YEAR 8 | IB MYP DIAGNOSTIC

# Language & Literature | Creative Writing

Student name: _____ Date: _____

Suggested time: 65 minutes | Unofficial MYP-aligned diagnostic | Show your thinking.

Choose words deliberately and develop a coherent, original narrative. This diagnostic samples MYP producing text, organisation and language use.

## Planning your narrative

1. Writing prompt: “At 6:17 p.m., every clock in the town stopped—but only one person noticed.” Plan a short story with a clear setting, central conflict, turning point and ending. Give your protagonist a reason to act.

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2. Write an opening paragraph (about 100–130 words). Establish atmosphere through specific sensory detail rather than explaining everything directly.

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## Extended writing

3. Continue your story (approximately 300–450 words in total, including your opening). Develop tension, vary sentence lengths, and include at least one purposeful piece of dialogue.

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## Writer’s reflection

4. Identify one language choice you made (e.g., imagery, symbolism, sentence length). Quote your own writing and explain its intended effect on the reader.

5. Reread your draft. Rewrite one sentence to improve clarity or impact, then explain what changed.

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# PARENT / TUTOR GUIDE

Keep this section separate from the student during the assessment. The purpose is to identify current understanding and next teaching steps, not to assign an official IB grade.

## Guidance for parents and tutors

• There is no single model story. Look for a credible narrative arc, character motivation and deliberate language choices.

• A strong opening creates curiosity without confusing the reader.

• Dialogue should reveal character or advance events rather than fill space.

• In reflection, students should explain an actual choice made in their text, not simply say “I used good adjectives.”

## MYP-inspired observations

• Criterion B: sequencing, paragraphing and organisation.

• Criterion C: originality, audience awareness and purposeful stylistic choices.

• Criterion D: vocabulary, grammar, punctuation and register.

• Prioritise one content target and one technical target for the next lesson.

## Suggested diagnostic follow-up

Look for clarity of reasoning, correct use of subject vocabulary, the quality of evidence and whether the student can revise an answer after a probing question. Record strengths and one or two priorities for future lessons.

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