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https://www.researchgate.net/publication/304097613_Process_Writing_and_Peer-Assessment_in_Teacher_Education

Process- Writing: Organisation

Week	
1	1. Methodology course starts early in the semester; trainees are given information about process writing and peer assessment and receive input for teaching practice 2. Teaching practice starts; mentors are informed about focus on process writing and build strategy into the trainees' teaching tasks 3. Content course starts: trainees are given information about required course reading, goals and schedule for process writing; key content knowledge that is required for the successful completion of the assignment is revised 4. Language course starts: trainees are given input about essay writing at C1 level
2-3	Self-study (reading); trainees decide on topic and focus for process writing; outline
4	All courses: face to face meetings; input and discussion of first ideas
5-6	Self-study; text version 1
7	All courses: face to face meetings; input and reflection on writing process
8-9	Self-study; text version 2
10	All courses: face to face meetings; input and discussion of feedback strategies
11-12	Self-study; text version 3
13	Language course: feedback tutor 1; input and discussion of linguistic aspects of performances
14-15	Self-study; text version 4
16 (end of course)	Content courses: feedback tutors 2&3; input and discussion of content and pedagogical aspects of performances and experiences made during teaching practice
	Text version 5 (if necessary); assessment; feedback to trainees (written)

Criterion-oriented Scale: comparative literary analysis

	ORGANISATION	THEMATIC DEVELOPMENT
4.0	(O1) Organisation of content (e.g. headlines, content page, topic web, mind map ...) clear and meaningful (O2) Order and layout clear and logical (O3) Bibliography complete and correct (O4) Ample sources that are relevant, appropriate and up-to-date, including older standard works where appropriate and/or necessary	(T1) Topic developed in a well reflected and relevant way (T2) Thesis statement and supporting ideas/arguments carefully developed (T3) Quotes, examples, evidence or details supporting thesis statement and arguments relevant and appropriate (T4) Conclusion/analyses meaningfully linked with thesis statement/supporting ideas and well-grounded in the literature (T5) Original and new ideas based on analyses and developed into meaningful and clear interpretation
3.0	(O1) Organisation of content (e.g. headlines, content page, topic web, mind map ...) mostly clear and meaningful (O2) Order and layout mostly clear and logical (O3) Bibliography complete but some minor mistakes (O4) Sufficient sources that are relevant, appropriate and up-to-date, including older standard works where appropriate and/or necessary	(T1) Topic developed in a relevant way but sometimes lacks reflection (T2) Thesis statement and supporting ideas/arguments mostly clear and relevant (T3) Quotes, examples, evidence or details mostly relevant and appropriate (T4) Conclusion/analyses mostly linked with thesis statement and supporting ideas and grounded in the literature (T5) Some new ideas based on analyses and mostly developed into a meaningful and clear interpretation

2.0	(O1) Organisation of content (e.g. headlines, content page, topic web, mind map …) provided but not always meaningful (O2) Order and layout lacks clarity (O3) Bibliography not complete and/or incorrect (O4) Sources mostly relevant and appropriate but not up-to-date or lacking important standard works	(T1) Topic not developed in a meaningful way; often lacks reflection (T2) Thesis statement not clear; not enough supporting ideas/arguments (T3) Quotes, examples, evidence or details not always relevant and/or not appropriately positioned (T4) Conclusion/analyses not linked with thesis statement and/or supporting ideas; hardly grounded in the literature (T5) Few new ideas; interpretation not supported by arguments but rather repeating ideas/arguments
1.0	(O1) Organisation of content (e.g. headlines) content page, topic web, mind map …) provided but not meaningful (O2) Order and layout not clear (O3) Bibliography not complete and incorrect (O4) Sources not relevant or appropriate or non-existent	(T1) Topic not developed in a meaningful way or no reflection (T2) Thesis statement not clear or no supporting ideas/arguments (T3) Quotes, examples, evidence or details not relevant or not appropriately positioned (T4) Conclusion/analyses not linked with thesis statement or supporting ideas; not sufficiently grounded in the literature (T5) No new ideas; no interpretation

	COHERENCE & COHESION	LINGUISTIC RANGE	ACCURACY

4.0	(C1) Sentence level coherence (linking words. transitional words/phrases) effective – no overuse (C2) Paragraph level cohesion with introductory topic sentence connected logically with supportive or contradictive arguments (C3) Transitions within and between sentences, ideas, paragraphs and chapters meaningful and coherent (C4) Logical tense structure (C5) Direct and indirect quotes linked logically and embedded	(L1) Varied, appropriate and relevant choice of lexical and grammatical elements (L2) Effective sentence variation (simple, compound, complex sentences) (L3) Register completely appropriate	(A1) Few minor errors but they do not impair understanding (A2) Direct and indirect quotation always correct (A3) Little or no correction required
3.0	(C1) Sentence level coherence (linking words, transitional words/phrases) effective – no overuse (C2) Paragraph level cohesion with introductory topic sentence connected logically with supportive or contradictive arguments (C3) Transitions within and between sentences, ideas, paragraphs and chapters meaningful and coherent (C4) Logical tense structure (C5) Direct and indirect quotes linked logically and embedded	(L1) Varied, appropriate and relevant choice of lexical and grammatical elements (L2) Effective sentence variation (simple, compound, complex sentences) (L3) Register completely appropriate	(A1) Consistently high control; few minor errors - hard to spot (A2) Direct and indirect quotation always correct (A3) Little or no correction required

2.0	(C1) Sentence level coherence (linking words, transitional words/phrases) not always given (C2) Paragraph level cohesion with introductory topic sentence but not connected with supportive or contradictive arguments (C3) Transitions within and between sentences, ideas, paragraphs and chapters not always existent (C4) Tense structure mostly illogical (C5) Direct and indirect quotes not linked logically and hardly embedded	(L1) Lexical and grammatical elements are mostly appropriate; some repetition (L2) Little sentence variation; some run-on sentences; some wasted words (L3) Register sometimes inappropriate	(A1) Relatively high control; very few errors - do not impair understanding (A2) Direct and indirect quotation sometimes incorrect (A3) Thorough correction required
1.0	(C1) Sentence level coherence (linking words, transitional words/phrases) mostly absent (C2) No paragraph level cohesion; introductory topic sentence often missing and, if given, not always connected with supportive or contradictive arguments (C3) Transitions within and between sentences, ideas, paragraphs and chapters not existent (C4) Tense structure not logical (C5) Direct and indirect quotes not linked or embedded	(L1) Lexical and grammatical elements are often appropriate; frequently repetitive (L2) Hardly any sentence variation; several run-on sentences; many wasted words (L3) Register frequently inappropriate	(A1) Good control; very few errors – do not impair understanding (A2) Direct and indirect quotation often incorrect (A3) Extensive correction required