Choose the task. Share the criteria.

AR1 | Classroom assessment rubric | Adults and teens | Suggested A2-B1 writing task | 30-minute teacher trial

We judge a small task, explain the evidence and choose a useful next step. This original pack extends our six-week progress guide. All samples are fictional classroom examples. These descriptors are not official exam bands or CEFR levels.

Start with one task and reader

Task: write a short message recommending a free activity for a rainy hour to a classmate. Include the recommendation, one reason and a practical detail that helps the classmate try it. Real or invented ideas are welcome. No visit, purchase or internet search is required.

Record the conditions

Allow two minutes to think and five to write. Keyword notes are allowed; a complete model is not available during this check. Record any extra time, dictionary, translation or teacher help. Adapt conditions for access and document them. Compare samples with similar conditions where possible.

Our task-specific rubric

Criterion	Not yet shown	Partly shown	Shown in this task
Useful message content	The reader cannot identify a recommendation.	A recommendation is identifiable, but the reason or a usable practical detail is missing or unclear.	The reader can identify the recommendation, a reason and a practical detail that helps them try it.
Organisation and connections	The ideas or references are so disconnected that the reader cannot follow the message.	The main idea can be followed, but a connection or reference needs guessing.	The ideas present are connected so the reader can follow the message. Missing task content is judged in the first row.
Language and meaning	Word choices or forms prevent the reader from understanding the main message.	The reader can understand the main idea, but has to guess at a phrase that matters.	Word choices and forms communicate the intended message without guessing. Errors may remain if the meaning is clear.

Use a profile, not an automatic total

Circle one description per criterion and point to the words that support it. Use not observed if the evidence is missing. Keep support in a separate note. We do not add the three rows into a pass mark or treat a long answer as automatically better.

Our 30-minute teacher trial

0-5: agree the task outcome. 5-10: read and clarify the criteria. 10-18: judge page 2 independently, then compare evidence. 18-25: try the rubric on a relevant learner sample or the practice task. 25-30: choose one feedback priority and plan a retry. Share the criteria with learners before their check.

Three samples, three feedback choices

Original fictional writing | Suggested classroom judgements under the conditions on page 1

Sample A

It good. There. Words. That thing.

Criterion	Judgement and evidence
Useful message content	Not yet shown: we cannot identify the activity being recommended.
Organisation and connections	Not yet shown: There and That thing have no clear reference.
Language and meaning	Not yet shown: the reader cannot reconstruct the main message from these fragments.

Feedback: Help the reader identify the activity first. Rehearse a sentence starting I recommend ..., then write it. Retry focus: name one activity clearly before adding a reason. Do not ask for three repairs at once.

Sample B

I recommend a word game because it help remember words. It is free and good.

Criterion	Judgement and evidence
Useful message content	Partly shown: the activity and a reason are clear, but the reader does not know how to try the game.
Organisation and connections	Shown: because links the recommendation to its reason; It refers to the word game.
Language and meaning	Shown: the message is understandable without guessing. It help needs a form correction, but it does not block the meaning here.

Feedback: Your reader knows what you recommend and why. Add one practical step so they can try the game. Retry focus: explain how to start. We can teach it helps separately without changing this meaning-focused judgement.

Sample C

I recommend a word game because it helps us review words. Write five words from our lesson, cover them and try to remember them. We can play at home on paper.

Criterion	Judgement and evidence
Useful message content	Shown: word game, review words and the paper-based instructions meet the three message requirements.
Organisation and connections	Shown: the recommendation, reason and instructions form a clear sequence.
Language and meaning	Shown: the reader understands what to do and why without guessing.

Feedback: The activity, reason and first steps are clear. Try the same message purpose on a fresh topic with the same support. Next check: a new recommendation, rather than a memorised repeat. This sample meets these criteria; it does not prove a general level.

Compare the judgement, then the evidence

Teacher calibration | About 20 minutes | One teacher can revisit a saved sample later

Our shared interpretation routine

Time	What we do
0-3	Confirm the task, audience, criteria and support conditions. Read the descriptors aloud or explain them plainly.
3-7	Judge the three samples independently. Record a descriptor and evidence for each criterion before hearing another judgement.
7-13	Compare one row at a time. Point to actual wording. Ask whether we applied the same rule, rather than averaging two opinions.
13-17	Agree the interpretation and write a brief example beside any unclear descriptor. If we change a descriptor, recheck every sample affected by it.
17-20	Apply the agreed interpretation to one fresh sample. Note unresolved evidence and the next observation needed.

A disagreement we can resolve

One teacher gives Sample B Partly shown for both content and organisation because the game instructions are missing. Another gives Partly shown for content but Shown for organisation. Our organisation row asks whether the ideas present are connected. Because links the reason, and It has a clear reference. The missing practical detail belongs in the content row. We therefore use Partly / Shown / Shown, with evidence, rather than penalising the same omission twice under our current wording.

If we wanted to assess accuracy instead

Our language row asks whether meaning is clear. It does not require error-free grammar. If accurate third-person forms are the lesson target, write a separate task-specific accuracy criterion, share it before the task and build examples for it. Do not quietly change the meaning row after seeing a learner's error.

Give feedback the learner can use

Name one success, point to one piece of evidence and set one next action. For Sample B: the reader can identify the word game and the reason; add a first step so they can try it. Let the learner revise, then check the selected criterion again. Keep the first attempt and retry separately.

Consistency without pretending certainty

Use the same interpretation for comparable samples. Keep access arrangements and support visible. If a sample is incomplete or ambiguous, note that and collect more evidence. Two teachers agreeing is useful; it does not validate a scale or turn it into an exam score.

Our agreed interpretation / example:

An unresolved question and what evidence we need:

Our reusable record and next check

Learner / date: _____ Task label: _____

Purpose, reader and useful outcome:

Preparation, time, tools and help given:

Criterion	Descriptor selected	Actual words or evidence
Useful message content	_____	_____ _____
Organisation and connections	_____	_____ _____
Language and meaning	_____	_____ _____

One evidenced success:

One priority and what the learner will do next:

Retry evidence / support still needed:

A fresh task after the retry

Recommend a free activity for a quiet hour at home. Include the activity, one reason and a practical detail that helps a classmate try it. Keep preparation, writing time and support comparable. If this topic is much easier or harder for the learner, record that limit rather than claim a fair comparison.

Adapt the rubric to another task

Start from its purpose and audience. For a work update, content might mean completed action, current problem and next step. For speaking, listen live or use an agreed recording and write suitable criteria; a written message cannot show pronunciation or turn-taking. Make new examples for the changed criteria.

Gav and Em suggest: our quick check

Is the task outcome clear? Are the criteria observable? Have learners seen them? Do examples explain the descriptors? Have we recorded support? Can we justify each judgement with evidence? Does feedback lead to a next attempt?

Use the six-week progress guide to keep and compare samples. For official exam preparation, use the named exam's current criteria. AR1 is an original classroom tool, not an official scale.