden damit auch wirklich alle Gruppen ihre Beiträge mitbringen! Wenn möglich alle Texte auf Computer!

5. Falls einzelne Gruppen mit den 3-4 conferences nicht auskommen, sind sie selbst dafür verantwortlich weitere Termine in Pausen oder nach der Schule (oder per e-mail) auszumachen...

6. Fertigstellung und Publikation: Die fertigen Magazines (am einfachsten in Plastikschnellheftern geheftet) werden in der Klasse präsentiert. Im Rahmen eines workshops können die Schüler in den neuen Ausgaben lesen.

Oder: Lesetisch (nett gestalten) einrichten und Magazines dort auflegen.

The Newspaper Generator



This page has been created with the Newspaper Clipping Image Generator

Just fill in the dialog boxes for name of paper, date, title and the text, click **GENERATE** and copy the jpg file into your word-file.

www.fodey.com/generators/newspaper/snippet.asp

A short newspaper writing project for intermediate learners. Time needed: 2hrs

21 The Interstellar Times

Type of activity
combination

Functions practised
narrating past events
expressing opinions
persuasion
promises
listing entertainment
describing films and plays

Useful language
past tenses; time clauses; *will*; logical connectors for argument; present continuous/simple

Lexical areas
newsworthy events (robberies, disasters, protest, etc.); entertainment

How to use the activity

Make one copy of each of the Headlines, Letters, Advertisements and What's on pages. You will also need paper, scissors and glue.

Divide your class into four groups and assign each a different area of the classroom. One group should be larger than the others.

Tell them they are the editorial staff of the *Interstellar Times* and they are working to produce the next edition of the paper.

Give the headlines to the largest group (the news desk), the letters to another (letters desk) and so on. (If you have a small class, you could combine classes with a colleague for this activity. If you have a large class, create another desk: give them an example of a personal column from a daily paper, and ask them to create an intergalactic personal column.)

The headline group should write articles for each headline. (If you want to increase the sense of tension, cut the headlines up and feed them to the group one at a time at the rate of one every ten minutes.)

The letters desk should complete the letters (or write their own if they feel inspired).

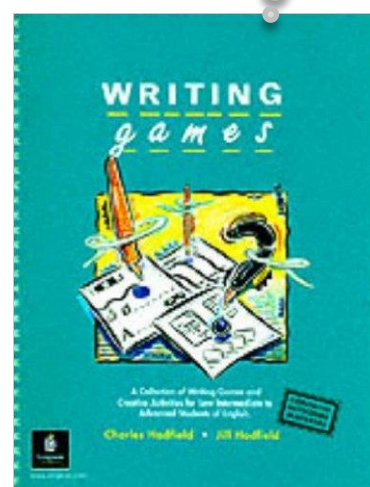
The advertisements team should write advertisements for the products.

The entertainment team should produce short descriptions of the films together with details of who is starring in them and where they're playing.

When about three quarters of the material has been produced, appoint an editorial committee. You can do this either by withdrawing one representative from each desk or, if one team has finished earlier than the others, you can give them a job transfer.

The editorial committee are responsible for designing the layout of the paper and putting it together. Give them paper, scissors, and glue and let them get on with it.

Buy this book, it is full of excellent ideas.



MERC · U · SUN
high protection sun cream

**SPACE
-O-
CALM**
spacetravelsickness pills

**INTERGALACTIC
TOURS LTD.**

PLANTMOBILE
vehicles for plants

ARCTURUS
TRAVEL ALARM CLOCK

**S R I N G S O F
S A T U R N**
Jewellery at moderate prices

The **RUNAWAY
SPACEPOD**

**HORRORPLANT III
GOES TO MARS**

Nightmare on Pluto

THE Venus Affair

THE GALACTOPHOBE

GAGARIN

**The White Dwarf
and the Black Hole**

Castor and Pollux
GO WEST

**ALIEN SPACECRAFT
SIGHTED NEAR MARS**

**SUNNY MERCURY IS GALAXY'S
MOST POPULAR HOLIDAY SPOT**

**VENUSIAN LIBERATION
FRONT PLANTS BOMB ON
MARTIAN SPACECRAFT**

**Spacepod hijacked on way to
Jupiter**

**BANK ROBBERY ON EARTH
ROBBERS ESCAPE IN SPACEPOD**

**PLUTONIANS RIOT OVER
TAX INCREASES**

**Intergalactic pop festival to take
place on Saturn**

**WEATHER: MET. OFFICE ISSUE BLACK HOLE
WARNING**

Sir,

Out here on the Edge of Time, we have an amazing view. As we're beyond the borders of the Known Universe, I'm not really supposed to contact you down there in the Solar System, but I thought I'd better write and warn you. On my videoscreen I can see everything that's happened in your short history so far, and we looked at your statistical progression for the last million years as part of our 6th grade Galactic History project. I thought you should know that just around the corner, in a few of your earth-years, there's going to be

Sir,

As a member of the Venusian Liberation Front, I would like to protest about the unlawful occupation of our planet by Pluto

Sir,

I am writing to protest about the new development scheme proposed by the council in Plutoville

Sir,

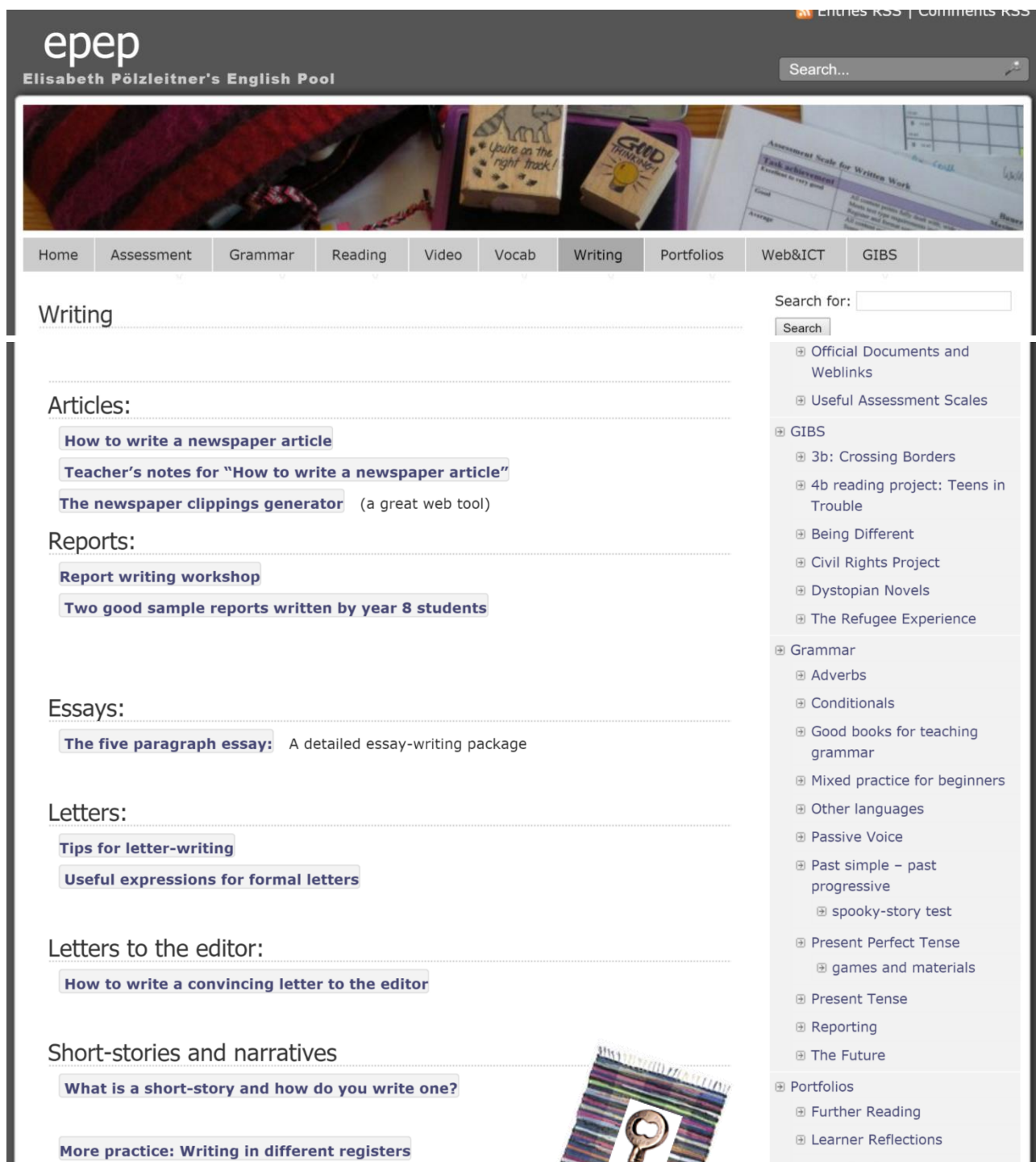
I live on Mercury and I am writing to complain about the dreadful behaviour of tourists from other planets when they visit our holiday resorts

Sir,

I would like to make my feelings known about Plant Oppression. Plants are a minority of the population on our planet and

Teaching writing to advanced learners

Find teaching materials and worksheets for article writing and other text-types for advanced learners on epep.at



The screenshot shows the website 'epep Elisabeth Pölzleitner's English Pool'. The navigation menu includes Home, Assessment, Grammar, Reading, Video, Vocab, Writing, Portfolios, Web&ICT, and GIBS. The 'Writing' section is active, displaying a search bar and a list of resources categorized by type: Articles, Reports, Essays, Letters, Letters to the editor, and Short-stories and narratives. A sidebar on the right provides a detailed search filter for the 'Writing' category, listing sub-categories like Official Documents and Weblinks, Useful Assessment Scales, GIBS (3b: Crossing Borders, 4b reading project: Teens in Trouble, Being Different, Civil Rights Project, Dystopian Novels, The Refugee Experience), Grammar (Adverbs, Conditionals, Good books for teaching grammar, Mixed practice for beginners, Other languages, Passive Voice, Past simple – past progressive, spooky-story test, Present Perfect Tense, games and materials, Present Tense, Reporting, The Future), and Portfolios (Further Reading, Learner Reflections, Peer Conferencing).

epep
Elisabeth Pölzleitner's English Pool

Search...

Home Assessment Grammar Reading Video Vocab **Writing** Portfolios Web&ICT GIBS

Writing

Search for:

Search

- Official Documents and Weblinks
- Useful Assessment Scales
- GIBS
 - 3b: Crossing Borders
 - 4b reading project: Teens in Trouble
 - Being Different
 - Civil Rights Project
 - Dystopian Novels
 - The Refugee Experience
- Grammar
 - Adverbs
 - Conditionals
 - Good books for teaching grammar
 - Mixed practice for beginners
 - Other languages
 - Passive Voice
 - Past simple – past progressive
 - spooky-story test
 - Present Perfect Tense
 - games and materials
 - Present Tense
 - Reporting
 - The Future
- Portfolios
 - Further Reading
 - Learner Reflections
 - Peer Conferencing

Articles:

- [How to write a newspaper article](#)
- [Teacher's notes for "How to write a newspaper article"](#)
- [The newspaper clippings generator](#) (a great web tool)

Reports:

- [Report writing workshop](#)
- [Two good sample reports written by year 8 students](#)

Essays:

- [The five paragraph essay:](#) A detailed essay-writing package

Letters:


- [Tips for letter-writing](#)
- [Useful expressions for formal letters](#)

Letters to the editor:

- [How to write a convincing letter to the editor](#)

Short-stories and narratives

- [What is a short-story and how do you write one?](#)
- [More practice: Writing in different registers](#)



The Writer's Workshop

Peer Conferencing:

Peer conferencing can be very helpful for both parties. The author of the text will get helpful feedback on different levels and the feedback giver will learn to read a text critically. Depending on the specific genre and aims of the writing task, both learners will focus on different aspects of a text such as formal aspects, accuracy, content, organization, register etc.

Peer conferencing is not easy for learners and must be introduced and practiced as a specific skill. The first peer-comments may be very flattering, unspecific or even aggressive. Students who have received helpful feedback from their teacher, will easily learn this skill by imitating their teacher's feedback behavior. It also helps to give students clear feedback rules and to teach an introductory skills-lesson on giving feedback using one text and inviting the class to suggest improvements.

The following peer-conference forms may also be helpful in the beginning stages or after introducing a new genre. Each of these forms focuses on a particular text-type and guides the learners through the important features of this genre. After a few rounds of guided feedback, most learners will be able to give helpful, constructive feedback without the help of such forms.

Look at the feedback forms and the free learner comments on the following pages. Then design a short feedback form for a text that your own students are going to write in the near future. What criteria might be helpful?

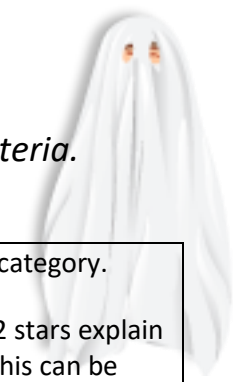
Our Peer Conference Rules








When you need a peer conference:

- Choose 2 peers to meet with you.
- Read each other's texts quietly and write **helpful tips**
- Confer quietly
- Listen respectfully to all ideas
- Thank your peer partners
- Correct and revise by yourself.

What makes a good, spooky story?

Check if your story (or your partner's story) meets all the following criteria.

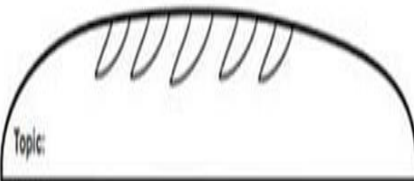
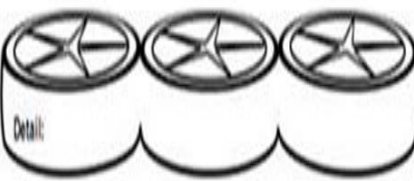
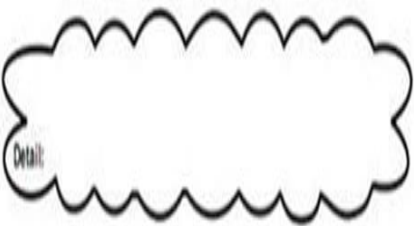
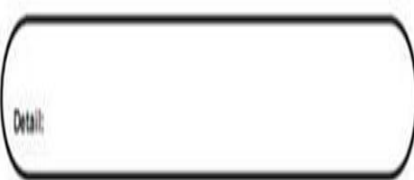



<p>Criteria</p>  	<p>You can give up to 3 stars for each category.</p>  <p>If you only give 1-2 stars explain what could be improved and how this can be done best.</p>
<p>Title: The story has a promising, spooky title.</p>	
<p>Setting and Vocab: The setting is described well. I can hear spooky sounds and I can see the scene in front of my eyes. The writer has used lots of good, spooky vocabulary.</p>	
<p>Grammar: The setting/background is described in the past progressive tense (the moon was shining...)</p>	
<p>Grammar: The actions /events are told in the past simple tense. (the door flew open, lightning struck...)</p>	
<p>Characters: The characters react like normal human beings. We can see that they are scared and they have good reasons for their actions.</p>	
<p>Ending and suspense: I am surprised by the ending – it is not predictable. The story is interesting to read – it is full of suspense (Spannung).</p>	 
<p>Further tips: How else could this story be improved?</p>	

Peer Editing Form: Essay

Peer editor's name: _____

Title of paper: _____

<p>Title:</p>	<p>Is my title clear and telling? How could I improve it?</p>	
 <p>Topic:</p>	<p>Is my introduction clear and interesting? What could I do to show the relevance of the topic more clearly?</p>	
 <p>Detail:</p>	<p>Can you find my thesis statement? Is it clear and convincing? Does it contain all the main arguments? What is missing? What should I add?</p>	
 <p>Detail:</p>	<p>Does my 2nd paragraph start with a topic sentence? Does the paragraph stick to ONE topic or does it digress? Are my examples and arguments valid and clear? Have I used appropriate link-words?</p>	
 <p>Detail:</p>	<p>Does my 3rd paragraph start with a topic sentence? Does the paragraph stick to ONE topic or does it digress? Are my examples and arguments valid and clear? What can I do to make them more convincing?</p>	
 <p>Detail:</p>	<p>Does my 4th paragraph start with a topic sentence? Does the paragraph stick to ONE topic or does it digress? Are my examples and arguments valid and clear? What can I do to make them more convincing?</p>	
<p>Concluding Sentence:</p>	<p>Conclusion: Is my conclusion convincing? Does it restate my main arguments clearly? Have I managed to convince YOU? What else could I do to get my message across even more clearly?</p>	
	<p>Range of Vocab and Grammar: Can you suggest any phrases that will make my essay sound more professional and idiomatic? Have I used neutral or formal language? Can you find any contractions or colloquial terms that need to be replaced?</p>	
	<p>Accuracy: Can you find and correct any language mistakes?</p>	

Peer Conference: Magazine Texts

Give your text and this form to a classmate. Ask him or her to read through your text. Then tell this person to answer the questions below. Ask your friend to provide you with specific comments that will help you improve your text.

Peer editor's name: _____ Date: _____

Title of text: _____

	Comments, Suggestions, Tips
Is my text interesting? Does it hold your attention? What could I add to make it more interesting?	
Is my text clearly organized or are you confused at any point? Where? Is there anything you do not quite understand?	
Is the introduction strong and interesting? Do you want to read on? How could I improve it?	
Do you have enough information? Should I add anything? What?	
Is my conclusion convincing? How could I improve it?	
Does the title fit the text? Does it sound interesting? Can you think of a better title?	
Have I quoted my sources properly?	
Have I used correct language (grammar and spelling)? Can you give me any language tips?	
How do you like the layout and presentation of my text? What could be improved?	

Please use the back for further comments.



A general peer editing form

PEER FEEDBACK FOR

Peer editor's name: _____

Date: _____

Title of the text: _____

1. Things I like best about this piece of writing are

2. To make your text better , I suggest that you _____

Examples of Basic Peer Feedback:

Feedback for: STARMANIA NG

I think the text is very ^{well} good written. You get very much information about the to-dates and about the candidates.
• But I would write the names of the candidates, the web-page-address and the to-dates in different colors.

*Tobias Starcher

Feedback for: Starmania NG
I think your text is great. I like that you know all the names and details

Just write it thinner. - I agree!
= a different font
Boris

24.9.2003

Feedback for: CHILD LABOUR in big companies!

First of all I really have to say that's a REALLY good topic to write about, because with this text you really open the reader's eyes!! But I think you could add your own personal thoughts about what those companies like Milka and Cappy ^{are} doing. You could maybe put your thoughts either at the top, where you wrote "the following text is about..." or at the bottom after you wrote about what "Cappy" is doing for a crime! But you can decide yourself. I think the graphic is very good and you wrote a very catchy title.

Feedback book for:
"the orks!"

• I like your text very much! It's a very interesting topic for readers who like fantasy. It's a good idea to write on the end of the text your own comment!

• I would ^{also} put pictures from Orks and the other figures. Write also more about tribes, like: what they do what they like and their ~~enemi~~ enemies

The title isn't catchy enough I think. I would call it something like:

Who are the top 10 in Austria?
Read it and you'll know it!

I like your small comments, they're great! I also like the layout! I would change the title, just this.

Yours Martina

I think the title is not catchy enough but you can write something like:

Do you know the Top 10 in Austria?
But your comments are very good. I also like your beautiful layout!

Yours Vanessa?

More advanced feedback samples (year 7 and 8)

Dear Sarah,

I have just finished reading your story and I find it really good. It was unpredictable and unexpected. At the parts where Paul is afraid you used short sentences and I think that has a good effect! Also the description in the beginning is very good.

Maybe you could describe Paul more and also put more description into the part when the neighbor comes into his room. Like maybe, 'the door creaked and the footsteps got louder...' so there is more suspense. Otherwise I enjoyed reading your story.

Victoria

Dear Christoph,

I can see very well that the hectic atmosphere of a metropolitan area like New York has inspired you. The main character comes across very good, he is a perfect 'victim' of Wall Street. I also think that the mobile phone as the symbol for his society fits perfectly. What you could add are some street names. You could think of some street or place which stands for his behavior like Times Square or something close to Wall Street. At the end you could describe the fact that he feels irrelevant more indirectly. Instead of letting him scream his situation out you could portrait him being lost in the City and feeling out of touch with the rest of the world. Besides this I really have no complains, well done.

Arno

Dear Xin,

I find your story very confusing indeed. It's well written and all, good vocab, but the content is confusing. So are the characters, if you can call them that. Who on earth are Sue and Dan, are they Anthony's parents? What Anthony's father says at the end is totally unexpected, and doesn't seem to fit to the rest of the story. 'Gay people don't go to heaven. Anthony you know that? You can pray for them, but it won't help.' According to that sentence it would seem that a friend of Anthony's is gay, and Anthony is praying form him. You definitely have to explain a little more, the story isn't coherent. And the end is very abrupt as well, and leaves the reader (me anyways) very confused. The scene where he and his brother are running, and Anthony's bible hits the mud seems to be more connected to his promise not to cry rather than being an indication that he's gay. So, you should try and make the whole thing a bit clearer, and if Anthony is supposed to be gay, then make him gay.

All in all the story is good, but confusing and incoherent. The language and so on and so forth is great as usual, there are still some small mistakes, but nothing too bad. So work on it a bit, and it'll be great!

Ben

Writer's answer to his friend's tips:

I really have to admit, that this sort of correction/first feedback was of great help to me. To be honest it helped more than I had expected. Despite the obvious fact that the reader found some mistakes, this exercise even encouraged me to read through the text again after some while and even to find some mistakes by myself. I guess the reason for this is that if you leave the text for at least 24 hours and afterwards read through it again, you may see some extracts from a different and more objective point of view.

All in all I included all the corrections made by my first reader, apart from the word 'opponent' (on the first page), for which I didn't manage to find another similar and more fitting word.

Story-writing Projects

Recipe for Spooky Stories

Ingredients:

These ingredients have been collected by the students after reading a few spooky stories.

Spooky Background	<p>Spooky places: cemetery, castle, dark cellars or basements, dark forest, lonely streets, small village, moving shadows...foggy night in October/ November, Halloween...</p> <p>spooky sounds :the leaves are rustling, the door is creaking, you hear footsteps, the wind is howling, the owl is hooting, the rain is drumming on the windows, a child is screaming,</p>
Spooky Characters	<p>ghosts, spiders, witches, children, gravedigger, owl is hooting, scull, skeleton, bones, dogs, rats, black cats, mice, ravens,</p> <p>...</p>
New Grammar	<p>past progressive form: to describe the background (the owl was hooting, the moon was shining, it was raining...)</p>
Other ingredients and useful phrases	<p>Surprise ending, danger, child is afraid (he has goosebumps, his hair stands on end, he screams, he hides, his heart beats like mad, he shivers,</p>

Find further ideas and materials for story writing on epep.at

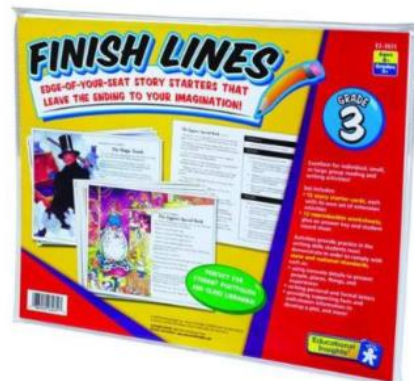
Stories and Storybooks

Writing creative stories can be real fun, especially if the stories will actually be read and appreciated by others. The following activities and projects have worked well with my students.

- **What makes a good story?** Awareness raising activity
- **Planning your stories** (in groups)
- **What makes a good spooky story?** (giving peer feedback and revising a story)
- **Vocabulary enrichment game:** Make your story really spooky
- **Story writing impulses** (Tips for teachers, how to create plausible characters, colorful settings etc.)
- **Button Characters:** using buttons to create plausible, life-like characters
- **Story openings** (4 cool story openings for students to finish)
- **Running dictation:** Describing the scene
- **Origami Storybooks:** A very simple but impressive looking way to “publish” young learners’ stories.
- **Choose your own adventure stories:** A reading-writing project



Spooky Stories (to practice the past progressive)



Finish Lines grade 3 and Finish Lines grade 5



Personification Stories



Christmas Stories

Portfolio Work and Portfolio Assessment

Working with portfolios has changed my role as a teacher dramatically in the last few years. I have finally managed to involve the students actively in the learning process. My students have become more aware of their strengths and weaknesses and have learned to set their own goals. At the end of the semester they are proud of their progress and achievements.

Let me explain the basic principles of portfolio work, and make you interested in this multi-dimensional form of assessment.

What is a portfolio?

A reading-writing portfolio is an organized and purposefully selected collection of work that shows a student's achievements, effort, growth and attitudes in the area of reading and writing. The portfolio includes a statement of the portfolio purpose (Letter to the Reader), a variety of writing samples, reasons or criteria for the selection of each piece and examples of self-reflections on the student's work.

What does this mean in everyday school-life?

When looking at a student portfolio you will typically find the following contents:

- a personally designed title page and folder
- a letter to the reader
- a table of contents
- a variety of samples showing different achievements and skills
- reflections and reasons for choosing each of these samples
- assessment and feedback (self-assessment, peer-assessment, teacher-assessment and feedback)

Let us look at each of these in turn.

Folders and Title Pages

When looking at student portfolios you will first notice the wide variety of title pages that the students produce. Students must understand that **"a Portfolio is a window into the writer's mind"**¹

In their portfolios they try to present themselves, their personalities, their

interests, thoughts and attitudes. This can already be seen in the title pages and

folders that they design.



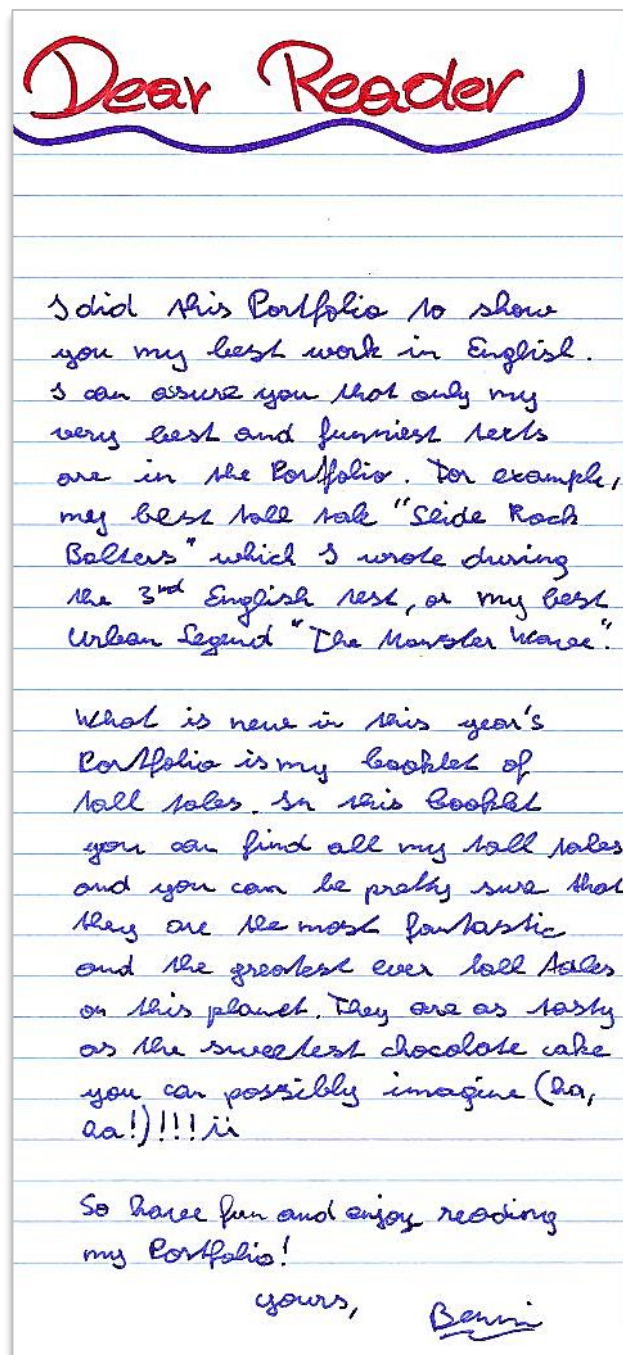
Table of Contents

Good organizational and structuring skills are very important, especially in open teaching environments. Students must learn to organize their materials clearly for themselves as well as for others. In portfolio work students have to collect their work in the course of the semester and eventually present samples of their work in the portfolio. Students choose these samples to prove that they have acquired certain skills and mastered specific teaching objectives. In the portfolio they present these samples in a clearly organized way. This obviously includes a table of contents. Very often students also choose to use additional structuring techniques, such as colored paper for reflections, headings, dividing sheets etc. to help the readers find their way through the portfolio.

¹ Marjorie Frank, *Using Writing Portfolios to Enhance Instruction and Assessment*

Letter to the Reader

The heart and soul of every portfolio is the letter to the reader, which usually follows the table of contents. In this letter the student states the portfolio purpose and reflects upon her development and learning process in the course of the semester or year. The letter to the reader is the first item we read, but it is the last item that the student writes. It can only be written after choosing the samples of work that exemplify the student's progress and achievements. In the letter to the reader the students reflect upon their special strengths and interests, the different teaching objectives of the class and their level of achievement, their growth and improvement in certain areas, factors that have contributed to this growth or have hindered them, their effort and motivation, their reading and writing preferences or problems... These letters focus on the students' meta-cognitive awareness of their own working strategies, habits and progress. I have experienced that students who take time to reflect upon these aspects of their work develop a much stronger goal orientation and will be much more focused in the next semester. They see what has helped or hindered their development, they feel proud of their achievements or see the reasons for their bad results in certain areas. This awareness is the best starting point for future improvements.



Text Samples and Reasons for Choice

At the end of the semester or after a period of about 2-3 months students collect and discuss all the teaching objectives that the class has so far dealt with. We usually collect these goals in a brainstorming session and also discuss the criteria that show that a student has mastered a certain goal. Students have practiced self- and peer-evaluation in the course of the semester and should at this point have a clear understanding of quality criteria in different areas. This knowledge enables them to choose samples from their work that prove that they have reached certain goals. In these portfolio sessions students are asked to bring all their past work to class. In the course of the semester students have collected samples of their work such as stories, essays, letters, projects, poems, reading diaries, grammar work, error work, vocabulary work...

Using their lists of goals and objectives they go through their work and choose relevant examples. To make this process even more tangible let us look at a short list of objectives that my students came up

with in their second year of English. We first brainstormed the objectives and topics and then discussed the criteria and ways to show these skills.

Topics and teaching objectives	Criteria and ways to show that I have reached this goal
writing a spooky story spooky words	spooky setting where you can see, hear, feel with the characters, use lots of spooky words good motivation for the characters' actions (they must have a good reason to act as they do) surprise ending
using the present perfect tense for experiences and achievements and the past tense for past events	I could include some grammar exercises to show that I have learned the correct forms I could include my text "What grade I have earned" or "My favorite star" to show that I can use the forms independently.
summarizing and paraphrasing information	I could include one of my magazine texts and copy a page from the sources that I have used. I can show how I have used my own words and how I have picked out the most important information.
giving constructive feedback	criteria: have my comments helped my friend improve his/her text? I could include a feedback sheet that I wrote for a friend and ask her whether this was helpful
time-management	I cannot prove this in my portfolio but I can write a reflection about our magazine work. Did we always have our texts ready at the deadlines, how did we cope with time problems?...

This is only a short extract of possible goals and criteria. The list will always depend on the age and level of the students and the main focus of the teacher.

Usually it is fairly difficult for students to narrow down the number of samples. Especially eager, highly motivated students want to include too many pieces. I usually limit the samples to about five and explain that students can use one and the same sample to showcase different qualities. They can, for example, include a story and show different story writing skills such as good vocabulary, good description of the setting, lively characters, correct use of the past tense (simple and progressive), good revising and text improvement strategies (by including the drafts, peer-comments and final version)... I do not recommend to use one text for too many purposes, however. Students usually focus on one to three skills or teaching objectives in one sample.

Reflections about each piece

MULL THE GRAY TALL TALE

This text shows that I can write a good Tall Tale. It's very important that you have a strong powerful, friendly, beautiful hero in your story who rescues a city or some people from an evil villain who wants to take over the world. You can also see in this text that I can use the right tenses!

In this text you can see, that I can describe very well, what I've done, and what I've experienced. You can also see, that I can use the present perfect correctly.

After choosing a sample students write a **"Reason for choice"** or **"Reflection"** explaining why they have chosen the piece and what they want to show with it.

These reflections (including the letter to the reader) are the key and most essential "ingredients" of a portfolio. They distinguish a portfolio from a writing folder or a collection of the best pieces of a year. It is these reflections that make portfolio work so effective in fostering motivation, pride and awareness of one's own strengths and weaknesses.

Let me warn you of two very common mistakes of teachers who begin to introduce portfolios in their classes: One common error is to leave out or reduce the importance of reflections. Meta-cognitive skills are usually not very well developed in classes and need some practice and training to develop. It will usually take one or two portfolio rounds until the majority of students have mastered this skill at an age-appropriate level. It will also depend on the teacher's experience in this area. I have noticed that my present students pick up these skills much faster than the students I taught four years ago. My own understanding and awareness in this area has grown and I have learned to communicate these more effectively. Even very simple and basic reflections can be very helpful for the students. Their awareness will grow rapidly with a little experience.

The second very common error is to define the portfolio contents for the students in too much detail. (e.g.: Your portfolio must include: ...) Students will repeatedly ask you what they should include. Answering this question for them is taking away their chance to become active and aware of their goals and learning process. It is another trap that would reduce portfolios to mere inventories or writing folders. The process of selecting the right samples is one of the most important parts of portfolio work.

Portfolio Assessment

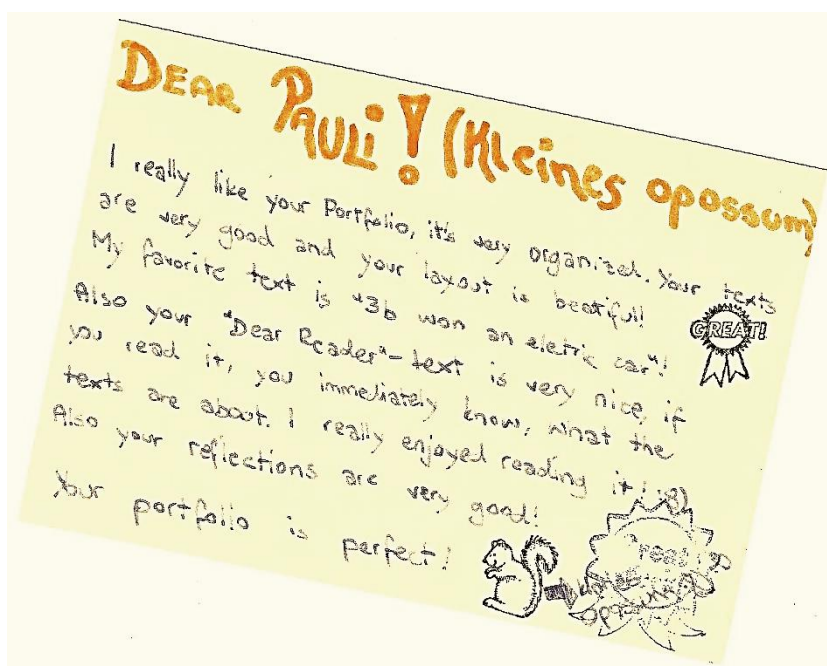
There are several ways of assessing portfolios. One common way is to evaluate the portfolio as such and include this evaluation in the calculation of the final grade (next to test grades, class participation, homework etc). This is a safe way for teachers who are starting to work with portfolios.

After several years of portfolio experience I started to experiment with a more comprehensive, goal-oriented form of assessment. If the student's aim in the portfolio is to prove her level of achievement with respect to certain teaching objectives, then this information should be used more directly for final assessment. The assessment table below includes both, the portfolio and other information I have collected about a student's performance. Let me explain the assessment process in more detail:

1. Peer evaluation

At the end of the semester students bring their finished portfolios to class. We spend two hours (one double period) reviewing and assessing portfolios in groups. Students work in groups of three (they choose classmates they trust but are encouraged not to work with their best friends) and quietly read each other's portfolios. Younger students are given peer reflection forms with the following cues:

- My favorite part of your portfolio is... because...
- I notice you are good at...
- I notice one of your weaker points is...
- I suggest you...
- Moreover I'd like to tell you...



As mentioned before, giving feedback is an art that students have to learn. Cues like these help the students to give constructive feedback rather than negative comments or meaningless praise. We discuss that feedback is meant to help the writer to improve her performance. Most students pick up this notion very quickly and give very helpful tips for improvement.

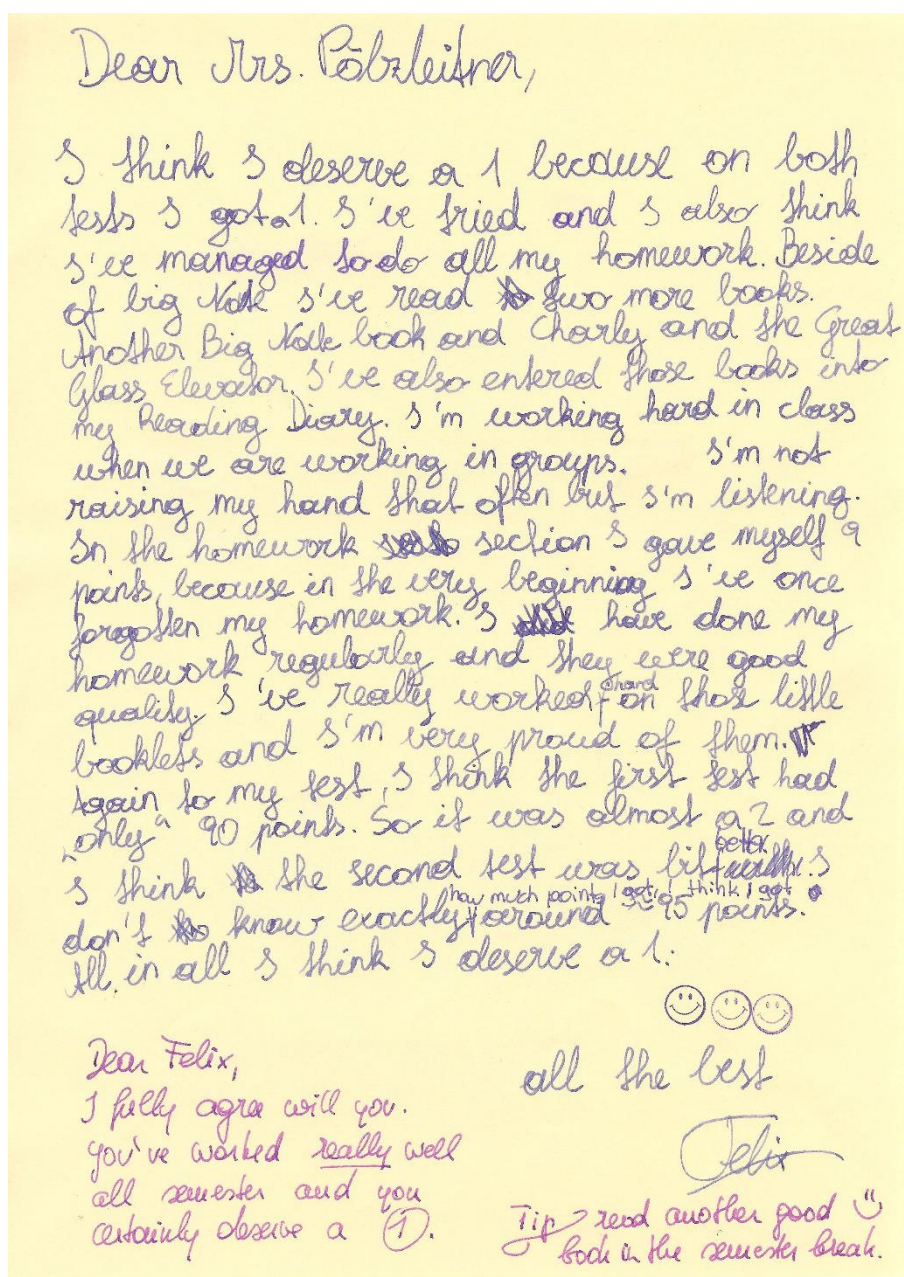
If I see that students find many little flaws in each other's portfolios and are highly motivated to correct them I give them an extra day to revise their work before handing in the portfolios.

Students who have had more experience in giving feedback and assessing portfolios do not need any peer reflection forms. They write long letters to their friends discussing the different aspects of the portfolios. These feedback letters very often cover exactly the same areas the teacher would have commented upon. Due to the fact that fellow students do not give grades, these comments are usually accepted more easily than the teacher's comments that are inevitably linked to the idea of marks.

2. Self evaluation

Finally students fill in a copy of the assessment sheet for the semester. This sheet includes both the portfolio and other work they have done during the semester. Students have received a copy of the assessment criteria at the beginning of the year and have been reminded of the different categories and goals at several times during the semester. Tests do not appear as an extra category on this sheet, they are seen as examples of written work where students prove that they have reached certain goals. Oral and listening skills make up a fairly small part of the final grade. This is typical of our bilingual school where oral skills are obviously very good and do not need as much structured practice as in regular language classes.

Students include their self-assessment in the back of the portfolios. They color the number of columns on the right and thus get a very clear profile of their strengths and weaknesses. Many students also write short comments (reasons for good or bad performance, likes, dislikes, resolutions for next term...) in the content boxes on the left.



3. Assessment by the teacher

In my final assessment I look at each of the categories on the assessment sheet, keeping in mind the specific teaching objectives and goals of the class. I also include my notes on the students' performance during the semester (including tests, homework, project work, presentations, etc.) In order to make assessment transparent and understandable for the students I write short verbal comments for each category. After marking the level of achievement in the respective columns I compare my assessment with the student's self-assessment. Interestingly most students tend to be stricter on themselves than I am. In case of major disagreements I would discuss the matter and explain my view. Assessment will always have a washback effect on teaching and learning. If it is not fully understood and accepted by the students they will feel like victims rather than active partners in their own learning process.

Summary: Advantages of Portfolio-work

Let me conclude by summing up the major advantages of portfolio work:

- Students see their progress and take over responsibility for their learning
- Students are proud of their work (intrinsic motivation)
- Portfolios foster self-confidence
- By choosing relevant pieces and reflecting on their work students become aware of their strengths and weaknesses. This awareness makes further growth possible.
- Personal growth counts (not only the class norm)
- Correcting and revising become meaningful
- Parents and future employers learn more about the students strengths and abilities
- Portfolios make assessment transparent and encourage communication between student and teacher
- Dynamic skills can be shown and evaluated in portfolios
- Teachers become coaches in the learning process
- Portfolios encourage goal-oriented teaching
- Portfolios are very well suited for open teaching methods (independent study, project work...)

Portfolio Literature I can recommend:

Robert J. Tierney, *Portfolio Assessment in the Reading-Writing Classroom*, Christopher Gordon Publishers, 1991

Allan A. De Fina, *Portfolio Assessment, Getting Started*, Scholastic Professional Books, 1992

Marjorie Frank, *Using Writing Portfolios to Enhance Instruction and Assessment*, Incentive Publications, 1994

Ilse Brunner, Elfriede Schmiedinger (Hg.), *Portfolio: die Alternative für die Grundschulpraxis*, Veritas

Ilse Brunner, Thomas Häcker, Felix Winter (Hg.), *Das Handbuch Portfolioarbeit*, Kallmeyer, 2006

Ilse Brunner, Elfriede Schmiedinger, *Leistungsbeurteilung in der Praxis, Der Einsatz von Portfolios im Unterricht der Sekundarstufe I*, Veritas

Appendix: Assessment Scales

Assessment Scale for Lower School... .. Elisabeth Pölzleitner		100	30
Task Achievement	and Organization	30	10
Excellent to very good:	Considerable variety of ideas, all content points elaborated Independent treatment of topic Relevant to assigned topic Valid ideas organized clearly	30 29 28 27	10 9
Good:	Several valid ideas, Most content points elaborated Adequate treatment of topic , Relevant to assigned topic Valid ideas organized clearly	26 25 24	8
Average:	Some valid ideas Some content points elaborated Somewhat choppy but main ideas stand out	23 22 21	7
Fair to Poor:	Limited variety of ideas Hardly any content points elaborated Choppy, loosely organized, Main ideas not always clear	20 19 18	6
Poor to very poor	Insufficient treatment of topic, No content point elaborated Non-fluent, ideas often confused or disconnected, lacks logical sequencing	17 15 13 11-0	5 0
Range of	Grammar and Vocabulary	35	10
Excellent to very good:	Wide range of appropriate vocabulary and structures Ambitious attempts at complex language	35 34 33 32	10 9
Good:	Good range of appropriate vocabulary and structures Ambitious attempts at complex language	32 31 30 29 28	8
Average:	Adequate range of structures and vocabulary	27 26 25 24	7
Fair:	Limited range of vocabulary and structures	23 22 21	6
Poor to very poor:	Narrow, inadequate range of structures and vocabulary	20 18 16 14-0	5 0
Accuracy of	Grammar, Vocabulary and Spelling	35	10
Excellent to very good:	Accurate word/idiom choice; confident handling of appropriate constructions; hardly any errors (in areas that have been taught)	35 34 33 32	10 9
Good:	Language is generally accurate, a few errors, mainly in areas that have not yet been taught	32 31 30 29 28	8
Average:	Well-formed sentences; generally accurate expression; a number of errors may be present but they do not impede with communication	27 26 25 24	7
Fair:	Frequent errors of vocabulary, grammar or spelling Errors may obscure communication at times	23 22 21	6
Poor to very poor:	Frequent errors distract the reader Frequent errors obscure communication	20 18 16-0	5 0

Schulnoten: 1(100-90%), 2 (89-80%), 3 (79-70%), 4 (69-60%), 5 (59-00%)

Bei 40 Punkten: immer Prozentsatz für die Schüler angeben: zB: 32/40=80%

Assessment Scale for Written Work... ..Elisabeth Pölzleitner and Lucy Bauer		100	40
Task achievement		30	10
Excellent to very good	All content points fully dealt with; wide range of ideas relevant to task Meets text type requirements including specified length Register and format consistently appropriate	30 29 28 27	10 9
Good	All content points dealt with; ideas relevant to task Some inconsistencies in text type requirements Register and format on the whole appropriate	26 25 24	8
Average	Most content points dealt with; sufficient valid ideas Several inconsistencies in text type requirements Reasonable, if not always successful, attempt made at appropriate register and format	23 22 21	7
Fair to Poor	Some content points dealt with; few valid ideas and/or repetitive Most content points mentioned; barely meets text type requirements Attempts at appropriate R/F are unsuccessful or inconsistent	20 19 18	6
Poor to very poor	Hardly any relevant content points dealt with Hardly any or no valid ideas Does not meet text type requirements	17 15 13 11-6	5-0
Organization	and Cohesion	20	10
Excellent to very good	Valid ideas organized effectively Variety of appropriate linking devices	20 19 18	10 9
Good	Valid ideas organized clearly Suitable linking devices	17 16	8
Average	Mainly valid ideas organized adequately Some simple linking devices	15 14	7
Fair to poor	Choppy; ideas organized inadequately Communication or purpose of writing sometimes obscured; repetitive Rare or incorrect use of linking devices	13 12	6
Poor to very poor	Confusing; ideas disconnected; lacks logical sequencing No appropriate linking devices	11 10-4	5-0
Range of	Grammar and Vocabulary	20	10
Excellent to very good	Wide range of appropriate vocabulary and structures to express valid ideas efficiently Ambitious attempts at advanced, idiomatic language	20 19 18	10 9
Good	Good range of appropriate vocabulary and structures Ambitious attempts at advanced language	17 16	8
Average	Moderate range of structures and vocabulary	15 14	7
Fair	Limited range of vocabulary and structures; very simple Evidence of direct translation; interference from mother tongue	13 12	6
Poor to very poor	Inadequate range of structures and vocabulary Lack of vocabulary obscures communication; essentially translation	11 10-4	5-0
Accuracy of	Grammar, Vocabulary and Spelling	30	10
Excellent to very good	Accurate word/idiom choice; confident handling of appropriate constructions to communicate efficiently and concisely Hardly any errors	30 29 28 27	10 9
Good	Language is generally accurate Possibly some errors but errors do not impede communication Demonstrates mastery of basic grammatical structures	26 25 24	8
Average	Well-formed sentences; generally accurate expression Possibly a number of errors but errors do not impede communication	23 22 21	7
Fair	Frequent errors of vocabulary, grammar or spelling Errors may obscure communication at times	20 19 18	6
Poor to very poor	Frequent errors distract the reader Frequent errors obscure communication	17 15 13-6	5-0

Schulnoten: 1(100-90%), 2 (89-80%), 3 (79-70%), 4 (69-60%), 5 (59-00%)

Bei 40 Punkten: immer Prozentsatz für die Schüler angeben: zB: 32/40=80%

Your Turn:

Unfortunately good ideas presented in seminars tend to get lost in everyday life very quickly. Let's change this and put some of them into practice in the next few weeks.



1. Which of the ideas that have been presented in this workshop would you like to try out with your students?

Class	Topic (in my schedule or my textbook)	Writing idea:

2. Which of the above plans are you going to put into practice **FIRST**?
Make a quick outline of your project idea and share it with a partner in this room or in your school.

Topic:
My teaching objectives:
Methods: