

Assessing the Writing of ESL Students



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Writing Pedagogy: Best Practices

- Opportunities for multiple drafts/revision
- Clear rubrics/evaluation guides
- “authentic” or real /meaningful to the student assignments

L2 Rhetorics

- Different rhetorical patterns from North American English may interfere with expectations of NA markers

Examples:

- Placement of important information within paragraphs
- Topic sentences
- conclusions

English Language Proficiency



Academic Calendar 2007 (New Academic Choices)

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ENGLISH LANGUAGE PROFICIENCY (for assignment of grades)

Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject, at any level, which shows a lack of proficiency in English and is therefore unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level.

To foster competence in the use of the English language within their own discipline, all instructors will take proficiency in English into account in the assignment of grades. Also see [ENGLISH LANGUAGE PROFICIENCY \(Admission Requirements\)](#).

[http://www.westerncalendar.uwo.ca/western/web/2007\(new\)/ENGLISH_LANGUAGE_PROFICIENCY_FOR_ASSIGNMENT_OF_GRADES__301753.html](http://www.westerncalendar.uwo.ca/western/web/2007(new)/ENGLISH_LANGUAGE_PROFICIENCY_FOR_ASSIGNMENT_OF_GRADES__301753.html)

Program-wide rubrics

Category Description of a major problem in this category

- Purpose ▪ an unclear, vague, weak, or otherwise problematic thesis statement
- Audience ▪ inappropriate linguistic register; incorrect assumptions about background knowledge of reader
- Coherence ▪ problems with paragraph length/structure
- Cohesion ▪ lack of connection between ideas, paragraphs
- Style ▪ lack of sentence variety, awkwardness, faulty sentence structure
- Grammar ▪ sentence boundary errors: fused sentences, comma splices, sentence fragments
- Proofreading ▪ typos, misspellings, and so on common enough to significantly slow down the reader
- Format ▪ poor document design for technical writing assignments; incorrect essay format
- Citation ▪ problems with proper citation format, scholarly procedure



Creating a rubric

- Mark the writing of L2 students against the same criteria as L1 students
- Break your grading into criteria to enable students to identify areas to focus on when revising
- Standard edited English should be one part of the rubric

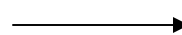


Communicate the rubric

- Post it
- Copy it
- Use it

Resources at Western

- Handbooks
- Spelling dictionary
- Short-term help
- Courses



Welcome to the
Writing Support Centre
(formerly the Effective Writing Program)

Our goal is to help you develop your skills and realize your potential as a writer. To achieve this goal, we offer free comprehensive writing support to students, faculty, staff, and all other members of the University of Western Ontario community. Please read below to learn about our wide range of programs and services.



**Writing, Rhetoric, and Professional
Communication**

Resources on the web

- <http://www.uwo.ca/writing/>
- [http://www.sdc.uwo.ca./writing/index.html?
web_links](http://www.sdc.uwo.ca./writing/index.html?web_links)
- New “web portal” at UWO web site for Writing programs and resources (under development)