



Assessing writing in english in cuban higher education

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The policy for improving the teaching process of English in Cuban higher education (MES) has had a major impact on its professionals' education, as one of its principles indicates the certification of that language and, consequently, changes in the curriculum, teaching practices and in proficiency assessment. Another principle includes the adoption of the Common European Framework of Reference for Languages (CEFR) as a proficiency framework, with level B1 as the targeted attainment level, with a process of adaptation to the local context. This paper aims at discussing the elements studied in the process of developing rating scales for writing according to the test specifications defined to assess this skill at levels A2 and B1 of the CEFR (since these are the two levels targeted by the test). Analysis and synthesis were used as theoretical methods, and an iterative approach was followed for development, validation, and revision of rating scales. A significant conclusion points to

the relevance of adapting the CEFR descriptors according to local needs for assessing writing.