

Here is an example of a writing diagnostic.

Teaching Adults to write with Understanding	The writing progressions
	<p><b>I would assess this student at step 4 on the writing framework</b></p>
	<p>The student answered the question well, addressing most of the requirements in the question.</p>
	<p><u>Purpose &amp; Audience</u> Has an audience in mind Writing addresses the question telling the tutor why she wants to learn. Step 4</p>
	<p><u>Spelling</u> Uses strategies to spell words of two or more syllables and uses recently learnt unfamiliar vocabulary Step 4/5</p>
	<p><u>Vocabulary</u> Has an extended vocabulary and can use it in a wide variety of contexts Step 4</p>
	<p><u>Language and text features</u> Uses good sentence structure that flows and make sense. structure changes to past tense Some paragraph structure evident Step 3</p>
	<p><u>Planning and composing</u> Writes short comprehensible text with simple sentences. She has used knowledge of text structure to organise her ideas around the topic. Step 2</p>
<p><u>Revising and editing</u> Has made some effort to revise and edit to improve coherence Step 3</p>	

The progressions provide a framework to give the ‘best fit’ for a student in terms of their literacy and numeracy capability.

A student will usually have a ‘spiky’ profile. This means that people are capable in some areas of literacy and numeracy but may have some ‘gaps’ in understanding in some areas.

For instance this diagnostic shows that the writing has an audience (the tutor) in mind (step 4). She has a confident strategy for spelling most common and everyday words with accuracy, and some specialised words (compost, fertilizer). Although there are a couple of minor errors (edible, a lot). (step 4 in spelling and vocabulary).

In the planning and composing the student has written a short piece of text using simple sentences around the topic. She has made some attempt to organise into paragraphs. (step 2). The student has also made an attempt to reread her work and add text to add meaning. She has not corrected punctuation, grammar and spelling. (step 3).

Allowing for the ‘spiky’ profile I would assess this student over all at a step 4 for writing. Areas to work on for an independent plan would include moving the student from a step 2 to 3 in planning and composing, and from step 3 to 4 in revising and editing. My activities for this student would include opportunities for writing and revising work for presentation.