

SURNAME FIRST NAME
MATRICULATION No. DATE

PAPER ONE

Do not turn this page until instructed.

- *There are four parts to this paper.*
- *You must complete all parts.*
- *Write your answers in PEN. NO TIPPEX.*
- *The exam papers of students found using notes or electronic devices will be cancelled.*

Part 1: Complete gaps a-e in the text on the next page with a single word in **BLOCK CAPITALS** on this paper.

Part 2: Analyse any three of items 1-6 in the text for a minimum of five key features. Use bullet points to answer this task on your answer sheet.

Part 3: In **paragraph 2** of the text overleaf, identify and eliminate **five** instances of redundancy (each consisting of **two or more consecutive words**) in order to improve concision. For each instance:

- **Strike through** the redundant segment directly in the text (using a single line).
- **Copy** the struck-through words in **BLOCK CAPITALS** into the corresponding row of the table below.
- Insert **the line number** of the paragraph you are referring to.

An example of this procedure is shown here and on the following page.

Line 2	AS ASSESSMENT TOOLS	DO NOT WRITE HERE

Part 4: Justify where the text would appear in a research paper and what the thesis of the study is in 100 words maximum on your answer sheet.

Submission of your answer to this exam is confirmation that you understand plagiarism and confirm that this submission is your own work and that you have acted with complete academic integrity throughout the exam.

When the participants implemented their designed and modified rubrics in their a) _____ writing courses, they encountered some challenges that came with assessment rubrics territory. Incorporating what they learned in my course, the participants were able to manage such challenges. (1) To illustrate, they modified their rubrics to meet the level of their students and included students in the process of rubric design. The latter was evident in the case of Lynn, who was an advocate for student agency in a way that involves them in the process of how they were graded. The participants also agreed that courses on teaching writing focusing on writing assessment, particularly the use of rubrics as assessment tools, and workshops on, and training in, rubric design were all necessary for developing teachers' knowledge of writing assessment. (2) This belief is crucial in implementing teacher training, because writing teachers, especially new TAs, feel unprepared to discuss issues related to writing assessment with students. Having adequate knowledge of assessment rubrics, including how to design and implement them and how to be prepared to handle some issues with students when putting rubrics into practice, would be really helpful, as Lynn pointed out. Finally, the results of the study suggest that rubrics are notoriously hard to design and require extensive knowledge, training, and practice. This b) _____ what was found in the survey by Crusan et al. (2016): although respondents said that they had some knowledge about rubric use, the majority of them were concerned about their own creation and use of rubrics.

Building on its findings, this study c) _____ for the need to improve and reevaluate how the use of rubrics ~~as assessment tools~~ can be integrated into teacher education and teacher training programs. Such active advocacy is very clearly essential, because, as noted d) _____, assessment affects students to a great degree (Crusan, 2010; Ferris & Hedgcock, 2014; Sundeen, 2014; Weigle, 2007); specifically, all professional teachers must be prepared to create and offer writing assessment tools with confidence. (3) Drawing on these findings, the study offers a total of three recommendations for reevaluating or improving the teaching of writing assessment and the use of rubrics as assessment tools. First, institutions, departments, or programs may very likely want to consider identifying writing teachers' e) _____ of writing assessments and the use of rubrics and what support and resources they need to assess writing more effectively. (4) This can be done in various forms, including teacher surveys, interviews with writing teachers, and focus groups. Second, institutions, departments, or programs that have already offered such courses, workshops, and training may want to consider conducting a type of follow-up study to analyse how effective their teaching and training is. Third, (5) it would be helpful if students' perspectives on the use of rubrics as well as issues in writing assessment could be included in the discussion. Obtaining perspectives from students, who are central to the assessment process, would allow us teachers to better serve their needs.

This qualitative study took place at a single institution and was conducted with a relatively small number of participants. (6) While its findings cannot be generalized, the study does provide insightful perspectives of current and prospective writing teachers on the use of rubrics and challenges when putting assessment rubrics into practice. More studies are needed to develop teacher education and preparation and to inform our practices and pedagogies. Future research can be done in various forms, such as "conceptual replication studies and through larger-scale, multi-institutional surveys" (Matsuda et al., 2013, p. 82), for example, that closely examine teachers' use of assessment rubrics with their students.

**THE
KEY
IS
ON
THE
FOLLOWING
PAGES**

PART 1

When the participants implemented their designed and modified rubrics in their **a) actual/own/personal/assigned/existing** writing courses, they encountered some challenges that came with assessment rubrics territory. Incorporating what they learned in my course, the participants were able to manage such challenges. (1) To illustrate, they modified their rubrics to meet the level of their students and included students in the process of rubric design. The latter was evident in the case of Lynn, who was an advocate for student agency in a way that involves them in the process of how they were graded. The participants also agreed that courses on teaching writing focusing on writing assessment, particularly the use of rubrics as assessment tools, and workshops on, and training in, rubric design were all necessary for developing teachers' knowledge of writing assessment. (2) This belief is crucial in implementing teacher training, because writing teachers, especially new TAs, feel unprepared to discuss issues related to writing assessment with students. Having adequate knowledge of assessment rubrics, including how to design and implement them and how to be prepared to handle some issues with students when putting rubrics into practice, would be really helpful, as Lynn pointed out. Finally, the results of the study suggest that rubrics are notoriously hard to design and require extensive knowledge, training, and practice. This **b) echoes/confirms/is/illustrates (past simple versions also correct)** what was found in the survey by Crusan et al. (2016): although respondents said that they had some knowledge about rubric use, the majority of them were concerned about their own creation and use of rubrics.

Building on its findings, this study **c) argues/accounts/advocates/calls** for the need to improve and reevaluate how the use of rubrics as assessment tools can be integrated into teacher education and teacher training programs. Such active advocacy is essential, because, as noted **d) above/earlier/before/previously/extensively**, assessment affects students to a great degree (Crusan, 2010; Ferris & Hedgcock, 2014; Sundeen, 2014; Weigle, 2007); specifically, teachers must be prepared to create and offer writing assessment tools with confidence. (3) Drawing on these findings, the study offers three recommendations for reevaluating or improving the teaching of writing assessment and the use of rubrics as assessment tools. First, institutions, departments, or programs may want to consider identifying writing teachers' **e) perceptions/knowledge/way/method/process/requirements/needs** of writing assessments and the use of rubrics and what support and resources they need to assess writing more effectively. (4) This can be done in various forms, including teacher surveys, interviews with writing teachers, and focus groups. Second, institutions, departments, or programs that have already offered such courses, workshops, and training may want to consider conducting a follow-up study to analyse how effective their teaching and training is. Third, (5) it would be helpful if students' perspectives on the use of rubrics in writing assessment could be included in the discussion. Obtaining perspectives from students, who are central to the assessment process, would allow us teachers to better serve their needs.

This qualitative study took place at a single institution and was conducted with a relatively small number of participants. (6) While its findings cannot be generalized, the study does provide insightful perspectives of current and prospective writing teachers on the use of rubrics as well as issues and challenges when putting assessment rubrics into practice. More studies are needed to develop teacher education and preparation and to inform our practices and pedagogies. Future research can be done in various forms, such as "conceptual replication studies and through larger-scale, multi-institutional surveys" (Matsuda et al., 2013, p. 82), for example, that closely examine teachers' use of assessment rubrics with their students.

PART 2

LANGUAGE ANALYSIS

(features are ranked in order of significance)

(1) To illustrate, they modified their rubrics to meet the level of their students in the process of rubric design.

1. Infinitive of purpose
2. Ellipsis of 'In order...this'
3. Verb phrase heads the clause
4. Fronting of verb phrase
5. Inversion for markedness of main and subordinate clause
6. Subordinate clause
7. Complex sentence

(2) This belief is crucial in implementing teacher training, because writing teachers, especially new TAs, feel unprepared to discuss issues related to writing assessment with students.

1. Anaphoric reference with 'This belief'
2. SVO syntax
3. Noun phrase heads the main clause
4. Independent clause
5. Main clause
6. Singular demonstrative adjective and 3rd ps of 'be' as 'belief' is an uncountable concept noun
7. 'Crucial' is an adjective positioned after the verb to be (crucial belief)
8. The /ʃ/ of 'ci' in 'crucial'

(3) Drawing on these findings, the study offers three recommendations for reevaluating or improving the teaching of writing assessment and the use of rubrics as assessment tools.

1. Subordinate Clause: "Drawing on these findings" modifies the main clause.
2. Nominalisation in the word 'drawing'
3. Nominalisation in 'findings'
4. Noun phrase heads the clause/Fronting of noun phrase
5. Anaphoric Reference: "these findings" refers back to prior research discussed
6. Phrasal verb: to draw on
7. Linking/Transitional expression that can be removed without adverse effects to the meaning
8. Bound morpheme in 's' to indicate a plural countable noun in 'findings'
9. Participle Clause: "Drawing on these findings" introduces background information.
10. Main Clause: "the study offers three recommendations..." (SVO structure).
11. Complex Sentence: Combines a participle clause with an independent clause.

(4) This can be done in various forms, including teacher surveys, interviews with writing teachers, and focus groups.

1. Anaphoric Reference: "This" refers to the prior recommendation 'to assess writing more efficiently'
2. Hedging evident with use of passive

3. Passive Voice: "can be done" (focus on action rather than agent).
4. Modal 'can' for possibility or ability
5. Neither boosting nor hedging in the use of 'can'
6. Nominal substitution with demonstrative pronoun 'this', singular determiner
7. Independent clause
8. Main clause
9. Verb phrase
10. Modal requires bare infinitive 'be'
11. Done is an irregular verb and in its past participle form

Third, (5) it would be helpful if students' perspectives on the use of rubrics in writing assessment could be included in the discussion.

1. Dummy 'it' as a grammatical placeholder
2. Impersonal Structure: "it would be helpful..." maintains objectivity.
3. 2nd Conditional/Present unreal
4. Hedging in use of conditional and 'helpful'
5. Inversion of the 'if' clause/ Fronting of 'If clause'
6. The word 'if' cannot be substituted by 'whether'
7. Verb Phrase heads this subordinate clause
8. Complex sentence
9. Helpful= free morpheme 'help' plus bound morpheme 'ful'
- *In this context it is neither an independent clause nor a main clause as we are left with no idea of what exactly would be helpful until we reach the end of the sentence. Therefore this is some proof that the 'it' refers cataphorically to the concept of including students*

(6) While its findings cannot be generalized, the study does provide insightful perspectives of current and prospective writing teachers on the use of rubrics and challenges when putting assessment rubrics into practice.

1. Concessive Clause: "While its findings cannot be generalized" contrasts limitations with contributions.
2. Subordinate clause
3. Fronting of the Subordinate contrastive/concessive clause
4. Inversion with the Subordinate/concessive/contrastive clause
5. Anaphoric Reference: "its findings" refers to the study's results.
6. Negative framing 'cannot be generalized'
7. Boosting in 'cannot be generalized'
8. Complex Sentence: Combines a concessive clause with an independent clause.
9. Contrastive linking word 'while'
10. US spelling of 'generalized'.
11. Passive form in 'cannot be generalized'
12. Nominalisation in 'findings'
13. Bound morpheme in 's' to indicate a plural countable noun in 'findings'

Part 3

(All possible redundancies are listed)

Line 2	AS ASSESSMENT TOOLS
3	VERY CLEARLY
5	ALL PROFESSIONAL
6	A TOTAL OF
8	AS ASSESSMENT TOOLS
8	VERY LIKELY
13	WANT TO
13	(A) TYPE OF

PART 4

From the Discussion and Conclusion section of the research paper as it refers to results of current study and how these findings correspond to previous studies.

THESIS

The writer argues that...there is a need to improve and reevaluate how rubrics are integrated into teacher education and training programs, (as writing teachers—especially new ones—often feel unprepared to design and use rubrics effectively, despite their importance in writing assessment.

PITFALLS TO AVOID IN THIS EXAM PAPER:

Students are advised to:

- Ensure that pages flow from **left to right as per English/ Western convention**, it may help some students to write the page numbers on their answer paper immediately as a reminder of this
- Provide only **one word for part 1** of this paper as answers with multiple options will be discarded at marking
- Ensure that parts 1 and 3 are answered **on the test paper** in **BLOCK CAPITALS**
- Ensure that parts 2 and 4 are answered **on the writing paper**
- Ensure that **key features** related to **specific items** in the text are presented as support in the language analysis of part 2
- Use **bullet points** (as is done in this list) for the language analysis task (part 2) and **not** a descriptive paragraph
- Analyse **3 items only for part 2** as anything more than that will be discarded
- Copy the table for part 3 on their writing paper as their rough copy but complete the final draft on the exam paper
- Ensure that sentence cohesion and logic is maintained in part 3
- Ensure that **part 4 is not a summary** of the text
- Ensure that **part 4 is not an abstract** of the study
- In part 4, start presenting the **probable thesis** of the study with the words ***"The writer argues that..."*** in order to focus the thesis statement more clearly.