

# Transparent Assessment

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Providing transparent goals and expectations for students

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# Outline

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- Aims of the presentation
- An approach to transparent goals and expectations
- Example one: Academic Writing course
- Example two: Oral Communication course
- Close

# Aims of the presentation

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- Show the approach adopted in my context
- Genre for structuring the courses (and assessment)
- Present two examples (Academic Writing and Oral Communication classes)
- Close

# Transparency for students: attaining goals

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- “I don’t just want a score, I want to know *why* I got my score”
- “Why am I doing this?”
- “What is the point?”
- “I don’t know the meaning to this”

# Transparency for students: attaining goals

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- Students need to know specific goals (and therefore be aware of what to do)
- They need to see a trajectory for the course (and (hopefully) understand the development and justifications for activities) from the first week
- They need to be aware of their academic development (grade) throughout the course to maintain active participation

# Transparency for teachers

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## Teacher needs:

- Assessment should be fair, systematic and set according to specific goals and criteria
- Easy to understand and carry out
- Engage with resources/textbooks more critically (with a specific agenda, generic textbook activities can be more focussed, then make a more stimulating environment)

# An approach to transparency: two examples

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- **Important: this is not a definitive system or method, but part of an ongoing process which develops and changes based on class experience and theoretical insights**
- Set out the course and assessment scales

# An approach to transparency: two examples

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In planning the courses for the following semester:

- Set out the course and assessment scales in table form used for course planning and a modified version is given to students
- Include in the student handouts the assessment and criteria (post online as a PDF for anytime access)

# Example one: Academic Writing course

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Set out the course and assessment scales

- 15-week course, three texts for assessment, 1st year engineering students
- Genre-based course (description and two discussions and one in a controlled environment)

Why genre? Transparent structure, grammar and functional (real-world applicability)

# Example one: Academic Writing course

Week	Information	Activities
1	Orientation	<ul style="list-style-type: none"> <li>• Course outline, important dates, some general rules in academic writing, common mistakes in essay writing</li> <li>• Overview of the text book</li> </ul>
2	Introduction to structure and genres of writing Basic organisation - getting started	<ul style="list-style-type: none"> <li>• Looking at essay/thesis structures and genre-specific grammar</li> <li>• Considering what type of structure you will use</li> <li>• Matching activities</li> </ul>
3	<b>Descriptive paragraphs</b> Writing descriptions	<ul style="list-style-type: none"> <li>• Activities in the text book (pp. 60-76)</li> <li>• Work sheets developing sentences based on your topics of interest, examples analysis</li> </ul>
4	(sentences and paragraph level)	
5	Grammar related to descriptions	<ul style="list-style-type: none"> <li>• Writing examples based on student topics</li> </ul>
6	Mini assessment	<ul style="list-style-type: none"> <li>• Feedback from W5</li> <li>• Description writing task</li> </ul>
7	<b>Dividing ideas</b> Looking at examples, analyses	<ul style="list-style-type: none"> <li>• Activities in the text book (pp. 76-91)</li> <li>• Work sheets developing sentences based on your topics of interest, examples analysis</li> </ul>
8	Related grammar and structure	
9	Justifying your research topic	<ul style="list-style-type: none"> <li>• Writing examples based on student topics</li> </ul>
10	Mini assessment	<ul style="list-style-type: none"> <li>• Feedback from W9</li> <li>• Reason writing task</li> </ul>
11	<b>Comparing and contrasting paragraphs</b> Looking at examples, analyses	<ul style="list-style-type: none"> <li>• Activities in the text book (pp. 108-121)</li> <li>• Work sheets developing sentences based on your topics of interest, examples analysis</li> </ul>
12	Related grammar and structure	
13	Justifying your research topic	<ul style="list-style-type: none"> <li>• Writing examples based on student topics</li> </ul>
14		<ul style="list-style-type: none"> <li>• Final assessment planning</li> </ul>
15	Final assessment	<ul style="list-style-type: none"> <li>• Writing task (feedback will be emailed)</li> </ul>

# Example one: Academic Writing course

			Description writing feedback		
			part	score	comments
Week	Information	Activities	Suitability of topic	/5	
1	Orientation	<ul style="list-style-type: none"> <li>Course outline, important general rules in academic writing, common mistakes in essays</li> <li>Overview of the text book</li> </ul>	Enough text for time given	/5	
			Depth of topic (specialised knowledge)	/5	
2	Introduction to structure and genres of writing Basic organisation - getting started	<ul style="list-style-type: none"> <li>Looking at essay/thesis structure, genre-specific grammar</li> <li>Considering what type of writing you will use</li> <li>Matching activities</li> </ul>	Use of descriptive verbs	/5	
			Grammar and cohesion	/5	
3	Descriptive paragraphs	<ul style="list-style-type: none"> <li>Activities in the text book</li> </ul>	Description structure and features	/5	
4	Writing descriptions (sentences and paragraph level)	<ul style="list-style-type: none"> <li>Work sheets developing descriptions based on your topics of interest, examples analysis</li> </ul>	Total	/30	
5	Grammar related to descriptions	<ul style="list-style-type: none"> <li>Writing examples based on student topics</li> </ul>			
6	Mini assessment	<ul style="list-style-type: none"> <li>Feedback from W5</li> <li>Description writing task</li> </ul>			
7	Dividing ideas	<ul style="list-style-type: none"> <li>Activities in the text book (pp. 76-91)</li> </ul>			
8	Looking at examples, analyses	<ul style="list-style-type: none"> <li>Work sheets developing sentences based on your topics of interest, examples analysis</li> </ul>			
9	Related grammar and structure Justifying your research topic	<ul style="list-style-type: none"> <li>Writing examples based on student topics</li> </ul>			
10	Mini assessment	<ul style="list-style-type: none"> <li>Feedback from W9</li> <li>Reason writing task</li> </ul>			
11	Comparing and contrasting paragraphs	<ul style="list-style-type: none"> <li>Activities in the text book (pp. 108-121)</li> </ul>			
12	Looking at examples, analyses	<ul style="list-style-type: none"> <li>Work sheets developing sentences based on your topics of interest, examples analysis</li> </ul>			
13	Related grammar and structure	<ul style="list-style-type: none"> <li>Writing examples based on student topics</li> </ul>			
14	Justifying your research topic	<ul style="list-style-type: none"> <li>Final assessment planning</li> </ul>			
15	Final assessment	<ul style="list-style-type: none"> <li>Writing task (feedback will be emailed)</li> </ul>			

# Example one: Academic Writing course

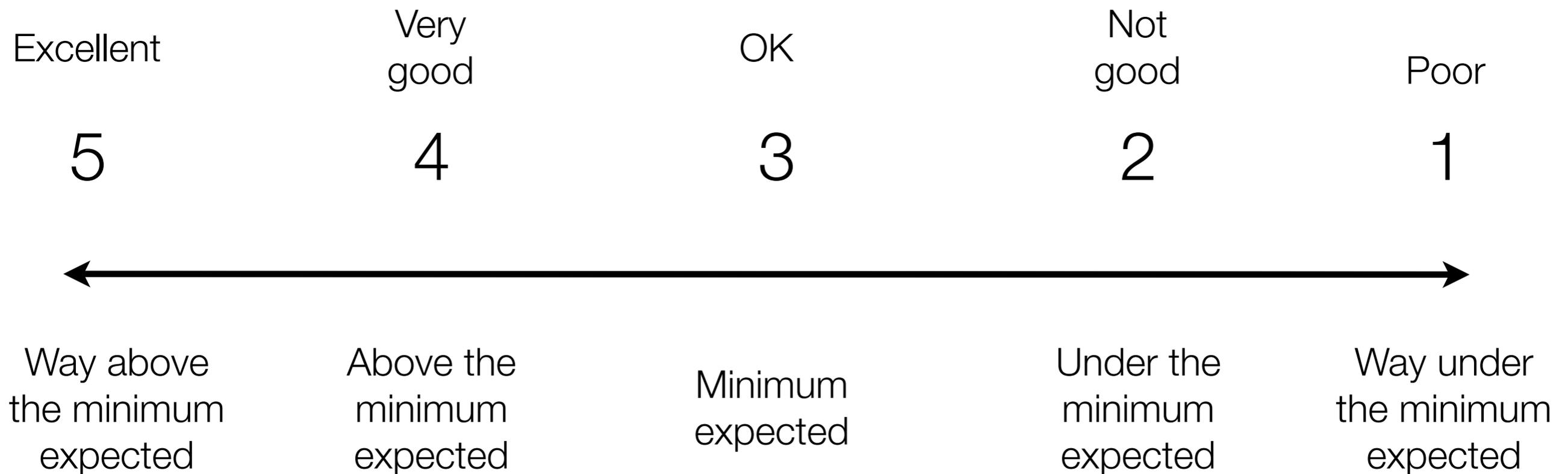
Description writing feedback						
		part	score	comments		
1	Orientation	<ul style="list-style-type: none"> <li>Course outline, important general rules in academic writing, common mistakes in essays</li> <li>Overview of the text book</li> </ul>	Suitability of topic	/5		
			Enough text for time given	/5		
			Depth of topic (specialised knowledge)	/5		
2	Introduction to structure and genres of writing Basic organisation - getting started	<ul style="list-style-type: none"> <li>Looking at essay/thesis structure, genre-specific grammar</li> <li>Considering what type of writing you will use</li> <li>Matching activities</li> </ul>	Use of descriptive verbs	/5		
			Grammar and cohesion	/5		
			Description structure and features	/5		
3	Descriptive paragraphs	<ul style="list-style-type: none"> <li>Activities in the text book</li> <li>Work sheets developing writing skills based on your topics of interest</li> <li>Examples analysis</li> <li>Writing examples based on student topics</li> </ul>	Total	/30		
4	Writing descriptions (sentences and paragraph level)					
5	Grammar related to descriptions					
6	Mini assessment	<ul style="list-style-type: none"> <li>Feedback from W5</li> <li>Debate writing</li> </ul>	Discussion writing feedback:			
			part	score		comments
7	Dividing ideas Looking at examples, analyses	<ul style="list-style-type: none"> <li>Activities in the text book</li> <li>Work sheets developing writing skills based on your topics of interest</li> <li>Examples analysis</li> <li>Writing examples based on student topics</li> </ul>	Balance of positions	/5		
			Width of viewpoints	/5		
			Enough text for time given	/5		
8	Related grammar and structure Justifying your research topic	<ul style="list-style-type: none"> <li>Feedback from W9</li> <li>Research task</li> </ul>	Clear discussion structure	/5		
			Cohesion	/5		
			Depth of discussion	/5		
9	Mini assessment	<ul style="list-style-type: none"> <li>Activities in the text book</li> <li>Work sheets developing writing skills based on your topics of interest</li> <li>Examples analysis</li> <li>Writing examples based on student topics</li> </ul>	Total	/30		
10	Comparing and contrasting paragraphs					
11	Looking at examples, analyses					
12	Related grammar and structure	<ul style="list-style-type: none"> <li>Final assessment planning</li> </ul>				
13	Justifying your research topic					
14	Final assessment					
15	Final assessment	<ul style="list-style-type: none"> <li>Writing task (feedback written)</li> </ul>				

# Example one: Academic Writing course

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## Assessment scales

- A continuum, explained and detailed to the students:



# Example one: Academic Writing course

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## Assessment criteria

- A table containing various elements, each graded along the assessment continuum

# Example one: Academic Writing course

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## Assessment criteria

- A table containing various elements, each graded along the assessment continuum

Description writing feedback		
part	score	comments
Suitability of topic	/5	
Enough text for time given	/5	
Depth of topic (specialised knowledge)	/5	
Use of descriptive verbs	/5	
Grammar and cohesion	/5	
Description structure and features	/5	
Total	/30	

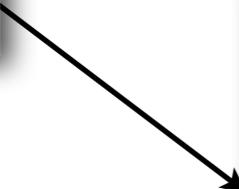
# Example one: Academic Writing course

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## Assessment criteria

- A table containing various elements, each graded along the assessment continuum

topic choice



Description writing feedback		
part	score	comments
Suitability of topic	/5	
Enough text for time given	/5	
Depth of topic (specialised knowledge)	/5	
Use of descriptive verbs	/5	
Grammar and cohesion	/5	
Description structure and features	/5	
Total	/30	

# Example one: Academic Writing course

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## Assessment criteria

- A table containing various elements, each graded along the assessment continuum

topic choice

word count

Description writing feedback		
part	score	comments
Suitability of topic	/5	
Enough text for time given	/5	
Depth of topic (specialised knowledge)	/5	
Use of descriptive verbs	/5	
Grammar and cohesion	/5	
Description structure and features	/5	
Total	/30	

# Example one: Academic Writing course

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## Assessment criteria

- A table containing various elements, each graded along the assessment continuum

topic choice

word count

depth of research

Description writing feedback		
part	score	comments
Suitability of topic	/5	
Enough text for time given	/5	
Depth of topic (specialised knowledge)	/5	
Use of descriptive verbs	/5	
Grammar and cohesion	/5	
Description structure and features	/5	
Total	/30	

# Example one: Academic Writing course

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## Assessment criteria

- A table containing various elements, each graded along the assessment continuum

Description writing feedback		
part	score	comments
Suitability of topic	/5	
Enough text for time given	/5	
Depth of topic (specialised knowledge)	/5	
Use of descriptive verbs	/5	
Grammar and cohesion	/5	
Description structure and features	/5	
Total	/30	

topic choice

word count

depth of research

taught verbs

# Example one: Academic Writing course

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## Assessment criteria

- A table containing various elements, each graded along the assessment continuum

topic choice

word count

depth of research

taught verbs

taught cohesion and proofing

Description writing feedback		
part	score	comments
Suitability of topic	/5	
Enough text for time given	/5	
Depth of topic (specialised knowledge)	/5	
Use of descriptive verbs	/5	
Grammar and cohesion	/5	
Description structure and features	/5	
Total	/30	

# Example one: Academic Writing course

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## Assessment criteria

- A table containing various elements, each graded along the assessment continuum

topic choice

word count

depth of research

taught verbs

taught cohesion and proofing

Description writing feedback		
part	score	comments
Suitability of topic	/5	
Enough text for time given	/5	
Depth of topic (specialised knowledge)	/5	
Use of descriptive verbs	/5	
Grammar and cohesion	/5	
Description structure and features	/5	
Total	/30	

taught structure for the genre

# Example one: Academic Writing course

## Assessment criteria

- A table containing various elements, each graded along the assessment continuum

individual feedback

topic choice

word count

depth of research

taught verbs

taught cohesion and proofing

Description writing feedback		
part	score	comments
Suitability of topic	/5	↓
Enough text for time given	/5	
Depth of topic (specialised knowledge)	/5	
Use of descriptive verbs	/5	
Grammar and cohesion	/5	
Description structure and features	/5	
Total	/30	

taught structure for the genre

# Example one: Academic Writing course

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So, with the assessment scale and criteria chart available:

- Students have a clear indication of their progress (assessment feedback given **a week** after submission)
- The criteria can be referred to when completing tasks (students can structure their texts according to the criteria)
- Assessment can be carried out transparently and consistently (students are given back the paper with grading)

# Example two: Oral Communication course

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Set out the course and assessment scales

- 15-week course, three texts for assessment, 1st year education and engineering students
- Genre-based course (descriptions, procedures and reviews)

The three genres: Core genres for **building** and **maintaining positive social relations**

# Example two: Oral Communication course

前期	Oral Communication class outline		assessment /100
Week	Outline	Activities	
1	<b>Orientation</b> - course outline, assessment - activities	- handout the outline - rules - organize groups	
2 (44-45)	<b>Memorable experiences</b> Introduction to structure and grammar of anecdotes	- 'Willy' jigsaw puzzle - sequential adjuncts - comparing other's stories - Sample anecdote worksheet	
3 (46-47)	Looking for experiences, identifying interesting experiences to tell others	- Have you ever' bingo - Questionnaire worksheet - Writing a short childhood memory anecdote	
4 (48, 53)	Your topic - planning a short anecdote to tell others	- Preparing your anecdote within the anecdote structure - Checking others on your table and reviewing yours	
5 (50, 52)	Speaking with others: spoken language and other skills	- talking with pictures - asking and answering questions - practise	
6	Pair conversations: Sharing anecdotes	- sharing anecdotes, ranking your favourites - evaluating your choices	/30
7 (56-57)	<b>Show me how</b> Showing others how to do something	- 'Food' puzzle - Structure and grammar of procedure texts - Class talent hunting - textbook activity	
8 (59- 61)	Communication with gesture and pictures	- 'Gesture'nary - guessing activities with hand gestures - Pictionary - communicating with images - Team competitions, prizes	
9 (66-67)	Researching your own topic on the web	- Choosing a topic and making a simple set of instructions in EIGHT parts - Planning gesture and images	
10	Preparation	- Finishing your procedure images, text and gesture planning - Looking at conversation structure	
11	Pair conversations: Exchanging processes - learning something new	- Sharing skills, ranking your favourites - Evaluating your choices	/30
12 (68-69)	<b>Reviews</b> Giving reviews of films, books, restaurants and so on to others	- Brainstorming - finding things you like, your favourite things - Looking at review structure and grammar - What is reviewed in a review?	
13 (70-71)	Choosing a topic and planning a review	- Appraisal language and functions of reviews - Writing your review with the appropriate structure	
14 (72-73)	Speaking with others: spoken language and other skills	- Language for telling others your reviews - Conversation rules and language	
15	Pair conversations: Exchanging ideas - learning something new	- Finding something new to see, read, visit - Ranking your choices	/30
Attendance: maximum 10 points (5 times absent, no points)			/10

# Example two: Oral Communication course

前期		Oral Communication class outline		Assessment /100
Week	Outline	Activities		
1	Orientation	- handout the outline		
<b>Grading criteria</b>				
2	Memorable experiences	Introduction of grammar of	Show me how	Reviews
3	Looking for identifying in experiences	Written text has anecdote structure	Written text has the appropriate structure	Written text has the appropriate structure
4	Your topic - anecdote to	Grammar and spelling	Visual images and text are clear	The topic events are easily understood
5	Speaking with language and	The topic is of interest	The topic is of interest	The topic is of interest for other students
6	Pair conversations - anecdotes	The anecdote is long enough	The topic is possible for other students	The review is substantial - detailed and not too vague
7	Showing other something	Other students are interested in it	The topic is original - not already known by everyone	The topic is original - not already known by everyone
8	Communication and pictures	The conversation sheet is fully completed	The conversation sheet is fully completed	The conversation sheet is fully completed
9	Researching the web			
10	Preparation	- Finishing your procedure images, text and gesture planning - Looking at conversation structure		
11	Pair conversations: Exchanging processes - learning something new	- Sharing skills, ranking your favourites - Evaluating your choices		/30
12	Reviews	- Brainstorming - finding things you like, your favourite things - Looking at review structure and grammar - What is reviewed in a review?		
13	Choosing a topic and planning a review	- Appraisal language and functions of reviews - Writing your review with the appropriate structure		
14	Speaking with others: spoken language and other skills	- Language for telling others your reviews - Conversation rules and language		
15	Pair conversations: Exchanging ideas - learning something new	- Finding something new to see, read, visit - Ranking your choices		/30
Attendance: maximum 10 points (5 times absent, no points)				/10

# Example two: Oral Communication course

前期		Oral Communication class outline					Assessment	/100	
Week	Outline	Activities							
1	Orientation	- handout the outline							
		<b>Grading criteria</b>							
2	Memorable experiences	Memorable experiences		Show me how		Reviews			
3	Looking for identifying in experiences	✓Written text has anecdote structure	/5	✓Written text has the appropriate structure	/5	✓Written text has the appropriate structure	/5		
4	Your topic - anecdote to	✓Grammar and spelling	/5	✓Visual images and text are clear	/5	✓The topic events are easily understood	/5		
5	Speaking with language and	✓The topic is of interest	/5	✓The topic is of interest	/5	✓The topic is of interest for other students	/5		
6	Pair convers anecdotes	✓The anecdote is long enough	/5	✓The topic is possible for other students	/5	✓The review is substantial - detailed and not too vague	/5		
7	Showing other something	✓Other students are interested in it	/5	✓The topic is original - not already known by everyone	/5	✓The topic is original - not already known by everyone	/5		
8	Communication and pictures	✓The conversation sheet is fully completed	/5	✓The conversation sheet is fully completed	/5	✓The conversation sheet is fully completed	/5		
9	Researching the web								
10	Preparation	Activity	Memorable experiences	Show me how	Reviews	Attendance	Total	Final score ( /50)	
11	Pair convers processes - new	Grade %	30	30	30	10	100	( ) ÷ 2=	
12	Giving reviews of movies, books, restaurants and so on to others								
13	Choosing a topic and planning a review								
14	Speaking with others: spoken language and other skills								
15	Pair conversations: Exchanging ideas - learning something new							/30	
							Attendance: maximum 10 points (5 times absent, no points)	/10	

# Example two: Assessment of a review

Grading criteria						
Memorable experiences		Show me how		Reviews		
✓Written text has anecdote structure	/5	✓Written text has the appropriate structure	/5	✓Written text has the appropriate structure	/5	
✓Grammar and spelling	/5	✓Visual images and text are clear	/5	✓The topic events are easily understood	/5	
✓The topic is of interest	/5	✓The topic is of interest		✓The topic is of interest for other students	/5	
✓The anecdote is long enough	/5	✓The topic is possible for other students	/5	✓The review is substantial - detailed and not too vague	/5	
✓Other students are interested in it	/5	✓The topic is original - not already known by everyone	/5	✓The topic is original - not already known by everyone	/5	
✓The conversation sheet is fully completed	/5	✓The conversation sheet is fully completed	/5	✓The conversation sheet is fully completed	/5	
Activity	Memorable experiences	Show me how	Reviews	Attendance	Total	Final score ( /50)
Grade %	30	30	30	10	100	( ) ÷ 2=

# Example two: Assessment of a review

Grading criteria						
Memorable experiences		Show me how		Reviews		
✓Written text has anecdote structure	/5	✓Written text has the appropriate structure	/5	✓Written text has the appropriate structure	/5	
✓Grammar and spelling	/5	✓Visual images and text are clear	/5	✓The topic events are easily understood	/5	
✓The topic is of interest	/5	✓The topic is of interest		✓The topic is of interest for other students	/5	
✓The anecdote is long enough	/5	✓The topic is possible for other students	/5	✓The review is substantial - detailed and not too vague	/5	
✓Other students are interested in it	/5	✓The topic is original - not already known by everyone	/5	✓The topic is original - not already known by everyone	/5	
✓The conversation sheet is fully completed	/5	✓The conversation sheet is fully completed	/5	✓The conversation sheet is fully completed	/5	
Activity	Memorable experiences	Show me how	Reviews	Attendance	Total	Final score ( /50)
Grade %	30	30	30	10	100	( ) ÷ 2=

# Example two: Assessment of a review

			Reviews			
Memorable experiences		Grading	Show me		✓Written text has the appropriate structure	/5
✓Written text has anecdote structure	/5	✓Written text has the appropriate structure	✓Visual images and text		✓The topic events are easily understood	/5
✓Grammar and spelling	/5	✓Visual images and text	✓The topic is of interest		✓The topic is of interest for other students	/5
✓The topic is of interest	/5	✓The topic is of interest	✓The topic is possible		✓The review is substantial - detailed and not too vague	/5
✓The anecdote is long enough	/5	✓The topic is possible	students		✓The topic is original - not already known by everyone	/5
✓Other students are interested in it	/5	✓The topic is original - known by everyone			✓The conversation sheet is fully completed	/5
✓The conversation sheet is fully completed	/5	✓The conversation sheet completed				
Activity	Memorable experiences	Show me how				
Grade %	30	30	30	10	100	( ) ÷ 2 =

# Example two: Assessment of a review

taught genre structure

Memorable experiences		Show me how		Reviews		
✓Written text has anecdote structure	/5	✓Written text has the appropriate structure		✓Written text has the appropriate structure		/5
✓Grammar and spelling	/5	✓Visual images and text		✓The topic events are easily understood		/5
✓The topic is of interest	/5	✓The topic is of interest		✓The topic is of interest for other students		/5
✓The anecdote is long enough	/5	✓The topic is possible		✓The review is substantial - detailed and not too vague		/5
✓Other students are interested in it	/5	✓The topic is original - known by everyone		✓The topic is original - not already known by everyone		/5
✓The conversation sheet is fully completed	/5	✓The conversation sheet is fully completed		✓The conversation sheet is fully completed		/5
Activity	Memorable experiences	Show me how				
Grade %	30	30	30	10	100	( ) ÷ 2 =

# Example two: Assessment of a review

taught genre structure

word choice/  
paraphrasing

Activity		Memorable experiences	Show me how	Reviews		
✓ Grammar and spelling	/5	✓ Written text has the appropriate structure	/5	✓ Written text has the appropriate structure	/5	
✓ The topic is of interest	/5	✓ Visual images and text	/5	✓ The topic events are easily understood	/5	
✓ The anecdote is long enough	/5	✓ The topic is of interest	/5	✓ The topic is of interest for other students	/5	
✓ Other students are interested in it	/5	✓ The topic is possible	/5	✓ The review is substantial - detailed and not too vague	/5	
✓ The conversation sheet is fully completed	/5	✓ The topic is original - known by everyone	/5	✓ The topic is original - not already known by everyone	/5	
		✓ The conversation sheet is fully completed	/5	✓ The conversation sheet is fully completed	/5	
Grade %	30	30	30	10	100	( ) ÷ 2 =

# Example two: Assessment of a review

taught genre structure

word choice/  
paraphrasing

suitability

Activity		Memorable experiences	Show me how	Reviews		
		/5	✓Written text has the appropriate structure			/5
		/5	✓The topic events are easily understood			/5
		/5	✓The topic is of interest for other students			/5
		/5	✓The review is substantial - detailed and not too vague			/5
		/5	✓The topic is original - not already known by everyone			/5
		/5	✓The conversation sheet is fully completed			/5
Grade %	30	30	30	10	100	( ) ÷ 2 =

# Example two: Assessment of a review

taught genre structure

word choice/  
paraphrasing

suitability

depth of review  
parts

Reviews	
✓Written text has the appropriate structure	/5
✓The topic events are easily understood	/5
✓The topic is of interest for other students	/5
✓The review is substantial - detailed and not too vague	/5
✓The topic is original - not already known by everyone	/5
✓The conversation sheet is fully completed	/5

Activity	Memorable experiences	Show me how				
Grade %	30	30	30	10	100	( ) ÷ 2 =

# Example two: Assessment of a review

taught genre structure

word choice/  
paraphrasing

suitability

depth of review  
parts

originality of  
choice

Reviews	
✓Written text has the appropriate structure	/5
✓The topic events are easily understood	/5
✓The topic is of interest for other students	/5
✓The review is substantial - detailed and not too vague	/5
✓The topic is original - not already known by everyone	/5
✓The conversation sheet is fully completed	/5

Grad	30
Show me	30
✓Written text has the a	30
structure	30
✓Visual images and te	30
✓The topic is of interes	30
✓The topic is possible	30
students	30
✓The topic is original -	30
known by everyone	30
✓The conversation she	30
completed	30
periences	30
Show me how	30
	100
	( ) ÷ 2 =

# Example two: Assessment of a review

taught genre structure

word choice/  
paraphrasing

suitability

depth of review  
parts

originality of  
choice

written activity in class

Reviews		
✓Written text has the appropriate structure	/5	
✓The topic events are easily understood	/5	
✓The topic is of interest for other students	/5	
✓The review is substantial - detailed and not too vague	/5	
✓The topic is original - not already known by everyone	/5	
✓The conversation sheet is fully completed	/5	
30	30	10
		100
		( ) ÷ 2 =

# Example two: Review structure

structure	function	example text
introduction	to get people's attention, to make people listen	Hi everyone! I am going to tell you about a German restaurant I went to last month, called Baden Baden
give basic information	to tell the name of the topic	Baden Baden is very near Nawate street, and has been open for many years now. It's not an expensive restaurant.
summary and evaluation	to give information about parts of the topic and your feelings about them	<i>The first course was German potatoes and a cheese selection. They were both nice, but I think the cheese selection was a bit expensive since it was so small. I think it was about 1,200 yen for 4 tiny pieces of cheese!</i>
closing comments	to give a general summary, final thoughts	The main course selection is wide, so people with different tastes can enjoy something. We ordered a vegetable pasta and some German sausages. There is a selection of desserts. You can order cakes, ice creams and other kinds of sweet things! <i>In general, it is a nice experience, and I will definitely go again. The menu is wide and not expensive, and the authentic food selection is refreshing to see. The atmosphere of the place is also warm and positive. So, why not give Baden Baden a try?</i>

# Example two: Review structure modelling

structure	function	example sentences
introduction	<ul style="list-style-type: none"> <li>•Greeting - say hello to the reader</li> </ul>	<i>Hi!/ How are you?/ How/s things?/How have you been?</i>
give basic information	<ul style="list-style-type: none"> <li>•Give a short background (Where? When? Who with?)</li> <li>•to tell the name of the topic</li> </ul>	<i>I went to.../I watched...with.../last month/ in lida/</i> <i>The name is .../ The...is called .../ It is open from ... to ...</i>
summary and evaluation	<ul style="list-style-type: none"> <li>•This is the main part, and will:               <ul style="list-style-type: none"> <li>• introduce each part</li> <li>• give information about each part of the topic and;</li> <li>• your feelings about them</li> </ul> </li> </ul>	<i>Firstly, the .../ Next, the .../ The .../ After .../Also, the... Surprisingly, the ... was good/interesting/amazing/...</i> <i>The...is/was good/well done/ poor/boring/atmospheric It was(is).../There are(were) many/not many...</i>
closing comments	<ul style="list-style-type: none"> <li>•to give a general summary, final thoughts</li> </ul>	<i>I feel ... is/ I think the ... is(was).../ The best part was the .../For me, ... was...</i> <i>Overall, To summarize, To say in a few words, Generally speaking...</i>

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closing comments	<ul style="list-style-type: none"> <li>•to give a general summary, final thoughts</li> </ul>	<i>I feel ... is/ I think the ... is(was).../ The best part was the .../For me, ... was...</i> <i>Overall, To summarize, To say in a few words, Generally speaking...</i>

Use of structure and ability to go beyond examples affect grade (from '3' to more)

# Limitations on transparency: textbooks

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- Textbooks are generic; they appeal to all demographics, not a *specific* demographic
- A science writing class will be very different to a linguistics writing class
- Is a scientific report the same as a linguistics paper?
- Textbooks can ‘take control’ of the course as they provide activities, examples and mixed material

# Limitations on transparency: textbooks

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- As part of a planned and structured curriculum (including defined assessment goals), we can modify activities to suit specific classes

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E.g. A prepositional phrase activity with generic examples can be changed to rewriting the sentences with examples for specific courses

# Excerpt from 'Introduction to Academic Writing' L3

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The activity involves making sentences with the phrases above based on topic sentences: *After my sister spends two hours getting ready to go out, her room looks as if it had been hit by a magnitude 8.5 earthquake* (Oshima & Hogue, 2007, p. 62-3).

Spatial Order Signals	
at the top of in the center on the left in front of inside	next to between behind in back of in the back of across

With a goal of 'describing the location of (parts of) human organs', the task can be replaced easily to: 'Make sentences to describe one human organ' (with some modification of the phrases).

# Close

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As stated earlier, the examples are part of a continuous cycle in teaching and learning. Here is a summary of the main points:

- Transparency in assessment can be assisted through making explicit criteria and assessment as part of the course (not just making it available, sharing with students).
- Assessment criteria assist in structuring courses, class activities and reassuring students (especially L2 contexts).

# Close

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- Transparent criteria and assessment scales provide the students with a clear and systematic process, which they can question and challenge if they want. It provides a text they can read, and refer to in order to reach their academic goals.
- The aim is to ensure substantial and clear procedures, which are part of a democratic education.

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The End

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