



MARKING FOR LITERACY

*Supporting your students and making
marking meaningful*



(Starter)

A GAME OF
'ARTICULATE'



COMPARE



CONTRAST



SOLVE

A decorative frame with intricate floral and scrollwork patterns in white, set against a dark background. The frame is rectangular with rounded corners and a scalloped top and bottom edge. The word "APPLY" is centered within the frame.

APPLY



IDENTIFY



RECORD



CONCLUDE



JUSTIFY



COMBINE



APPRAISE



FORMULATE



DISCUSS



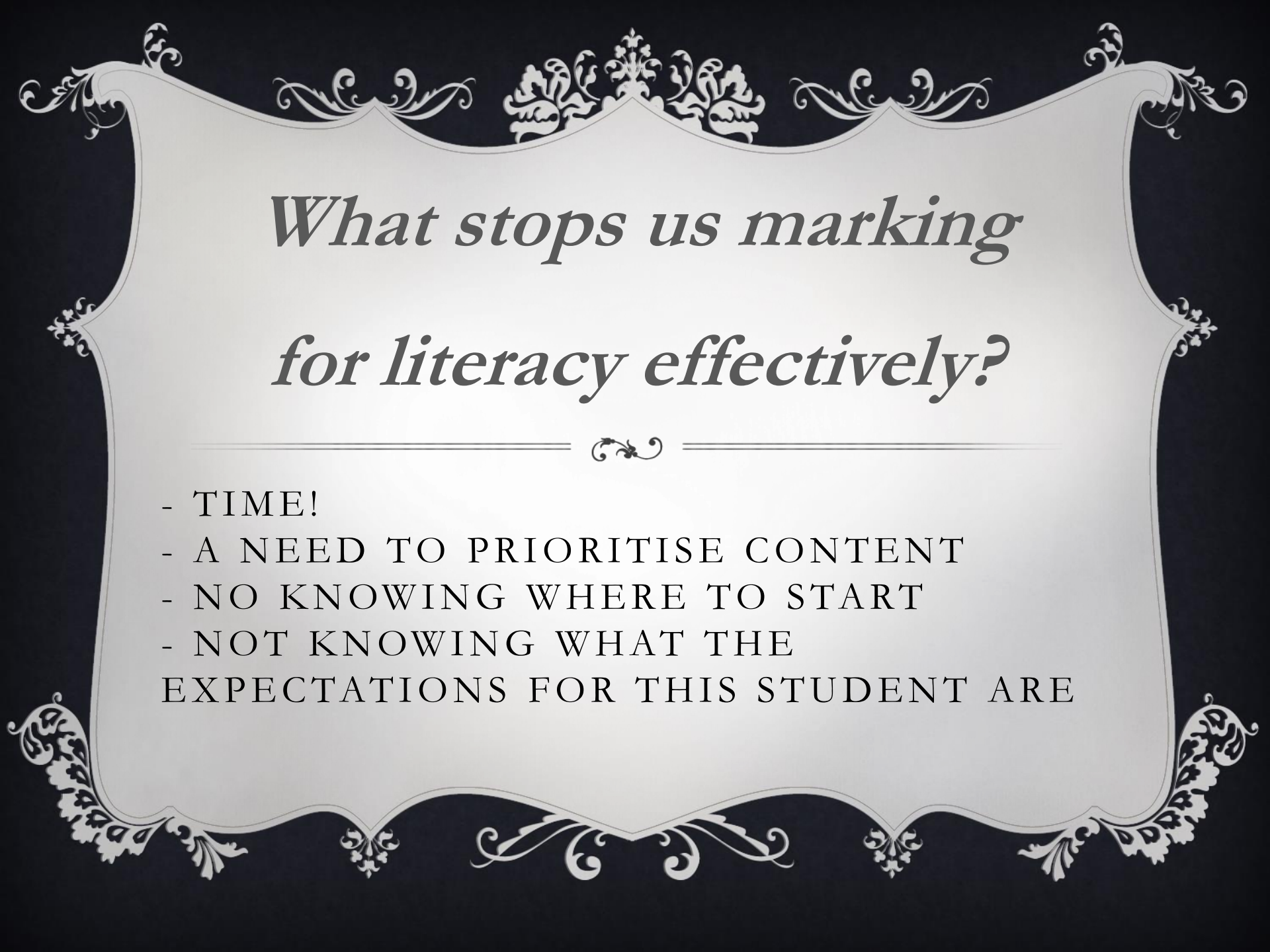
WHAT DID THOSE WORDS HAVE IN
COMMON?

...They are all key words used in
exam questions across a variety
of subjects. Do your students
know what they mean and how
to use them correctly?




HOW DO YOU MARK FOR LITERACY?

What do you do and/or think
you should do when you mark
for literacy in your subject?



*What stops us marking
for literacy effectively?*

- TIME!
- A NEED TO PRIORITISE CONTENT
- NO KNOWING WHERE TO START
- NOT KNOWING WHAT THE EXPECTATIONS FOR THIS STUDENT ARE



Look at these
marking guidelines:

Marking guidelines – version 1

With your green pen, annotate this work with the following codes:

Sp. = spelling error and write the correct spelling.

p. = punctuation error and write the correct punctuation.

exp. = poor expression / doesn't make sense / uses slang and correct it.

// = needs a new paragraph here.

T. = wrong tense used and write what should have been used.

If a student has used impressive vocabulary, double tick it and write: **'Good vocab.'**

At the end of the piece of work, write a **brief comment about the student's effort**, then a **www** (what went well) comment and an **ebi** (even better if) comment containing a literacy target for next time.

Marking guidelines – version 2

Spelling or punctuation errors, for poor grammar or slang; wrong tense used = **Write © in the margin and underline where the error appears**

New paragraph needed = **//**

If you are impressed with great use of vocabulary, write two ticks ✓✓ in the margin and underline the good work.

DON'T do any corrections for the student.

At the end of the piece of work, write a **brief comment about the student's effort**, then write

www:

ebi:

under the work **but don't write the comments yourself – the student will write this.**



Which one creates more marking for the teacher?

Which one gives more onus to the student?

Annotating an error with © (Check and correct) does not give students the answer. They won't like this and will have to find it for themselves.

Good! This means they are **LEARNING**.

A decorative white scrollwork border frames the entire page. The border features intricate floral and vine patterns, with larger, more complex designs at the top and bottom centers, and smaller, simpler designs at the corners and along the sides. The background is a solid dark color.

DOING THE CORRECTIONS

If you build DIRT (Designated Improvement & Response Time) into your lessons, you and your students will reap the benefits.

Differentiate the support you give according to a student's *needs*, not their *wants* or their moaning!

DOING THE CORRECTIONS

Once DIRT becomes a habit, students will start making improvements in their literacy for your subject.

Use literacy mats (with the alphabet on for some students) and dictionaries (large print for low ability)

Get students to respond to marking in red so you can see they have done their corrections

They should write their **www** and **ebi** or they won't read your comments!



KEY POINTS

- ❖ Make students proof-read work for key words before handing in, using literacy mats and/or reminder of key words. Peer marking can work well here. Be selective about what you mark for literacy – e.g. choose key words and capital letters as a minimum.
- ❖ Keep marking codes as simple as possible.
- ❖ Instead of taking more time to do the marking, build more time into your lesson for DIRT.
- ❖ The students should work the hardest, not the teacher.