

Samling 3 – Skrivning i engelskfaget



Samling 3

- 09:00 – 09:30 - Velkommen og introduksjon av program for dagen

- 9:30 – 12:15 - Skriftlig vurdering i engelskfaget
Arbeid med LK20, kompetansemål relevant for skriftlig kompetanse
Arbeid med elevtekster, vurderingskriterier og underveisvurdering

9:30 – 10:15
10:30 – 11:15
11:30 – 12:15

- 12:15- 13:00 - Lunsj

- 13:00 – 14:30 - Egenvurdering. Ulike måter å involvere elever i vurdering av eget arbeid

- 14:30 – 15:00 - Introduksjon av mellomarbeid. Diskusjon, spørsmål.

Hvem er vi

➤ Spiwe T. Rønning

- Section Head, English
- Over 20 years experience in primary, secondary and tertiary education in South America, Caribbean and Norway
- Primarily a linguist with interest in Neuro, socio and cognitive linguistics

➤ Elena Kristian

- 16 years teaching experience – upper secondary school; high school - foreign languages
- Linguist; PPU didactics; Udir: working group for new digital exam

➤ Karla Vrbova

- Teacher 2010 – 2022, English and German
- Languages: Czech, German, English, Norwegian

LK20: About the subject - what is relevant here?

- the foundation for communicating
- communication patterns
- It shall prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing and oral communication.
- they can use English to learn, communicate and connect with others

<https://www.udir.no/lk20/eng01-04?lang=eng>



Core elements

➤ Communication

creating meaning <...> in both formal and informal settings
employ suitable strategies to communicate, both orally and in writing
experience, use and explore the language from the very start.
opportunity to express themselves and interact in authentic and practical situations

Core elements

➤ Working with texts in English

texts can be spoken and written, printed and digital, graphic and artistic, formal and informal, fictional and factual, contemporary and historical.

The texts can contain writing, pictures, audio, drawings, graphs, numbers and other forms of expression that are combined to enhance and present a message

Notice all these types of texts...

Core elements

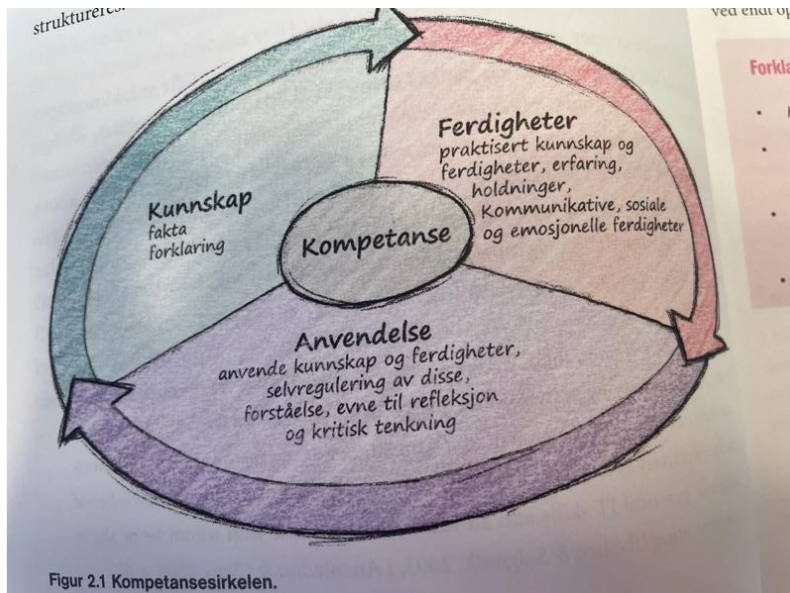
➤ Language learning

developing language awareness and knowledge of English as a system, and the ability to use language learning strategies

pronunciation of phonemes, and learning vocabulary, word structure, syntax and text composition gives the pupils choices and possibilities in their communication and interaction. Language learning refers to identifying connections between English and other languages the pupils know, and to understanding how English is structured.



Kompetansesirkelen



- Competence: complex term
- Knowledge, skills and application
- Familiar and new situations
- Critical thinking

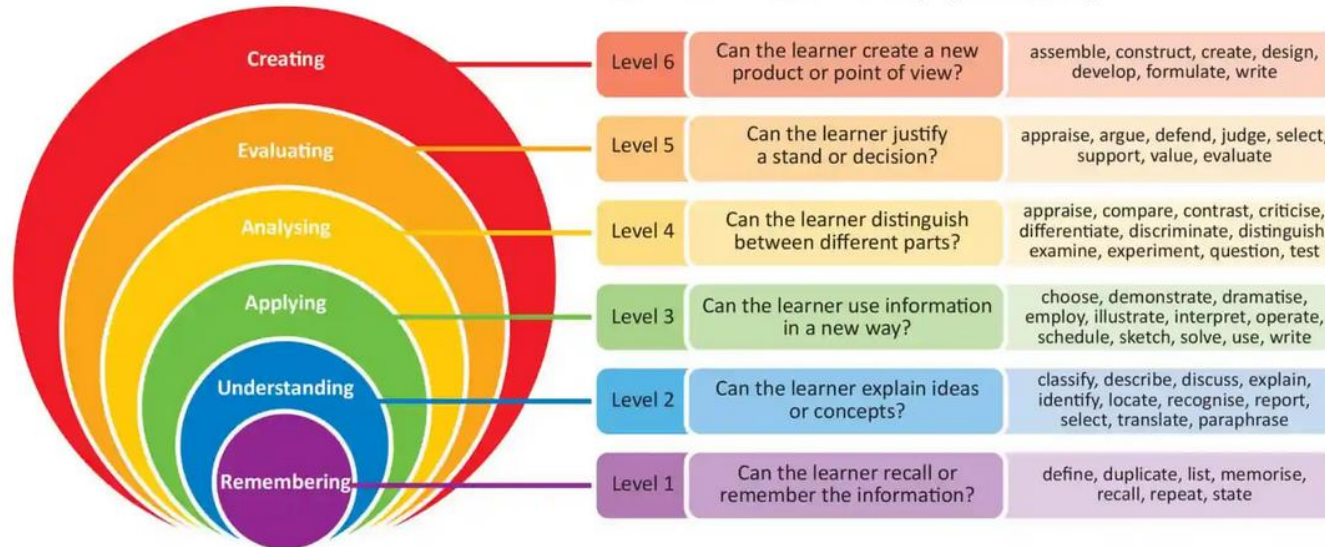
Sunde & Wille (2017). Fra læreplan til klasserom.

Kompetansemål (relevant for skriving)

- bruke varierte strategier i språklæring, tekstskaping og kommunikasjon
- bruke ulike digitale ressurser og andre hjelpemidler i språklæring, tekstskaping og samhandling
- bruke kunnskap om ordklasser og setningsstruktur i arbeid med egne muntlige og skriftlige tekster
- følge regler for rettskriving, ordbøyning, setningsstruktur og tekststruktur
- skrive formelle og uformelle tekster, inkludert sammensatte, med struktur og sammenheng som beskriver, forteller og reflekterer tilpasset formål, mottaker og situasjon
- bearbeide egne tekster ut fra tilbakemeldinger og kunnskap om språk

Bloom's taksonomy

Bloom's taxonomy (revised)



Bloom's Taxonomy

Group discussion – claims

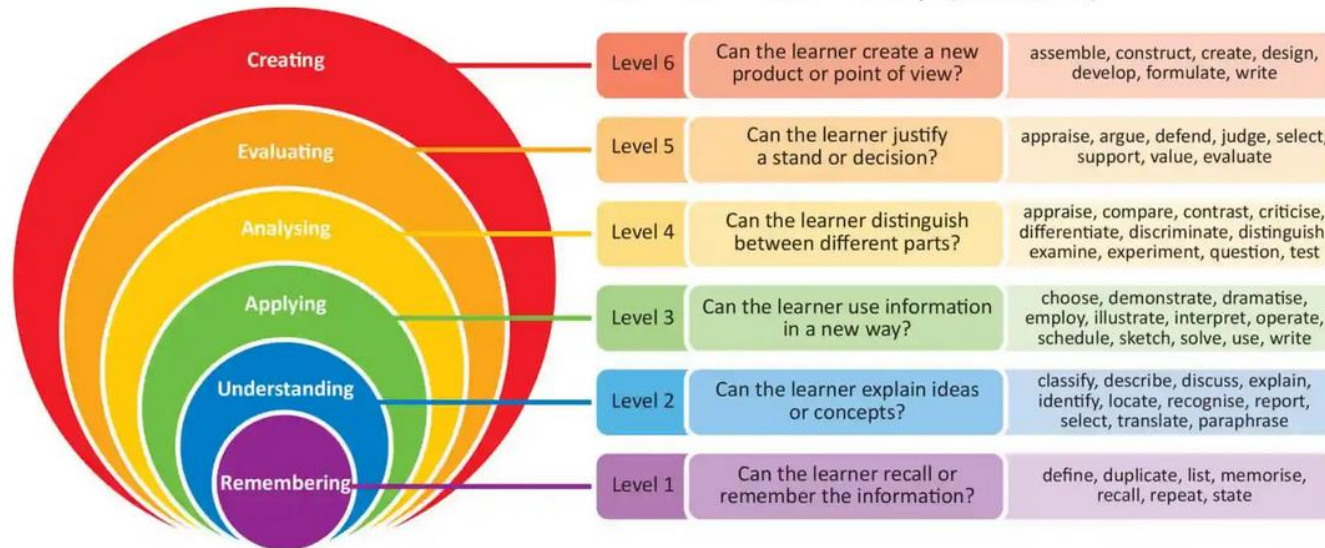
- Choose a claim
- I agree/disagree **because** ...
- All members of the group give an answer.
- Next person chooses next claim.



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Bloom's taxonomy

Bloom's taxonomy (revised)



Bloom's Taxonomy

Leveled questions 1

Bloom's level	Remembering (recall or recognition of specific information)	Understanding (understanding of given information)	Applying (using strategies or theories in new situations)
Activities	arranging, defining, describing, duplicating, labeling, listing, naming, relating, recalling, stating	classifying, discussing, explaining, identifying, indicating, reporting, restating, reviewing, selecting, translating	applying, choosing, demonstrating, dramatizing, illustrating, interpreting, sketching, solving, using
Products	Quiz, Definition, Fact, Worksheet, Test, Label, List, Workbook, Reproduction	Recitation, Summary, Collection, Explanation, Show and tell, Example, Quiz, List, Label, Outline	Illustration, Simulation, Sculpture, Presentation, Interview, Performance, Diary,
Questions	Can you list the three...? Where is...?	State in your own words...? Which words show..?	How would you use...? What examples can you find...?

Leveled questions 2

Bloom's level	Analyzing (breaking information into components)	Evaluating (judging value of ideas, materials...)	Creating (putting together ideas...)
Activities	analyzing, appraising, calculating, categorizing, contrasting, criticizing, differentiating,	appraising, arguing, assessing, attaching, choosing, comparing, defending, estimating	constructing, designing, devising, inventing, making, planning, producing
Products	Survey, Database, Abstract, Report, Graph, Spreadsheet, Checklist,	Debate, Panel, Report, Evaluation, Investigation, Conclusion,	Film, Story, Project, Plan, New game, Song..
Questions	Why do you think...? Is __ related to ...? Can you identify the different parts...?	How important is...? What grade can you give...? How would you compare the idea...?	Can you prepare an alternative...? Can you invent another character for the story?

Competence aims – hands-on work in groups

1. Go through the list of competence aims, highlight key **verbs** and connect those to the levels in the Blooms Taxonomy model.
2. Choose five competence aims from the list, suggest three activities and two-three products connected to the competence aims, based on the leveled questions

Competence aim	Activities	Product	Comments



Writing



Think about this:

- What have you written today?
- This past week?
- Why?
- How long was it?
- What tools did you use?

Writing

- is an everyday activity for communication
 - is done with a recipient in mind
 - is an important basic skill and important part of being an English teacher
-
- What? Who to?
 - Reason and purpose ...
 - Are our expectations too high?

Progression in writing in LK20

Area	Year 7	Year 10	Vg1 (General studies)
Strategies	use simple strategies for language learning, text creation and communication	use a variety of strategies for language learning, text creation and communication	use appropriate strategies for language learning, text creation and communication
Digital skills and writing	use digital resources and different dictionaries in language learning, text creation and interaction	use different digital resources and other aids in language learning, text creation and interaction	use appropriate digital resources and other aids in language learning, text creation and interaction
Linguistic elements/ grammar	<p>express oneself in an understandable way with a varied vocabulary and polite expressions adapted to the receiver and situation</p> <p>identify sentence elements in various types of sentences and use knowledge of verb conjugation and declension of nouns and adjectives in working on own oral and written texts</p> <p>follow rules for spelling, word inflection and syntax</p>	<p>express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation</p> <p>use knowledge of word classes and syntax in working on one's own oral and written texts</p> <p>follow rules for spelling, word inflection, syntax and text structure</p>	<p>express oneself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, recipient and situation</p> <p>use knowledge of grammar and text structure in working on one's own oral and written texts</p> <p>assess and revise one's own texts based on criteria in the subject and knowledge of language</p>
Vocabulary/ type of text/ genre	write cohesive texts, including multimedia texts, that retell, tell, inquire about and express opinions and interests adapted to the recipient	write formal and informal texts, including multimedia texts with structure and coherence that describe, narrate and reflect, and are adapted to the purpose, recipient and situation	<p>listen to, understand and use academic language in working on one's own oral and written texts</p> <p>express himself or herself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, receiver and situation</p> <p>write different types of formal and informal texts, including multimedia texts with structure and coherence that describe, discuss, reason and reflect adapted to the purpose, recipient and situation</p>
Use of Sources	talk about the reliability of various sources and choose sources for one's own use	use sources in a critical and accountable manner	use different sources in a critical, appropriate and accountable manner
The process	revise one's own texts based on feedback	revise one's own texts based on feedback and knowledge of the language	assess and revise one's own texts based on criteria in the subject and knowledge of language

Writing log from 8th to 10th – see progression

Hi my name is Ole.

I coming from Norway in Fredikstad.

I go on Begby School.

I haw friends, my friends is cull and funny.

My friends and I like to hang out together and I think they like the to.

My school is big, I think it is 8 constructions on my school. And I think the is a libel big.

On my school I haw 5 football banner and big plays to play games on.

If you ask me what I want to change with me, I well always give the same answer. I well always change dyslexia (If you don't know what dyslexia are. It is read and write trouble), which is the one ting that was bothering me sense I was a little kid. When I first heard what I have I didn't think much over it, of course I was joust a little child back then. I didn't know what it mint to have it. But when I grow older and older I begin to under stand that it was harder for me to do some things. The baggiest problem is that I cant read normal. But I haw other problems too that is I don't see logic so easy that you may see it. It is hard to walk, with out falling. All of this has something to do with dyslexia.

When I was younger, I was bullied fore a long time ago. That was because I did newer get bullied at my school, when you are a kid then you think every one is the same.

My mum and my dad surprised me wit a football school, I did get surprised and happy. But when I and the other kids eat lunch over there, I say to them that I have dyslexia. They sayed pretty bad stuff about me, and they was only 9 – 10 years old. That week was the one of the times I have field me wary different.

If you don't know what the worst ting you can say to me is, then you about to find out of it. The worst ting that you ever can say to me is that I which I have dyslexia. When you saying that, you sound like a retarded person in my opponent. My friends often saying that they which they have dyslexia, fore skipping New Norwegian. Like WTF? When they saying that. I thing to my self. Do you even know what dyslexia is?

If we think about school are it harder fore me to get good grades, then it is fore other student. I should practice twice as much then other students. So if one of the other student practice in 30 minutes, should I practice in 60 minutes. So if you have dyslexia it is a good amount of jobbing. You should read every day, at least 15 to 30 minutes. If I read I normally read about News on www.VG.no that is a Norwegian paper, it is all the importune news in Norwegian and international. It is written in Norwegian.

I know that I will never lose dyslexia. But I can wish it, and I can dream that one beautiful day it will happened. I will wish it my whole life, but it well never happened. That is a fact.

Perspectives

- Writing to learn (the English language)
 - Writing as a tool in learning process
 - Tactile sensory for memory
 - Slow the learning process down to help reflect
 - Help organize information and thoughts (summarize, take notes, key words etc.)

Good reasons to write in English class

Writing for yourself (not for the audience)

Less focus on form and grammar

- Learning to write



Writing to assess: Think progress

Formative assessment works best with work in progress ...



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Vurderingskriterier - skriftlig arbeid

Profesjonsfelleskap.

- Individuelt: Lag en liste med fem viktigste kriteriene for vurdering av skriftlig elevarbeid
- Gruppe: Lag top 3-liste av vurderingskriterier for skriftlig arbeid

Lav kompetanse i faget, karakter 2	God kompetanse i faget, karakter 4	Framifrå kompetanse i faget, karakter 6
Eleven forstår og gjengir deler av innholdet fra enkle muntlige og skriftlige tekster på en enkel måte.	Eleven forstår og viderefremidler innhold fra ulike typer muntlige og skriftlige tekster på en stort sett relevant måte.	Eleven forstår og viderefremidler innhold fra ulike typer muntlige og skriftlige tekster på en reflektert og situasjonstilpasset måte.
Eleven uttrykker seg enkelt og tilpasser i noen grad språk og struktur til formål, mottaker og situasjon i muntlige og skriftlige tekster.	Eleven uttrykker seg med klart språk og sammenheng og tilpasser stort sett språk og struktur til formål, mottaker og situasjon i ulike typer muntlige og skriftlige tekster.	Eleven uttrykker seg med et klart og variert språk, flyt og sammenheng og tilpasser språk og struktur til formål, mottaker og situasjon i ulike typer muntlige og skriftlige tekster.
Eleven finner med veiledning informasjon fra en engelskspråklig kilde, bruker den i noen grad i egen muntlig og skriftlig tekstproduksjon og oppgir kilden.	Eleven finner relevant informasjon fra flere engelskspråklige kilder, bruker den i egen muntlig og skriftlig tekstproduksjon og oppgir kildene.	Eleven finner relevant informasjon fra forskjellige engelskspråklige kilder, bruker den på en etterrettelig og hensiktsmessig måte i egen muntlig og skriftlig tekstproduksjon tilpasset avsender og mottaker på en selvstendig måte og oppgir kildene.
Eleven gjør, med veiledning, enkelte endringer i egne muntlige og skriftlige tekster etter konkret tilbakemelding.	Eleven bearbeider deler av egne muntlige og skriftlige tekster etter konkrete tilbakemeldinger.	Eleven bearbeider egne muntlige og skriftlige tekster på en selvstendig måte etter tilbakemeldinger og ut fra kunnskap om språk.
Eleven viser noe interkulturell kompetanse i muntlige og/eller skriftlige tekster ved å gjengi noe kunnskap om og reflektere på en enkel måte over levemåter, tenkesett og tradisjoner, språklig og kulturelt mangfold i den engelskspråklige verden.	Eleven viser interkulturell kompetanse i muntlige og/eller skriftlige tekster ved å forklare og reflektere over levemåter, tenkesett og tradisjoner, språklig og kulturelt mangfold i den engelskspråklige verden.	Eleven viser bred interkulturell kompetanse i muntlige og/eller skriftlige tekster ved å forklare og reflektere selvstendig over levemåter, tenkesett og tradisjoner, språklig og kulturelt mangfold i den engelskspråklige verden.

Gruppearbeid: Underveisvurdering av elevtekster

- Hva vil du kommentere?
- Hvordan?
- Bruk de topp-3 kriteriene dere har utarbeidet



<https://padlet.com/fremmedspraksenteret/v4edoq5f8n486y9g>

Oppgave

Task 1b

Read appendix 1 "Multiculturalism has won the day. Let's move on", p. 7, and explain what the main message is. Then briefly explain one of the most important reasons why the UK has become a multicultural society.



<https://padlet.com/fremmedspraksenteret/v4edoq5f8n486y9g>

Multiculturalism has won the day. Let's move on

By Sunny Hundal and Benjamin Zephaniah

A recent survey of British ethnic minority voters found that 90% think the UK has become a multicultural country, and a similar number say this is a good thing. A broader national survey found that 90% of all Britons also agreed Britain had become a multicultural country, and 70% were in favour of this development.

70% of all Britons think becoming a multicultural country was a good thing for the UK. This is an extraordinary figure, one that certain parts of the country will always hate to accept. However, the war against multiculturalism has utterly failed. People have in fact become less hostile to individuals of different cultures and ethnicities living in the UK. In other words, interacting with ethnic minorities and watching them contribute to the UK in sports, business and science has easily overcome negative stories in the newspapers. This means that everyday experiences are changing opinions.

We have to accept that the war has been won and move on. There are still too many debates on race where the main focus is to "defend against the war on multiculturalism". Those are old battles while the UK faces new challenges relating to race relations, such as the exploitation of eastern Europeans, securing higher wages for immigrant workers and amnesty for undocumented immigrants.

Who are we? Ask us, and you will find that we dance to music from America, Africa and Asia; we eat food from Ireland, Italy and Jamaica; we speak more than three hundred languages and we know over four hundred different ways to cook a potato. We look Celtic, Arab and Bengali; we wear kilts, saris and football shorts; and if you get very close to us and look right into our eyes, you can almost see the history of the whole world.

Sunny Hundal - <https://www.theguardian.com/commentisfree/2013/apr/22/multiculturalism-won-uk-move-on>

Zephaniah, B. (2002) *We are Britain!* London: Francis Lincoln Limited.

Adapted by Utdanningsdirektoratet

Elembesvarelse 1

As the title says: *“Multiculturalism has won the day. Let’s move on”*

We don’t need to pretend that there’s still a war going on. Multiculturalism has won. It’s time to rest. No need for defending anymore, no use attacking it anymore. It’s here, and it’s here to stay.

We don’t need to waste time, nor energy on it anymore, so let’s not.

A little diversity never hurt anyone, why should we act as if it might?

Either way, the UK kinda asked for it. In their past, Britain would conquer lands all around the world. They gave them English and bad prices for recourses. After the colonies had declared their independence from their British overlords, they still had their language. This made the UK an obvious choice for them if they ever wanted to move to another country . :)

Elevbesvarelse 2

The main message from the text “Multiculturalism has won the day. Let’s move on” is that everyone need to accept the fact that the UK are becoming a multicultural country. We need to look around and see that almost everything in our everyday life aren’t from our country. We’ve learned from people around the world.

But why are the UK becoming, or they already are, a multicultural country?

Elevbesvarelse 3

Uk is a country full of other cultures. They got Africans Indian and Pakistani people. And many others. Uk got many young rappers and they are making a big change for their county.

Elevbesvarelse 4

The main message of this text is that Britain has become a multicultural country and that people should accept it. People in Britain also think that this is a good thing. I think They think Multiculturalism is good because it brings more culture to Britain. Uk has become multicultural because Britain had so many colonies and they brought slaves before. And it has been a country that a lot of immigrants go to .

Erfaringer fra formativ skrivevurdering i engelsk. Tony Burner

Forskningsprosjekt: fire u.skolelærere og 100 elever

Utfordringer:

- Få timer og omfattende læreplan
- Konflikt mellom elevers og læreres oppfatninger av vurderingspraksis
- Skrivevurderingen er mer komplisert enn muntlig, tidskrevende, usikkerhet rund mottakelsen av tilbakemelding

Spørsmålene som belyses er:

1. Hvordan blir formativ skrivevurdering forstått og praktisert i engelsk?
2. Hvilke tiltak virker effektive for å fremme formativ skrivevurdering i engelsk?



Tony Burner er førsteamanuensis i engelsk fagdidaktikk ved Høgskolen i Sørøst-Norge, fakultet for humaniora og utdanningsvitenskap. Han har bred undervisningserfaring fra skolen og har også undervist i norsk og historie i tillegg til engelsk. Hans forskningsinteresser er engelsk fagdidaktikk, skoleutvikling, veiledning og språklig/kulturell diversitet.

Funnene (1)

- Et gap mellom læreres (gode teoretiske) forståelse og praksiser
- Et gap mellom elevers forståelse og læreres forståelse av formativ skrivevurdering

Funnene (2)

- 8 av 10 elever på 8.trinn foretrakk å ha karakter (fikk kun karakterer til jul og til sommeren)
- 6 av 10 ikke satt pris på (godt kjent for dem) egenvurderingspraksis
- 8 av 10 elever påstår at de ikke er blitt spurt om hvordan de vil få tilbakemelding
- Manglende innvolvering av elever i vurderingspraksiser
- Korrekturleserrolle på skriftlig arbeid, fokus på det “negative”

Tiltak som fremmer formativ skrivevurdering (1)

Hva betyr dette for praksis?

- Forskningsbasert kunnskap skal bli prøvd ut sammen med elevene
- **Systematisere** vurderingspraksis - arbeid i lærergrupper, utprøving og refleksjon, **jevnlig** praksis.
- Mappevurdering
- Tekstrevisjon med formative tilbakemeldinger bør være en naturlig del av skriveprosessen.
- Formativ skrivevurdering medfører stor grad av elevinvolvering i vurderingsarbeidet, for eks. egen- og hverandrevurdering

Arbeid i faggrupper og viderearbeid med elever (2)

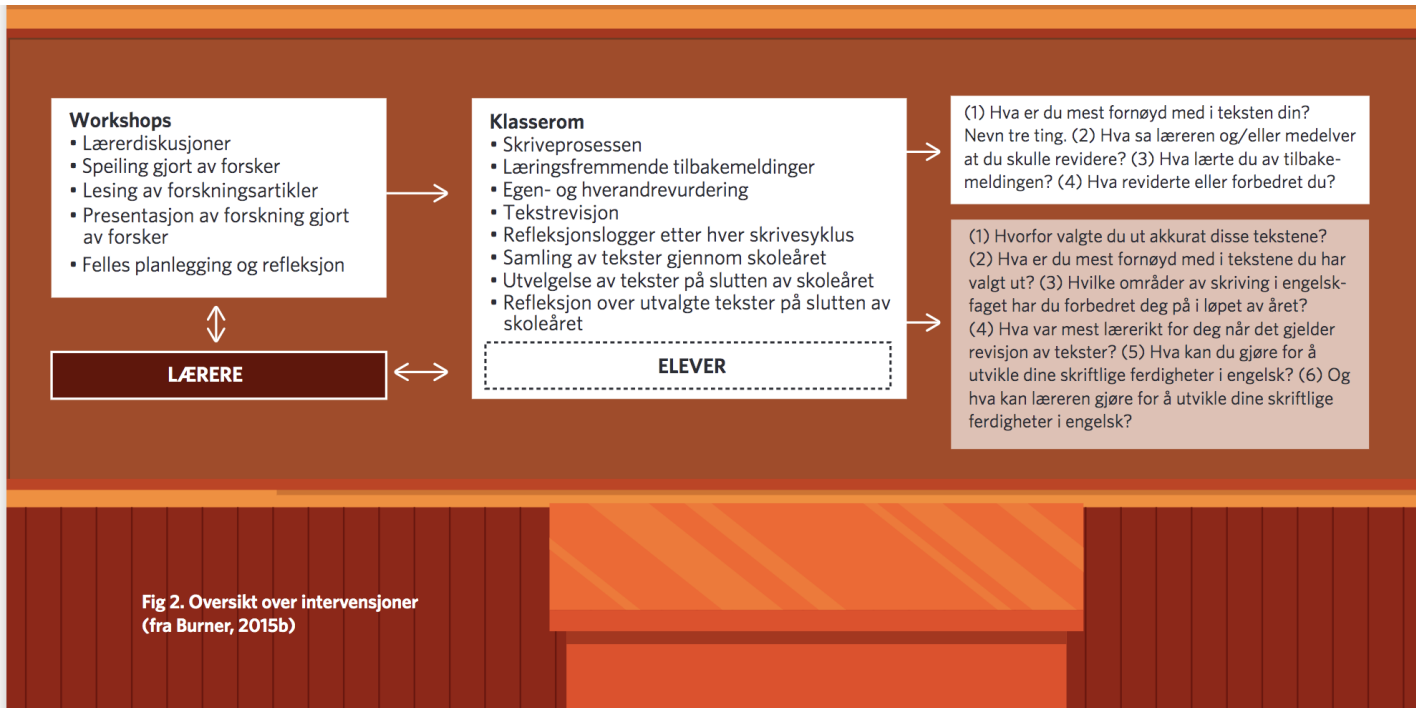


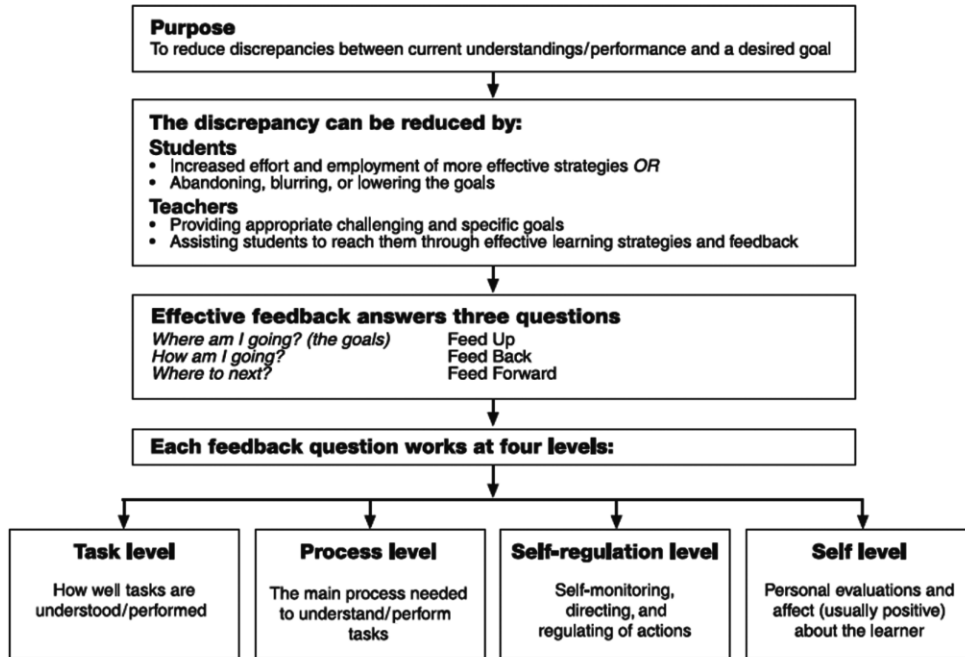
Fig 2. Oversikt over intervensjoner
(fra Burner, 2015b)

Mappevurdering (3)

- Elevsentrert
- Bidrar til større interaksjon mellom lærer og elev, mellom elever (ved hverandrevurdering)
- Mer tid til refleksjon over tekstarbeid
- Større ansvar for eget arbeid

NB! utfordringer med digitale mapper, tilrettelegging av tekniske forholdene

Sette av tid til å snakke om skriveprosesser og formålene med vurdering (4)



Hattie & Timperley, 2007. The Power of Feedback

Tilbakemeldings modell (Hattie & Timperley, 2007)

- Oppgavenivå
 - I hvilken grad er oppgaven forstått? Hvor godt er oppgaven utført?
- Prosessnivå
 - I hvilken grad har eleven forstått de underliggende prosessene for å utføre oppgaven? Hvilke strategier brukte han/henne?
- Selvreguleringsnivå
 - Planlegge, overvåke, regulere og evaluere arbeidet
- «selv»-nivå (= ros)
 - Lite nyttige, men kan bidra til en god relasjon.

Eksempler på vurderings praksis

- Skriverammer, modellering
- Mappevurdering
- Egenvurderingsskjema (+ språkpermen)
- Utkast + tilbakemelding (video/kommentar)
- Baklengsplanlegging

Modellering

<https://skrivesenteret.no/ressurs/laeraren-sin-modelltekst/>

“Criteria for success” (1)

- Use Examples to Teach the Criteria for Success
 - show an exemplary piece of a text
- the key criteria needed for **success on the assignment**
 - use rubrics depending on the age/developmental level of the students
 - simple checklists

Kilde: Best Practices in Writing Instruction
Third Edition. Edited by Steve Graham, Charles A. MacArthur, and Michael A. Hebert

Examples of the rubrics

Tells what comes <i>first</i>	Yes	No
Tells what comes <i>next</i>	Yes	No
Tells what comes <i>after</i>	Yes	No
Tells what comes at the <i>end</i>	Yes	No
Capitalizes names	Yes	No
Ends each sentence with a (.), (?), or (!)	Yes	No

FIGURE 14.1. Grade 1 narrative writing checklist.

Element	3	2	1
Characters	Characters are fully described, both in terms of appearance and personality.	Characters' appearance are described, but not their personalities.	Characters are used but only minimally described.
Setting	The time and place are described, and they play an important part in the story.	The time and place are described, but they do not play a part in the story.	The time and place are mentioned, but not described.
Purpose	The purpose, or problem, the main character is trying to solve is clear and the story focuses on this.	The purpose, or problem, the main character is trying to solve is clear, but the story does not focus on this.	The purpose, or problem, that the main character is trying to solve is unclear.
Actions	Multiple actions are taken to achieve the purpose.	More than one action is taken.	There is only one action taken.
Conclusion	The ending wraps up the story, what happens to the main character, and what happens to the other characters.	There is an ending that wraps up what happens to the main character, but not the other characters.	The ending is present, but is weak (e.g., "They lived happily ever after").
Emotions	Emotions are used to describe how the main character feels after each action and at the end of the story, and how other characters feel throughout the story.	Emotions are used to describe how the main character feels after each action and the end of the story, but not to describe how other characters feel.	Emotions are used to describe how the main character feels at the end of the story.

FIGURE 14.2. Grade 5 narrative writing rubric.

Språkpermen

- <https://www.hiof.no/fss/leringsressurser/den-europeiske-sprakpermen/>
- Den europeiske språkpermen er et verktøy for læring, refleksjon og dokumentasjon for den som lærer språk, men også noe mer enn det. Hvis mange nok innbyggere i et land kan bruke et eller flere fremmedspråk, kan det føre til at hele samfunnet får økt kjennskap til og forståelse for andre kulturer. Dette kan igjen bidra til å skape og opprettholde fred. Derfor satser Europarådet i dag mye på at alle europeere skal kunne kommunisere på minst to språk i tillegg til morsmålet. Språkpermen er et produkt av denne satsingen
- å ”kunne litt” får en verdi
- det legges større vekt på bruk av språket i naturlige situasjoner
- det blir viktigere at elevene er med på å bestemme hva og hvordan de skal lære
- beskrivelse av språket og kunnskap om språkstrukturer blir verktøy/hjelpemidler for å bruke språket, og ikke mål i seg selv.

Språkpermen: Checklists Writing

Writing B1 part 1

Fill in dates in the table as you set your objectives and reach them.

My objective	Language:	I can do this		
		a bit	quite well	very well
Date:				
	I can write simple connected texts on topics of personal interest, if I have access to dictionaries or other resources.			
	I can write descriptions of people, places or things that I know well or that I can imagine.			
	I have a sufficient vocabulary to express myself on most topics related to my everyday life, and I can use some language structures and idiomatic expressions.			
	I can write, in a simple way, about something that has happened.			
	I can write fairly long letters or e-mails to people I know, expressing opinions or feelings.			
	I can participate in Internet chat rooms about familiar topics.			
	I can write messages and letters to hand on information, or to suggest doing things or going somewhere.			
	I can fill in forms and charts with detailed information.			

Språkpermen: Checklists Writing

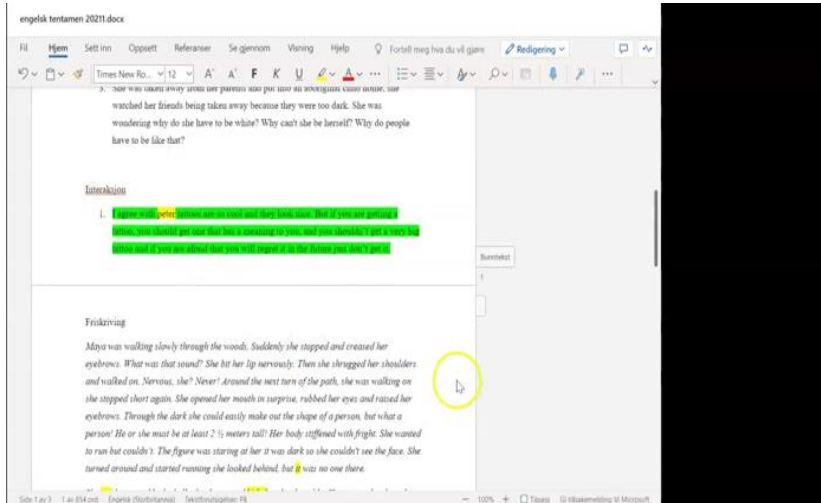
Writing B2

Fill in dates in the table as you set your objectives and reach them.

My objective	Language:	I can do this		
		a bit	quite well	very well
Date:				
	I can write long, detailed and well-structured texts on a range of subjects.			
	I can write colorful and detailed descriptions of people, places and things.			
	I can write stories that are “complete” and logical.			
	I can write texts on topics on which I have clear views, and I can argue for my views.			
	I can write formal or informal letters, depending on how well I know the person I am writing to.			
	I can write CVs.			
	I can write reports on something that I have participated in, for example a project.			
	I can write detailed descriptions of activities that I am used to doing.			
	I can write poems and songs which contain fairly complex ideas, using varied and colourful language.			
	I can write texts that contain information or ideas from the Internet and other sources, reformulating these with my own words.			

Draft with feedback

› Tentamen



Midterm

2 weeks: oral project (time)

Video feedback - individual

1 lesson for editing + at home

Final grade

News paper project

- Group work (2-3 weeks)
- Roles:
 - editor, journalists (different fields), photographer
- Editor decides what articles journalists work on and gives feedback before publishing.



7 - 7 - 7

- 7 minutes writing
- 7 minutes checking vocabulary/correction
- 7 (x2) minutes feedback and editing



Backwards planning

from assessment to classroom planning (idea, topic...)

Tema	Kompetansemål (fra K20)	Periode	Undervisningsmetoder	Vurderingsformer
Literature from around the world	-bruke ulike digitale ressurser og andre hjelpemidler i språklæring, tekstskaping og samhandling	Uke 34	- samtale/diskusjon	- muntlig aktivitet
	-lytte til og forstå ord og uttrykk i varianter av engelsk	37	-forelesning -lesing	- skriftlig
	-lese, tolke og reflektere over engelskspråklig skjønnlitteratur, inkludert ungdomslitteratur		-fonetikk -praktiske oppgaver	<u>innlevering</u>
	-skrive formelle og uformelle tekster, inkludert sammensatte, med struktur og sammenheng som beskriver, forteller og reflekterer tilpasset formål, mottaker og situasjon		Tips til introduksjon : Stages 9, Chapter 2: Improving your language part 2	- «gallery walk»
	-utforske og beskrivelevedemåter, tenkesett, kommunikasjonsmønstre og mangfold i den engelskspråklige verden			

What are you going to test?

- knowledge, skills
- What does this competence look like?

What do you need to do in your classes to prepare your pupils for this assessment?

- content
- activities
- methods

Introduction of «mellomarbeid»

In your classroom, test one of the ideas presented today.

- **For next meeting:**
- Describe the idea which you have chosen.
- How have you worked with this idea in the classroom?
- How did you carry out assessment of the students' product?

Mellomarbeid: Assessment in Writing



➤ <https://padlet.com/fremmedspraksenteret/s7todw4wsrjjuu1p>

Links to resources

- Communicare: <https://www.hiof.no/fss/om/aktuelt/aktuelle-saker/Communicare%202022>
- Skriveverksted, metodiske tips: <https://www.hiof.no/fss/leringsressurser/grunnleggende-ferdigheter/skriving/index.html>
- Europeiske språkpermen: <https://www.hiof.no/fss/leringsressurser/den-europeiske-sprakpermen/>
- Læringsressurser: [Programfaguavhengige læringsressurser - Fremmedspråksenteret \(hiof.no\)](#)
- Screencast-o-matic video [Home - Screen Recorder & Video Editor - Screencast-O-Matic | ScreenPal](#)
- Flipped Classroom [flipped_classroom_communicare_2020.pdf \(hiof.no\)](#)
- Metodiske tips for ungdomstrinnet: <https://www.hiof.no/fss/leringsressurser/engelsk/ungdomstrinn/>

Kilder

- › <https://studylib.net/doc/18737224/leveled-questions-for-ells> (25.8. 2022)
- › <https://i0.wp.com/www.niallmcnulty.com/wp-content/uploads/2019/09/ICTZA4.5.jpg?fit=1995%2C924&ssl=1> (25.8. 2022)
- › <https://www.udir.no/lk20/eng01-04> (30.8. 2022)