



No More Marking

Creating a Writing Age Scale

Chris Wheaton

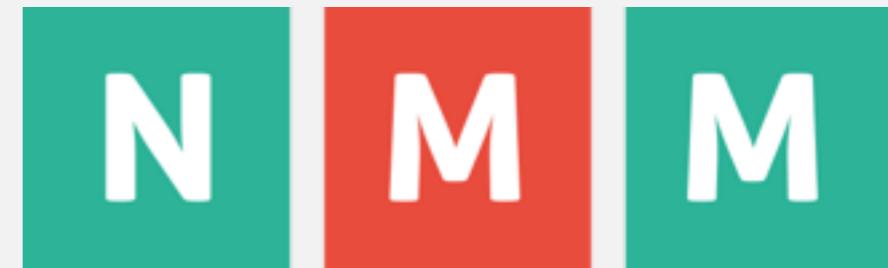
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Why?

- Writing is central to the national curriculum
- Statutory assessment of writing in England occurs at end of Y2 and end of Y6 (age 6 and 11)
- Schools waste time & effort developing their own ‘Age Related Expectations’ for every year group
- Assessment of writing is criteria based and leads to vague descriptions not suited to measurement
- Schools use a variety of different labels and scales

Measurement Problem



‘The truth is that a scientific study of changes in ability—of mental development—is far beyond our feeble capacities to make measurements. How can we possibly obtain quantitative answers to questions like: How much does reading comprehension increase in the first three years of school? What proportion of ability is native and what learned? What proportion of mature ability is achieved by each year of childhood?’

Ben Wright, Best Test Design 1979.

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Advantages

- Allow for assessment at any time point
- Standardise expectations across schools
- Reduce time and effort of setting standards every year for every year group
- Provide precise measures of ability that can be compared over time and place
- Easy to communicate 'e.g.. 2 months' progress'



How?

- Comparative Judgement of writing ability ‘The better writing?’
- Distributed model where teachers judge their own writing as well as writing from other schools
- Year groups do different tasks, and are judged separately
- Rasch equating model between year groups



Left

0.0s

The better writing?

1

Right

Page 1

The Anglo-Saxons

The Anglo-Saxons lived at Denmark, Holland, Germany. The Anglo-Saxons invaded Britain and they settled at for 300 years.

Who were they?

The Anglo-Saxons had many jobs like farmers, invaders, traders. The Anglo-Saxons had mainly for victory. Some of the Anglo-Saxons were Christians. They had invaded many places like island and other places. The Anglo-Saxons were mostly born in Germany because the Anglo's were from Germany.

Invasive Britain?

The Anglo-Saxons made up 7 united Kingdoms they were called Wessex, Essex, Kent, East Anglia, Mercia, Sussex or they all their kingdoms. Romans returned home so more invaded ~~some~~ came and pushed into Britain.

Religion?

Anglo-Saxon gods gave names to the week. They were deities and not Christians. Christians believed in 1 god and Pagans believed in many gods.

Page 1

Welcome to Calendia the mythical world

Would you like to visit a world that you have never known before?

It would make our day for your family to visit our enchanting new cushion.

There are 20 deluxe rooms with comfy spacious beds and views of the land.

Also included in the price is unlimited food and drink as well as use of the pool and hot tub.

The crop

The rustle is yellow when it springs but grows into a blitful indie gro.

the ground stem grains delight full taste that melts in your mouth.

The magnificent rust has 16 petals that are used to tell the time.

Clothing

Goddess of Calendia found normal clothing hot and scratchy so she began making her own clothing from the plant fibris

Plan



For each year group:

- Specific conditions of writing
 - Independent writing
 - Specified genre but not specific task
- Writing week
- Judging week

Robust design

Your pupils' writing

Another school's writing

Another school's writing

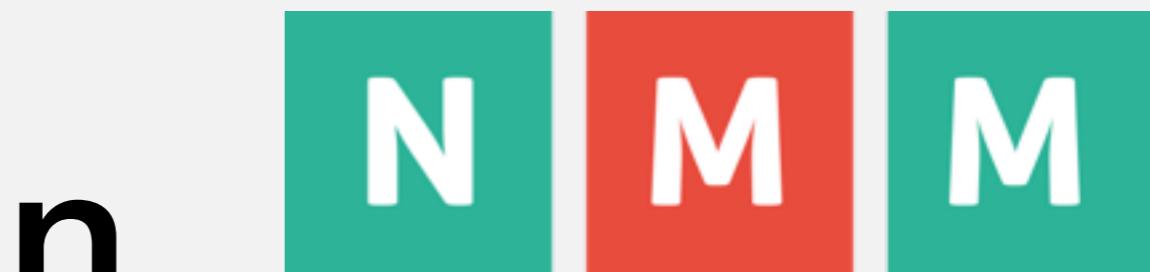
Decision 1

Decision 2

Decision 3

Decision 4

Decision 5



Page 1
Austin and Simon took a break.
Austin and Simon were having a race seeing who's faster.
They were sweating whilst the parents were cheering.

They were about at the end.
Simon keeps on something.
It was a race, there like a race.
and it was covered in hay.
Mark holds a key and opens
the fence. They reached another
ability... i stop in seconds.
They reached home like
hobby jelly.

Page 1
Sam's Lost Horse
Today was the hottest day 32°C. Sam got up and packed his things and got going.
He saddled up his horse (Robert) gotten and started to move. & They had already eaten and drank breakfast. "I wonder where is u don't you Robert?" He asked. "Neigh?" Robert replied, softly moving in that a horse.

They went until they reached the stables but the owner said there nor were the horses. "Why is he not here?" His normally here, we just left the camp and slept peacefully. The next day, the weather got worse,

Page 1
Zoe and Eliza are eating.
Zoe had been outside playing with her sister called Eliza. But then their mom called them "Zoe and Eliza can you buy me eggs and bread?" she said because I am making lovely breakfast.

When they went shopping they saw an old house then they knock to it but nobody had opened the doors but Zoe was brave and she opened the doors they went inside it was dark and very old but then... the man had

Page 1
Natalia and Emily go Hunting
Natalia sits beside her desk. She wears some old clothes and then gets an idea to call Emily and go out hunting with her. So they went out hunting. They took a hour out of classes and then Natalia picked some leaves and said "lets make a competition we will pick as many leaves in thirty seconds". They began playing and go out back to sleep.

They go closer and closer after sleep and then stop. Suddenly they hear a sound like ghosts exploding. They get so frightened that they grabbed the way back home. Natalia and Emily sat down when she heard that

Page 1
Mike's Adventure
The sun shone brightly in the sky. Everyone was sleeping but Mike and Mark were arguing the trip and then one because they were so nervous. "This is all your fault" said Mike. "If you should go." And then Mark goes to explore an hour later. Mike begins to write about him.

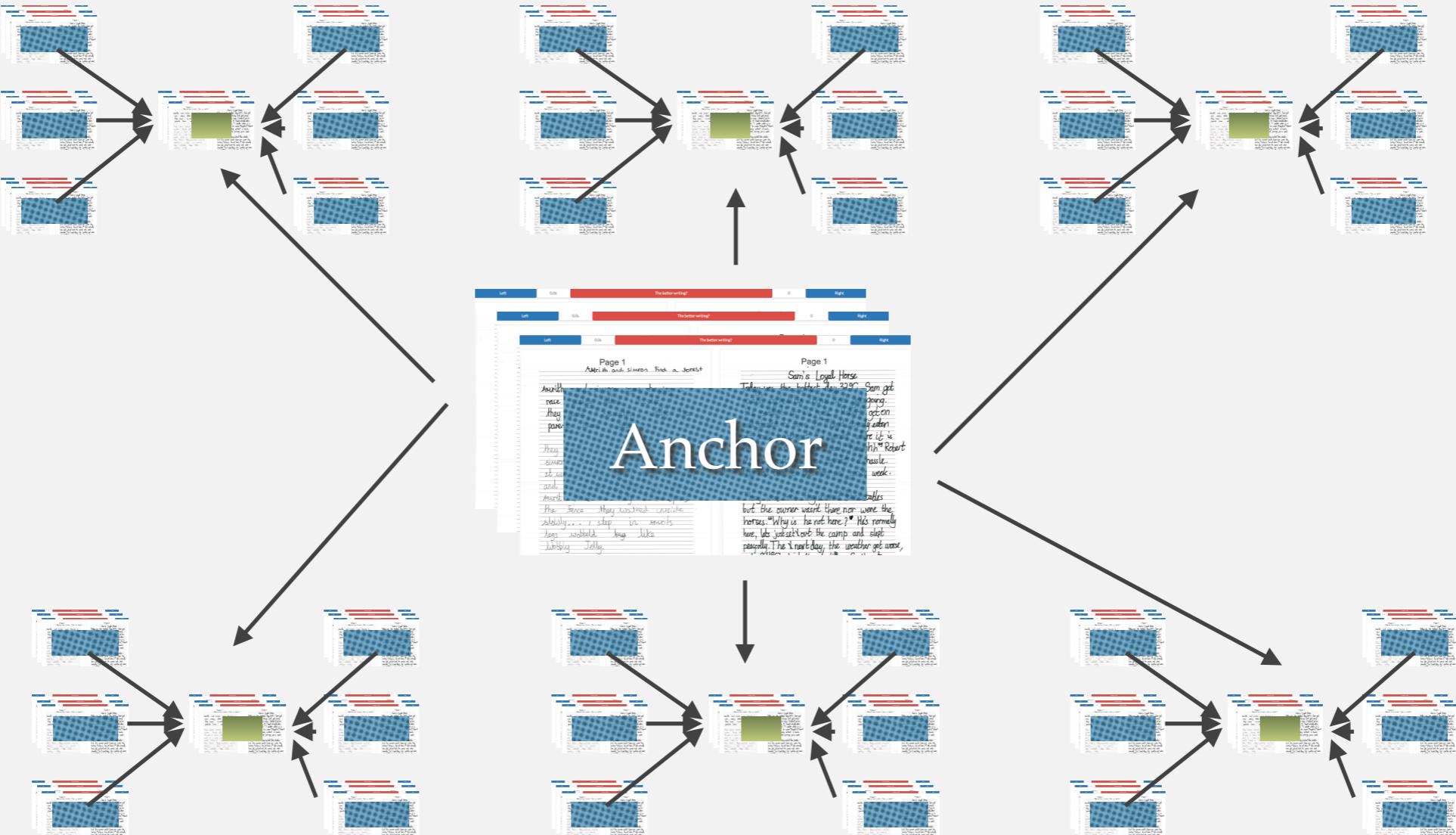
Then Mike goes to look for Mark and finds a brand new gear around the forest and finds a desert. He just found a river and said to the river was a familiar figure.

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Equating model



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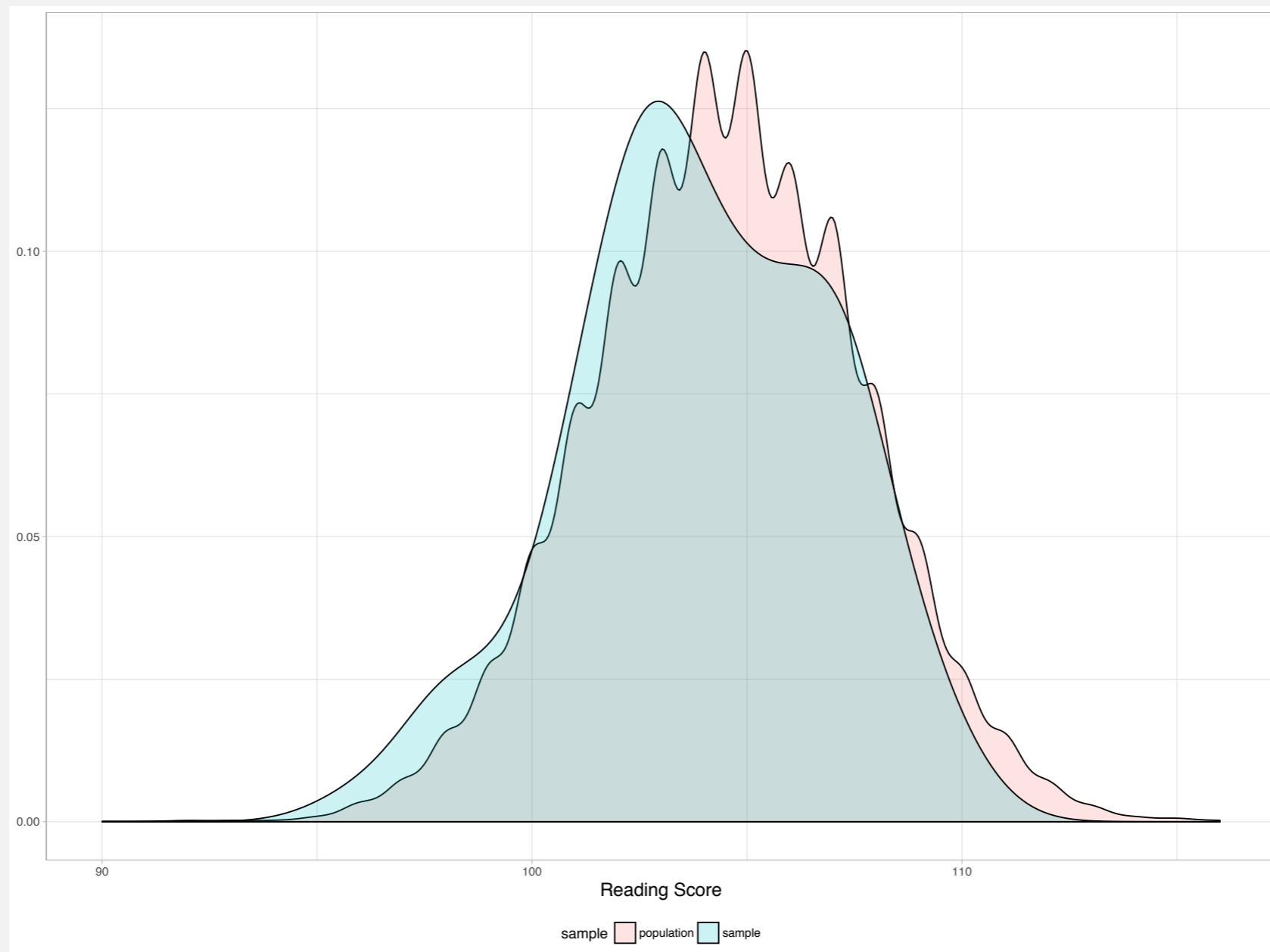


Participants

94 schools completed judging of every year group: Year 1, Year 3, Year 4 and Year 5

Year Group	Pupils
Year 1	4,536
Year 3	4,544
Year 4	4,383
Year 5	4,474

How representative is our sample?



Key Stage 2 Reading Scores

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Reliability



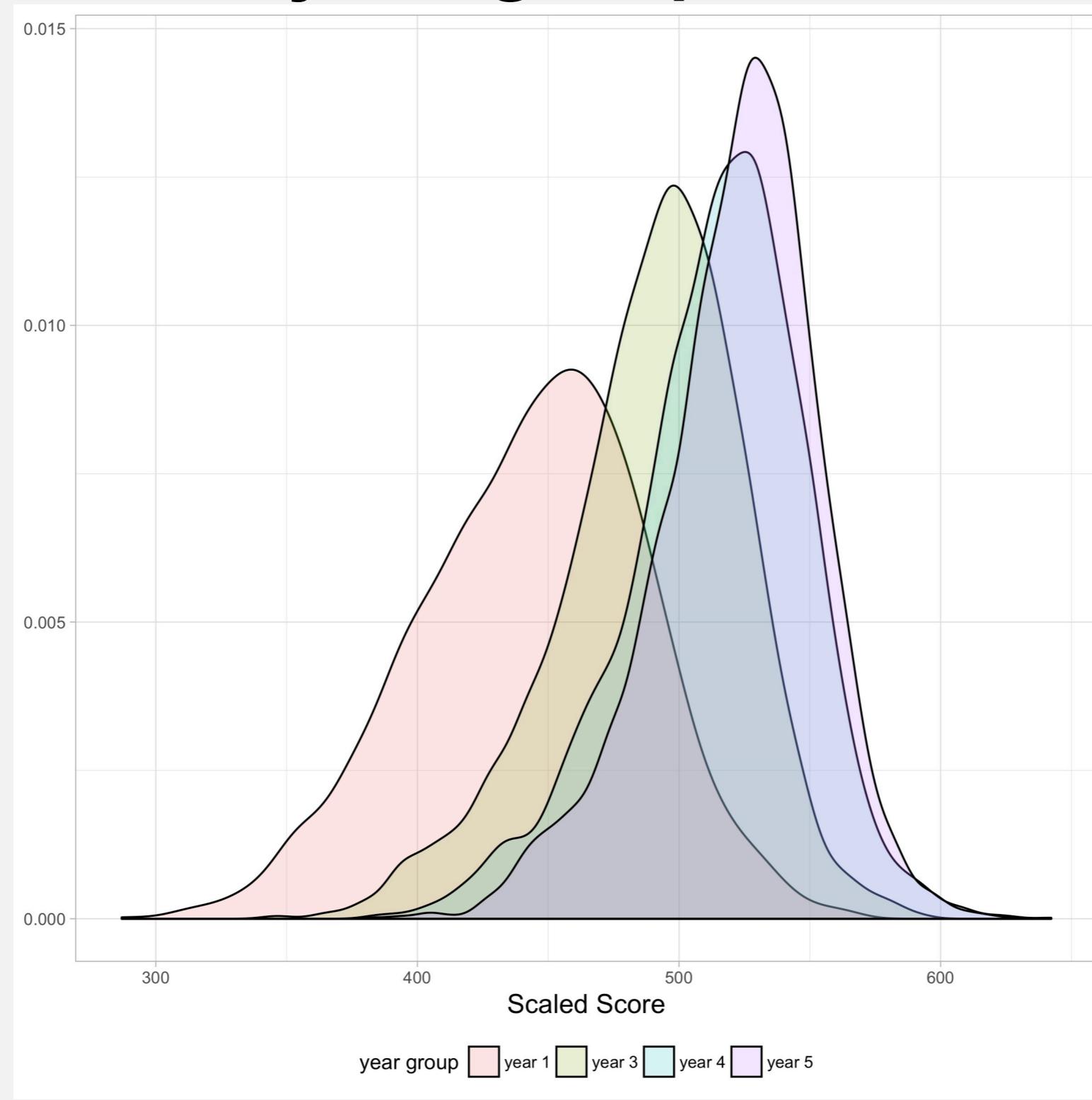
Year Group	Decisions	Pupils	Ratio	Judges	Reliability
Year 1	71,935	4,806	15	1,164	0.94
Year 3	72,645	5,003	14.5	1,143	0.93
Year 4	55,332	4,631	11.9	1,086	0.91
Year 5	68,106	4,877	14	1,118	0.91



Efficiency

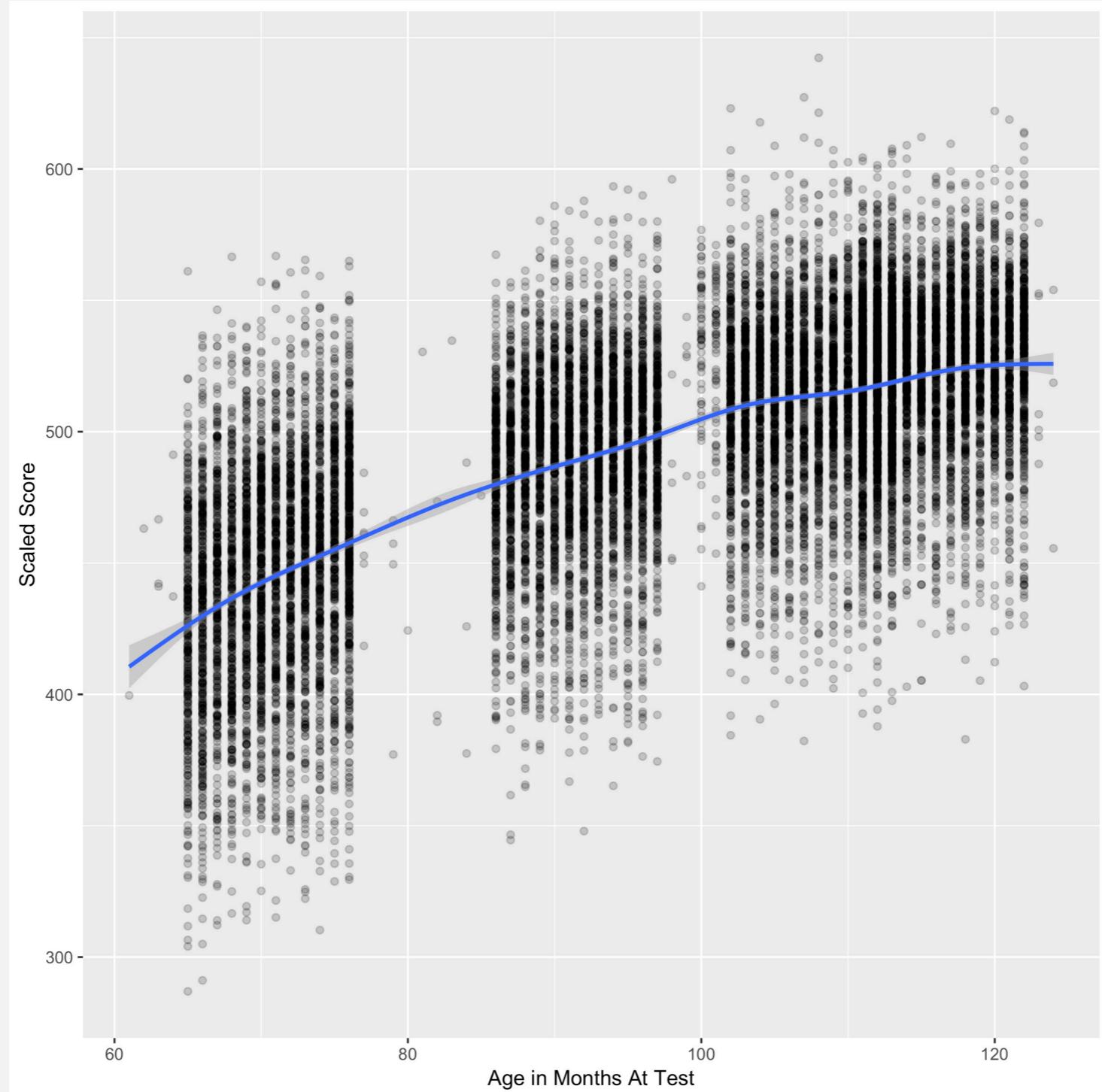
Year Group	Judges	Median comparisons per judge	Median decisions time (seconds)	Total time taken (minutes)
Year 1	1,167	52	9.44	8.18
Year 3	1,151	80	16.90	22.6
Year 4	1,090	48	16.00	12.8
Year 5	1,124	56	20.00	18.7

Does pupils' writing ability improve with year group?



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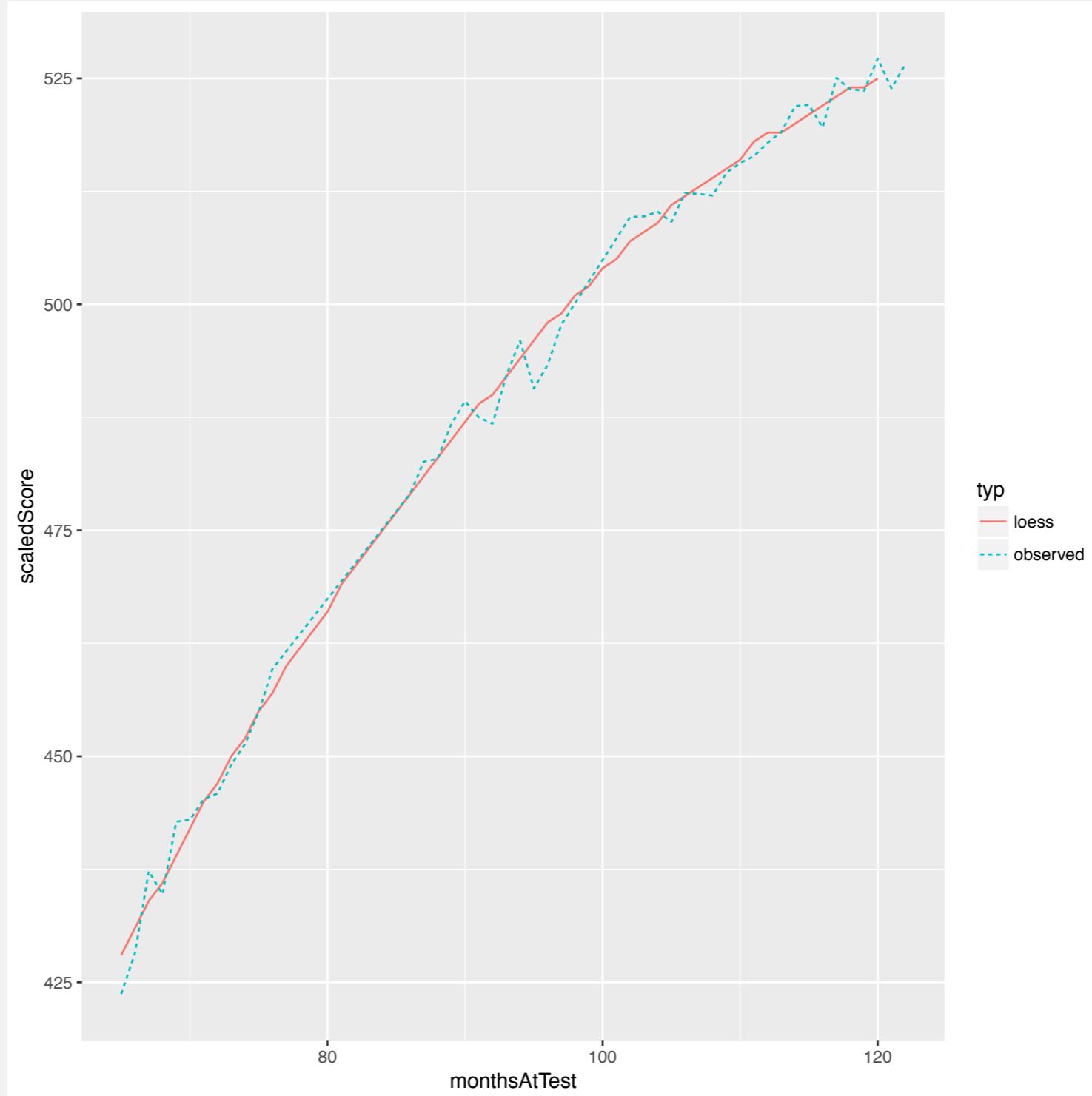
Does pupils' writing ability improve with age?



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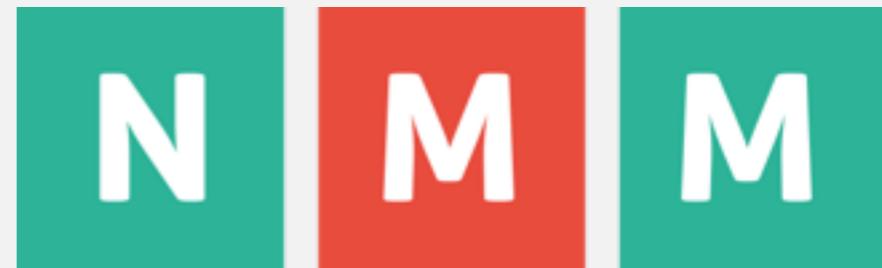
Can we fit a model to age and writing score?

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The Writing Age Scale



Sharing Standards 2017 Writing Age Scores

years	months	score
5	5	428
5	6	431
5	7	434
5	8	436
5	9	439
5	10	442
5	11	445
6	0	447
6	1	450
6	2	452
6	3	455
6	4	457
6	5	460
6	6	462
6	7	464
6	8	466
6	9	469
6	10	471
6	11	473
7	0	475
7	1	477
7	2	479
7	3	481
7	4	483
7	5	485
7	6	487
7	7	489
7	8	490

years	months	score
7	9	492
7	10	494
7	11	496
8	0	498
8	1	499
8	2	501
8	3	502
8	4	504
8	5	505
8	6	507
8	7	508
8	8	509
8	9	511
8	10	512
8	11	513
9	0	514
9	1	515
9	2	516
9	3	518
9	4	518
9	5	519
9	6	520
9	7	521
9	8	522
9	9	523
9	10	524
9	11	524
10	0	525

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Year 1 Movie

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Challenges



- Sampling: a more representative sample
- Vertical equating: can we really compare Year 2 writing with Year 5 writing?
- Task equivalence: moved to a shared stimulus
- Validity: understanding the judges' implicit value judgements

Conclusions



- We have created a writing age that schools are starting to use
- Meaningful measures across schools
- Reduction in teacher workload
- We need to keep testing & refining it

More information



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