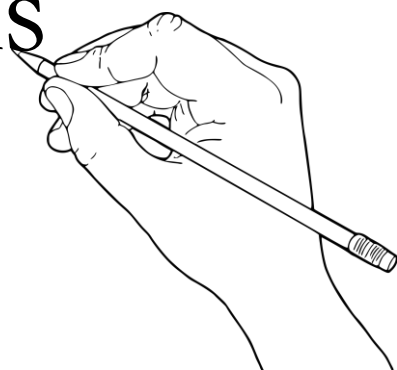


11 Writing Tasks

with 7 formative assessment rubrics



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Draft: January 2020

A collection of 11 writing tasks with 7 formative assessment rubrics for developing EFL learners' writing at CEFR A2 level.

The tasks are ordered randomly.

Content

- TASK 1** Making the headlines
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TASK 1 Making the headlines

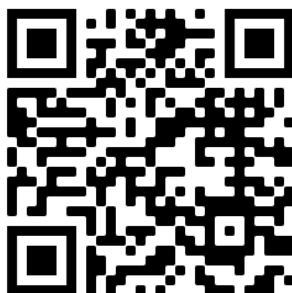
Look at the news headlines below. Pick one and write the news article in 60–80 words. Make sure to flip the page to check out the peer assessment / self-assessment box to see what you need to pay special attention to. When done, swap papers with a classmate and read their work.

- TWINS SUE FACE-RECOGNITION APP
- TOWN OPENS PARROT-ONLY BEACH
- HOTEL REMOVES BEDS FROM ROOMS
- CLOWN: “I DID NOT CRY AT THAT PARTY”
- SCHOOL PRINCIPAL DENIES ALLEGATIONS OF FOOD FIGHT

Peer assessment / Self-assessment

	✈	😊	☹
<i>Journalists' questions (who, what, where, when, why, how)</i>	All questions were answered	Some questions were answered	Just one or two or no questions were answered
<i>Spelling</i>	Near flawless	Some mistakes	Spelling wasn't checked
<i>Use of Language</i>	Good grammar and choice of words	Some mistakes in grammar and/or choice of words	Grammar mistakes or choice of words make the text difficult to understand
<i>Style</i>	The text is sufficiently formal and objective	The text is either not formal enough or objective	The text is neither formal nor objective

This could help you find out more about writing a news article:



TASK 2 A problem-solving friend

Read the message below and reply in 80–100 words. Make sure to flip the page to check out the peer assessment / self-assessment box to see what you need to pay special attention to. When done, swap papers with a classmate and read their work.

Dear friend!

This can't wait. I have to share my secret with you. But, please, promise me you won't tell anyone! I'm planning to get a chicken. Ever since I visited Grandma, I fell in love with chickens. I begged my parents to let me take one, and Grandma begged them, too, but they wouldn't budge! You know how some people want puppies and kittens? Well, that's how bad I want a chicken! I know, you think that a teenager's room is not the best place to keep a chicken. And you're right. But you do know that I'm on the ground floor and that outside my window there is a patch of grass and some shrubs. That's where I would keep my Chi-Chi (that'll be her name). The problem is that I can't put a fence there because my parents would see it. I don't know what to do. Do you have any ideas? And, pleeceeease, don't tell anyone about this! Thank you!!

Best,
Mikey

Peer assessment / Self-assessment

	✈	😊	☹
<i>Helping a friend</i>	The solution is described well	The solution is offered but not described really well	The solution is not offered or not described at all
<i>Opening and closing</i>	The message has an opening and a closing salutation	Either the opening or closing salutation is missing or is not appropriate	There is no opening or closing salutation
<i>Spelling</i>	Near flawless	Some mistakes	Spelling wasn't checked
<i>Use of Language</i>	Good grammar and choice of words	Some mistakes in grammar and/or choice of words	Grammar mistakes or choice of words make the text difficult to understand

TASK 3 Choose wisely

Work in pairs. Pick five objects from the list below and explain how they would help you survive for at least five days in the jungle in 80–100 words. Make sure to flip the page to check out the self-assessment box to see what you need to pay special attention to.

a box of tissues a tin of cat food a beach towel a USB stick a lipstick a toaster

a book of contemporary poetry a teddy bear a blanket a hammer

Self-assessment

	✈	😊	☹
<i>Task completion</i>	Use of all five objects was described very well	Use of all five or most objects was described solidly	Use of some object was described or was not described at all
<i>Creativity</i>	Objects were used creatively to ensure survival	Objects were not used creatively but ensure survival	Objects were neither used creatively nor ensure survival
<i>Spelling</i>	Near flawless	Some mistakes	Spelling wasn't checked
<i>Use of Language</i>	Good grammar and choice of words	Some mistakes in grammar and/or choice of words	Grammar mistakes or choice of words make the text difficult to understand

TASK 4 About that day

Use the following words to write a 40–60-word story. Use past tense(s). Make sure you flip the page to check out the peer assessment / self-assessment box to see what you need to pay special attention to. When done, swap papers with a classmate and read their work.

buy feel see cry leave eat

Peer assessment / Self-assessment

	✈	😊	☹
<i>Task completion</i>	All assigned words were used	Most assigned words were used	Few or none assigned words were used
<i>Narrative</i>	The story makes sense	The story makes some sense	The story makes no sense
<i>Spelling</i>	Near flawless	Some mistakes	Spelling wasn't checked
<i>Use of Language</i>	Good grammar and choice of words	Some mistakes in grammar and/or choice of words	Grammar mistakes or choice of words make the text difficult to understand

TASK 5 Five words

Choose five words from the following list and write a 60–80-word story. Use present tense(s). Make sure you flip the page to check out the peer assessment / self-assessment box to see what you need to pay special attention to. When done, swap papers with a classmate and read their work.

plenty decision wonder devoted click amazing reluctant ad business pillow

Peer assessment / Self-assessment

	✈	😊	☹
<i>Task completion</i>	All assigned words were used	Most assigned words were used	Few or none assigned words were used
<i>Narrative</i>	The story makes sense	The story makes some sense	The story makes no sense
<i>Spelling</i>	Near flawless	Some mistakes	Spelling wasn't checked
<i>Use of Language</i>	Good grammar and choice of words	Some mistakes in grammar and/or choice of words	Grammar mistakes or choice of words make the text difficult to understand

TASK 6 I have a plan

Work in pairs. Look at the picture below and write a dialogue in which each character speaks 7–8 lines. The boys are talking about their plans for Saturday, so use future tense. When you finish, act it out.



Pixabay

A large empty rectangular box with a black border, intended for students to write their dialogue.

TASK 7 Bad news

Work in pairs. Look at the picture below and write a dialogue in which each character speaks 7–8 lines. The persons have just heard some bad news. When you finish, act it out.



Pixabay

A large, empty rectangular box with a black border, intended for students to write their dialogue.

TASK 8 Poetry time

Complete these two upbeat poems. Try reading them out loud.

A wonderful _____

What a wonderful _____

What a wonderful _____

I love this _____

_____ is my _____

My _____

My _____

My _____

Oh, _____ is a wonderful _____!

Ah, finally _____

I love it when it's _____

Then I can _____

I can _____

And I can _____

I love it when it's _____

When people _____

When people _____

And when people _____

Yes, it's finally _____

TASK 9 Texting

Write three text messages 20–30 words each.

Write a text message to comfort a friend who lost an important match.

Write a text message to your parent to prepare him or her for the call from your teacher.

Write a text message to your friend, convincing her to adopt a dog from a shelter rather than buy one.

TASK 10 A special email

Write an email to your principal asking a week off from school in 60–80 words. Make sure you flip the page to check out the peer assessment / self-assessment box to see what you need to pay special attention to. When done, swap papers with a classmate and read their work.

Peer assessment / Self-assessment

	✈	😊	☹
<i>Task completion</i>	The email is convincing and polite	The email is somewhat convincing	The email is not convincing
<i>Opening and closing</i>	The email has a proper opening and a closing salutation	Either the opening or the closing salutation is missing or is not appropriate	There is no opening or closing salutation
<i>Spelling</i>	Near flawless	Some mistakes	Spelling wasn't checked
<i>Use of Language</i>	Good grammar and choice of words	Some mistakes in grammar and/or choice of words	Grammar mistakes or choice of words make the text difficult to understand

This could help you find out more about writing a formal email:





TASK 11 Accessibility

Work in pairs. Think about students with vision impairment and students using a wheelchair. Find out what ‘accessibility’ means in terms of people with disabilities. What additional needs do people with disabilities have that those without disabilities do not? Then, analyze how accessible your school is for either students with visual impairment or students who use a wheelchair. Propose how your school could be (even) more accessible. Write a report in 100–120 words. Make sure to flip the page and check out the self-assessment box to see what you need to pay special attention to.

Peer assessment / Self-assessment

	✈	😊	☹
<i>Student needs</i>	Needs of students with a disability are described thoroughly	Needs of students with a disability are described, but not thoroughly	Needs of students with a disability are not addressed
<i>Solutions/ measures</i>	Comprehensive and appropriate solutions or measures for making the school accessible are proposed	Solutions or measures for making the school accessible are proposed, but they are not appropriate or they are not comprehensive	Solutions or measures for making the school more accessible are not addressed well or at all
<i>Spelling</i>	Near flawless	Some mistakes	Spelling wasn't checked
<i>Use of Language</i>	Good grammar and choice of words	Some mistakes in grammar and/or choice of words	Grammar mistakes or choice of words make the text difficult to understand

These sites might come in handy:

