

WritePlacer & WritePlacer ESL



WritePlacer/WritePlacer ESL

Structure

- ▶ Students construct essay in response to provided prompt.
Scored immediately by IEA system.

Benefits

- ▶ Immediate scores
- ▶ Reduced costs
- ▶ Decreased faculty/student time
- ▶ Ease of use
- ▶ Distance/remote delivery



WritePlacer Options

Prompt Title	Prompt Type
Decisions (6)	WritePlacer ESL
Friends (6)	WritePlacer ESL
Mistakes (6)	WritePlacer ESL
Something Special (6)	WritePlacer ESL
Strong Influence (6)	WritePlacer ESL
Absolute Responsibility (8)	WritePlacer
Acquisition of Money (8)	WritePlacer
Differences Among People (8)	WritePlacer
DuBois Work (8)	WritePlacer
Happiness Not an Accident (8)	WritePlacer
Independent Ideas (8)	WritePlacer
Is History Valuable (8)	WritePlacer
Necessary to Make Mistakes (8)	WritePlacer

Practical Skills (8)	WritePlacer
Results of Deception (8)	WritePlacer
Success (8)	WritePlacer
Technological Progress (8)	WritePlacer
Unlimited Change (8)	WritePlacer



WritePlacer Settings

WritePlacer Setting Details

Session Time Enabled No	Timer Hidden No	Timer Direction Down
Timer Limit 60 Minutes	Warning Time 5 minutes	Word Counter No
Start Timer Immediately		



Instructions to Students

Instructions to Students

The essay gives you an opportunity to show how effectively you can develop and express your ideas in writing.

You will first read a short passage and an assignment question that are focused on an important issue. You will then plan and write a multi-paragraph essay (300-600 words) in which you develop your own point of view on the issue. You should support your position with appropriate reasoning and examples. The position you take will not influence your score.

Your essay will be given a holistic score that represents how clearly and effectively you expressed your position. The following six characteristics of writing will be considered.

- **Purpose and Focus** - The extent to which you present information in a unified and coherent manner, clearly addressing the issue.
- **Organization and Structure** - The extent to which you order and connect ideas.
- **Development and Support** - The extent to which you develop and support ideas.
- **Sentence Variety and Style** - The extent to which you craft sentences and paragraphs demonstrating control of vocabulary, voice, and structure.
- **Mechanical Conventions** - The extent to which you express ideas using standard written English.
- **Critical Thinking** - The extent to which you communicate a point of view and demonstrate reasoned relationships among ideas.

Scores on WritePlacer range from 1 to 8. An essay will be given a score of zero if it is too short to be evaluated, written on a topic other than the one presented, or written in a language other than English.

[Begin Test](#)



Sample Prompt

Sample Prompt

Passage

An actor, when his cue came, was unable to move onto the stage. He said, "I can't get in, the chair is in the way." And the producer said, "Use the difficulty. If it's a drama, pick the chair up and smash it. If it's comedy, fall over it." From this experience the actor concluded that in any situation in life that is negative, there is something positive you can do with it.

Adapted from Lawrence Eisenberg, "Caine Scrutiny."

Assignment

Can any obstacle or disadvantage be turned into something good?

The Student Score Report



Individual Score Report

Test Name	Score
DUBois	6
Holistic Score Description	
The essay demonstrates reasonably consistent mastery of on-demand essay writing.	
Dimension Title	Dimension Description
Purpose and Focus	Your response shows a clear purpose and a consistent focus.
Organization and Structure	Your response demonstrates limited organization of ideas.
Development and Support	Your response is logically developed and well supported.
Sentence Variety and Style	Your response shows inconsistent control of sentence variety, word choice, and flow of thought.
Mechanical Conventions	Your response shows limited control of mechanical conventions such as grammar, spelling, and punctuation.
Critical Thinking	Your response shows clear and reasoned analysis of the issue.

Course Placements

ENGL 1313
English Comp I
Placement Determined on 2009-11-03



Score Descriptions Used On Score Reports

8	The essay demonstrates clear and consistent mastery of on-demand essay writing
7	The essay demonstrates consistent mastery of on-demand essay writing
6	The essay demonstrates reasonably consistent mastery of on-demand essay writing
5	The essay demonstrates adequate mastery of on-demand essay writing
4	The essay demonstrates developing mastery of on-demand essay writing.
3	The response demonstrates little mastery of on-demand essay writing.
2	The response demonstrates very little mastery of on-demand essay writing.
1	The response demonstrates no mastery of on-demand essay writing.
0	No holistic score – The response has not been given a holistic score or the six dimension scores because it is either a blank page, incoherent, insufficient (too short to assess), in a foreign language, or off topic.



Dimension Statements Used On Score Reports

Purpose and Focus:

- Your response shows a clear purpose and a consistent focus.
- Your response does not fully communicate purpose, and focus may be inconsistent.
- Your response lacks clear purpose and focus.

Organization and Structure:

- Your response demonstrates strong organization of ideas.
- Your response demonstrates limited organization of ideas.
- Your response demonstrates poor organization of ideas.

Development and Support:

- Your response is logically developed and well supported
- Your response has limited support for your ideas
- Your response needs additional ideas and support.



Dimension Statements Used On Score Reports

Sentence Variety and Style:

- Your response shows skillful control of sentence structure and style.
- Your response shows inconsistent control of sentence variety, word choice, and flow of thought.
- Your response shows limited ability to vary sentence length and apply appropriate vocabulary.

Mechanical Conventions:

- Your response shows strong control of mechanical conventions such as grammar, spelling, and punctuation
- Your response shows limited control of mechanical conventions such as grammar, spelling, and punctuation
- Your response shows poor control of mechanical conventions such as grammar, spelling, and punctuation.



Dimension Statements Used On Score Reports

Critical Thinking:

- Your response shows clear and reasoned analysis of the issue.
- Your response shows limited clarity and complexity of thought.
- Your response shows insufficient reasoning and lacks complexity of thought.



WritePlacer Rubric



WritePlacer Rubric

- ▶ WritePlacer uses an eight point rubric.
- ▶ Designed by English faculty from two-year, four-year colleges and high schools.
- ▶ Holistic score and holistic score description are reported on the Individual Score Report.
- ▶ Six dimension statements are reported.



Institutions Represented

- ▶ Central Piedmont Community College, NC
- ▶ Community College of Rhode Island, RI
- ▶ Dallas County Community College District, TX
- ▶ Dunwoody College of Technology, MN
- ▶ Fayetteville State University, NC
- ▶ Front Range Community College, CO
- ▶ Gateway Community College, CT
- ▶ Hennepin Technical College, MN
- ▶ Housatonic Community College, CT
- ▶ King Drew Magnet High School of Medicine & Science, CA
- ▶ LA Southwest College, CA
- ▶ Lee College, TX
- ▶ Lethbridge Community College, AB Canada
- ▶ Miami Dade College, FL
- ▶ Montgomery College, MD
- ▶ Mount Wachusett Community College, MA
- ▶ Northeast Iowa Community College, IA
- ▶ Oklahoma City Community College, OK
- ▶ Schoolcraft College, MI
- ▶ Tarrant County Community College, TX
- ▶ Thompson Rivers University, BC Canada
- ▶ University of Nevada, Las Vegas, NV
- ▶ Valencia Community College, FL



After the Rubric...

- ▶ Once the faculty members have designed and agreed upon the rubric, they move to reviewing prompts and sample essays.
- ▶ For each prompt and at each point along the scoring rubric, faculty determine a key student essay to serve as the “anchor” for the scoring engine.
 - ▶ which essay becomes the best example of a 6 on the scale?
- ▶ The anchor papers are used to calibrate the scoring engine, as well as human scorers.
- ▶ When the scoring engine and the humans match exactly or with one pt difference at least 90% of the time, the engine is considered calibrated.



Eight Point Rubric

- ▶ Score of 8
- ▶ An essay in this category demonstrates clear and consistent mastery of on-demand essay writing with a few minor errors. A typical essay
 - ▶ effectively and insightfully develops a point of view on the issue
 - ▶ addresses an appropriate audience and demonstrates a clear purpose for writing in the thesis statement
 - ▶ demonstrates outstanding critical thinking, using effective examples, reasons, and other evidence to support its position
 - ▶ is well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas
 - ▶ exhibits skillful use of language, using a varied, accurate, and apt vocabulary
 - ▶ demonstrates varied and effective sentence structure
 - ▶ is free of major errors in grammar, spelling, and punctuation



Eight Point Rubric

- ▶ Score of 7
- ▶ An essay in this category demonstrates consistent mastery of on-demand essay writing although it may have occasional minor errors. A typical essay
 - ▶ effectively and insightfully develops a point of view on the issue
 - ▶ addresses an appropriate audience and demonstrates a clear purpose for writing in the thesis statement
 - ▶ demonstrates outstanding critical thinking, using appropriate examples, reasons, and other evidence to support its position
 - ▶ is well organized and focused, demonstrating clear coherence and smooth progression of ideas
 - ▶ exhibits appropriate language, using a varied and accurate vocabulary
 - ▶ demonstrates varied sentence structure
 - ▶ is practically free of errors in sentence structure, grammar, spelling, and punctuation



Eight Point Rubric

- ▶ Score of 6
- ▶ An essay in this category demonstrates reasonably consistent mastery of on-demand essay writing although it may have occasional lapses in quality. A typical essay
 - ▶ effectively develops a point of view on the issue
 - ▶ addresses an appropriate audience and demonstrates a clear purpose for writing
 - ▶ demonstrates strong critical thinking, generally using appropriate examples, reasons, and other evidence to support its position
 - ▶ is well organized and focused, demonstrating coherence and a logical progression of ideas
 - ▶ exhibits consistent control in the use of language
 - ▶ demonstrates adequate variety in sentence structure
 - ▶ is generally free of errors in sentence structure, grammar, usage, spelling, and punctuation



Eight Point Rubric

- ▶ Score of 5
- ▶ An essay in this category demonstrates adequate mastery of on-demand essay writing although it will have lapses in quality. A typical essay
 - ▶ develops a viable point of view on the issue
 - ▶ may stray from the audience and purpose but is able to refocus
 - ▶ demonstrates competent critical thinking, using adequate examples, reasons, and other evidence to support its position
 - ▶ is generally organized and focused but could lack coherence and logical progression of ideas
 - ▶ exhibits adequate but inconsistent control of language
 - ▶ demonstrates some variety in sentence structure
 - ▶ contains some minor errors in sentence structure, grammar, spelling, and punctuation



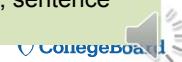
Eight Point Rubric

- ▶ Score of 4
- ▶ An essay in this category demonstrates developing mastery of on-demand essay writing. A typical essay
 - ▶ develops a viable point of view on the issue
 - ▶ may stray from audience and purpose
 - ▶ demonstrates some critical thinking but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position
 - ▶ may lack control of organization or focus, demonstrating some lapses in coherence or progression of ideas
 - ▶ contains some errors in sentence structure and use of grammatical conventions such as word choice, usage, spelling, and punctuation



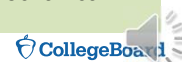
Eight Point Rubric

- ▶ Score of 3
- ▶ A response in this category demonstrates little mastery of on-demand essay writing; the response is flawed by one or more of the following weaknesses:
 - ▶ presents a vague or limited point of view on the issue
 - ▶ demonstrates little awareness of audience
 - ▶ attempts to develop the main idea though that attempt is inadequate
 - ▶ demonstrates weak critical thinking with little complexity of thought or with flawed reasoning
 - ▶ provides inappropriate or insufficient examples, reasons, or other evidence to support its position
 - ▶ is poorly organized and/or focused or demonstrates serious problems with coherence or progression of ideas
 - ▶ displays limited word choice and little sentence variety
 - ▶ contains many errors in mechanical conventions of usage, sentence structure, grammar, spelling, and punctuation



Eight Point Rubric

- ▶ Score of 2
- ▶ A response in this category demonstrates very little mastery of on-demand essay writing; the response is flawed by many or most of the following weaknesses:
 - ▶ presents a vague or limited point of view on the issue
 - ▶ demonstrates little awareness of audience
 - ▶ presents an unclear main idea
 - ▶ demonstrates weak critical thinking with little complexity of thought or with flawed reasoning
 - ▶ organizes ideas ineffectively, demonstrating a problematic progression of ideas
 - ▶ displays numerous errors in word choice, usage, and sentence structure
 - ▶ contains significant spelling, grammar, punctuation, and mechanical errors



Eight Point Rubric

- ▶ Score of 1
- ▶ A response in this category demonstrates no mastery of on-demand essay writing; the response is severely flawed by many or most of the following weaknesses:
 - ▶ lacks a viable point of view on the issue
 - ▶ demonstrates no awareness of audience
 - ▶ fails to present a main idea
 - ▶ demonstrates flawed reasoning
 - ▶ demonstrates no complexity of thought
 - ▶ is disorganized and/or disjointed
 - ▶ displays fundamental errors in word choice, usage, and sentence structure
 - ▶ contains pervasive spelling, grammar, punctuation, and mechanical errors



Eight Point Rubric

- ▶ Score of 0
- ▶ No holistic score - This response has not been given a holistic score or the six dimension scores because it is either a blank page, incoherent, insufficient (too short to assess), in a foreign language, or off topic.

B - Blank
I - Illegible/incoherent
T - Too Short
F - Foreign Language
O - Off Topic



Dimension Statements



Six Dimension Statements

- ▶ Purpose and Focus
The extent to which the writer presents information in a unified and coherent manner, clearly addressing the issue.
- ▶ Organization and Structure
The extent to which the writer orders and connects ideas.
- ▶ Development and Support
The extent to which the writer develops and supports ideas.
- ▶ Sentence Variety and Style
The extent to which the writer crafts sentences and paragraphs demonstrating control of vocabulary, voice, and structure.
- ▶ Mechanical Conventions
The extent to which the writer expresses ideas using standard English.
- ▶ Critical Thinking
The extent to which the writer communicates a point of view and demonstrates reasoned relationships among ideas.



Six Dimension Statements

Purpose and Focus

The extent to which the writer presents information in a unified and coherent manner, clearly addressing the issue. Specific elements to consider include:

- ▶ Unity
- ▶ Consistency
- ▶ Coherence
- ▶ Relevance
- ▶ Audience



Six Dimension Statements

Organization and Structure

The extent to which the writer orders and connects ideas. Specific elements to consider include:

- ▶ Introduction
- ▶ Thesis
- ▶ Body paragraphs
- ▶ Transitions
- ▶ Conclusions



Six Dimension Statements

Development and Support

The extent to which the writer develops and supports ideas. Specific elements to consider include:

- ▶ Point of view
- ▶ Coherent arguments
- ▶ Evidence
- ▶ Elaboration



Six Dimension Statements

Sentence Variety and Style

The extent to which the writer crafts sentences and paragraphs demonstrating control of vocabulary, voice, and structure. Specific elements to consider include:

- ▶ Sentence length
- ▶ Sentence structure
- ▶ Usage
- ▶ Tone
- ▶ Vocabulary
- ▶ Voice



Six Dimension Statements

Mechanical Conventions

The extent to which the writer expresses ideas using standard English. Specific elements to consider include:

- ▶ Spelling
- ▶ Grammar
- ▶ Punctuation



Six Dimension Statements

Critical Thinking

The extent to which the writer communicates a point of view and demonstrates reasoned relationships among ideas. Specific elements to consider include:

- ▶ Accuracy
- ▶ Fairness
- ▶ Breadth
- ▶ Relevance
- ▶ Clarity
- ▶ Depth
- ▶ Precision
- ▶ Logic



How Essays Are Scored



Automated Essay Scoring

- ▶ WritePlacer and WritePlacer ESL essays are electronically scored by the Intelligent Essay Assessor (IEA) that is powered by the Knowledge Analysis Technologies (KAT) engine.
- ▶ IEA is trained on approximately 200 scored essays that have been scored by Pearson professional scorers



How IEA Works

- ▶ The Intelligent Essay Assessor is based on Latent Semantic Analysis (LSA), a statistical language learning theory and computer model that measures the semantic similarity of words and documents with accuracy closely approximating that of human judges.
- ▶ LSA was originated at Bell Laboratories under Thomas Landauer, Ph.D. and was built into automated educational assessment products at the University of Colorado and Pearson.



How IEA Works

- ▶ IEA reads lots of text in order to learn what words mean and how they relate to each other
- ▶ IEA evaluates the meaning of text, not just grammatical correctness or spelling and evaluates the content of what is written rather than just matching keywords.
- ▶ IEA knows that the two sentences:
“Surgery is often performed by a team of doctors.”
“On many occasions, several physicians are involved in an operation.”
mean about the same thing even though they share no words.



Quality Control

- ▶ Once IEA has been calibrated or “trained” a second set of essays are scored by IEA and a comparison is made between the IEA scores and the trained reader scores.
- ▶ 90% + exact plus adjacent score agreement is required.



Scorer Qualifications

- ▶ Scorers must
 - ▶ provide proof of a four-year college degree at a minimum. Many have teaching experience, from elementary school through post secondary levels.
 - ▶ reside in the continental United States, Alaska, or Hawaii.
 - ▶ be a U.S. citizen or resident alien, or be authorized to work in the U.S.
- ▶ Placement and retention of scorers is based on their qualifications and the quality and accuracy of their scoring.
- ▶ The pools of scorers reflect a cross section of the local population in terms of age, ethnicity, and gender.



Scorer Training

- ▶ Scorers undergo vigorous, 1.5 days training conducted by Scoring Directors
- ▶ Scoring Directors present the rubric in conjunction with the anchor papers, as scorer trainees can better learn the scoring guidelines in this context.
- ▶ The holistic score is covered first followed by the dimension scores.
- ▶ Anchor papers are the primary points of reference for scorers as they internalize the rubric.
- ▶ Practice sets typically present a blend of responses—some that clearly reinforce the anchors and others that explore the boundaries between score points or present unusual approaches.



WritePlacer ESL



WritePlacer ESL Rubric

- ▶ WritePlacer ESL uses a six point rubric
- ▶ Designed by ESL professionals from two-year, four-year colleges and high schools
- ▶ Same process as with WritePlacer “native” system
- ▶ Holistic score and holistic score description are reported on the Individual Score Report
- ▶ Four dimension statements are reported



Institutions Represented

- ▶ Bellingham Technical College - WA
- ▶ Bergen Community College – NJ
- ▶ Citrus College – CA
- ▶ Community College of Denver - CO
- ▶ CUNY - Lehman College - NY
- ▶ Essex County College - NJ
- ▶ Foothill College – CA
- ▶ Gateway Community College - CT
- ▶ Hillsborough Community College - FL
- ▶ Lehman College in the Bronx - NY
- ▶ Los Angeles City College - CA
- ▶ Miami Dade College - FL
- ▶ Middlesex County College – NJ
- ▶ Nassau Community College – NJ
- ▶ Palm Beach Community College - FL
- ▶ Palm Beach Community College - FL
- ▶ Rutgers University – NJ
- ▶ Saint Petersburg College - FL
- ▶ St. Cloud State University - MN
- ▶ University of California, San Diego - CA
- ▶ Valencia Community College – FL



What Students See

Student ID: 44455444

Instructions to Students

Writing an essay gives you an opportunity to show how effectively you can develop and express your ideas in writing. On the next screen a brief statement will be presented, followed by an assignment that relates to the statement. You will then plan and write a multi-paragraph essay (300-600 words) in which you develop your point of view. You should support your position with appropriate reasoning and examples. The position you take will not influence your score.

Your essay will be given a holistic score that represents how clearly and effectively you expressed your position. The following four characteristics of writing will be considered.

- **Word Use** - The extent to which you are able to use a wide range of words and phrases accurately.
- **Sentence Use** - The extent to which you are able to use a variety of sentence patterns with both independent and dependent clauses.
- **Grammar** - The extent to which you are able to express ideas using grammatically correct English.
- **Organization and Development** - The extent to which you are able to focus on the assigned topic and to develop ideas clearly.

Begin Test



Sample Prompt

Statement:

A woman recently received an inheritance of \$25 million from an unknown, distant relative. She cannot decide what to do: spend it, save it, or give most of it away.

Assignment:

If you suddenly received a large sum of money, what would you do with it?



Individual Score Report

Test Name	Score
ESL Reading Skills	91
ESL Language Use	112
WritePlacer ESL	3
Holistic Score Description	
The writing sample exhibits emerging competency in the elements of on-demand essay writing in English.	
Dimension Title	Dimension Description
Organization and Development	The writing sample exhibits emerging ability to organize ideas in paragraphs with topic sentences. Overall focus and development may be weak.
Word Use	The writing sample exhibits emerging competency in word use. Common words and word phrases are used appropriately. The use of less common words is evident. Errors in word selection, word forms, and spelling sometimes obscure meaning.
Sentence Use	The writing sample generally exhibits control of a range of sentence structures, including adverb, noun and adjective clauses. Some errors in word order and punctuation are present.
Grammar	The writing sample contains moderately controlled use of grammatical forms. Errors are still present and may interfere with comprehension.

Course Placements

ESL Level 4
 In this course, you will review the basic principles of writing. You will learn to write a thesis statement, provide support ideas, and write a conclusion.
 Placement Determined on 2009-03-25



Holistic Score Description – Individual Score Report

- 6 The writing sample exhibits strong control of the elements of on-demand essay writing in English.
- 5 The writing sample exhibits consistent control of the elements of on-demand essay writing in English.
- 4 The writing sample exhibits moderate control of the elements of on-demand essay writing in English.
- 3 The writing sample exhibits emerging competency in the elements of on-demand essay writing in English.
- 2 The writing sample exhibits limited competency in the elements of on-demand essay writing in English.
- 1 The writing sample exhibits little competency in the elements of on-demand essay writing in English.
- 0 No holistic score – The writing sample has not been given a holistic score or the four dimension scores because it is either a blank page, illegible), insufficient (too short to assess), in a foreign language, or off topic.



WritePlacer ESL - Six Point Scoring Rubric

- | | |
|---|--|
| 6 | <ul style="list-style-type: none"> • The writing sample exhibits strong control of focus, organization and supporting details, with a sense of audience. The writing sample exhibits an insightful and engaging expression of ideas. • The writing sample exhibits a strong control of a wide and complex range of vocabulary, with infrequent errors in word selection, word forms and spelling. • The writing sample generally exhibits strong control of sophisticated and varied sentence structure, with few errors. • The writing sample exhibits strong control of grammatical forms. Some errors in word order, punctuation, and other aspects of grammar do not interfere with comprehension. |
|---|--|

Students who score 6 on WP ESL may be considered for placement into English Composition I.



WritePlacer ESL - Six Point Scoring Rubric

- | | |
|---|--|
| 5 | <ul style="list-style-type: none"> • The writing sample exhibits consistent control of focus, organization and supporting details, with a sense of audience. The writing sample exhibits the use of a pre-writing strategy with some analytical development. • The writing sample exhibits a consistent control of a wide and complex range of vocabulary, but there may be a few distracting errors in word selection, word forms and spelling. • The writing sample generally exhibits consistent control of sophisticated and varied sentence structure. • The writing sample exhibits consistent control of grammatical forms. Some errors in word order, punctuation, and other aspects of grammar may be distracting, but do not interfere with comprehension. |
|---|--|



WritePlacer ESL - Six Point Scoring Rubric

- | | |
|---|--|
| 4 | <ul style="list-style-type: none"> • The writing sample exhibits a moderate control of focus, organization, and supporting details with a sense of audience awareness. It exhibits evidence of the use of a prewriting strategy. • The writing sample exhibits moderate control of a wide and complex range of vocabulary, but with some distracting errors in word selection, word forms and spelling. • The writing sample exhibits moderate control of complex and varied sentence structure. • The writing sample exhibits moderate control of grammatical forms. Repetitive errors in word order, punctuation, and other aspects of grammar are distracting but may not interfere with comprehension. |
|---|--|



WritePlacer ESL - Six Point Scoring Rubric

- | | |
|---|--|
| 3 | <ul style="list-style-type: none"> • The writing sample exhibits an emerging use of paragraphs and topic sentences while it may lack overall focus and development. • The writing sample exhibits an emerging use of complex vocabulary. Errors in word selection, word forms and spelling sometimes obscure meaning. • The writing sample exhibits an emerging use of complex sentences, but with distracting errors in word order and punctuation. • The writing sample exhibits emerging control of grammatical forms, such as verb tense, with varied and numerous errors. |
|---|--|



WritePlacer ESL - Six Point Scoring Rubric

- | | |
|---|--|
| 2 | <ul style="list-style-type: none"> • The writing sample exhibits rudimentary development of ideas with an inconsistent ability to express ideas clearly in an organized pattern or with sufficient supporting details. • The writing sample exhibits inconsistent competency in word use containing commonly used words and word phrases. Frequent errors in word selection, word forms, and spelling often obscure meaning. • The writing sample exhibits inconsistent control of sentence use with some evidence of control of simple sentences. Commas and periods may be used to mark sentence boundaries, although there are many errors. Minimal attempts to coordinate sentences and to use subordinate clauses may be evident. • Errors in grammatical forms are numerous. |
|---|--|



WritePlacer ESL - Six Point Scoring Rubric

- | | |
|---|---|
| 1 | <ul style="list-style-type: none"> • The writing sample exhibits a simplistic expression of ideas and little to no development or organization. • The writing sample exhibits a very limited range and variety of simple words and word phrases. Frequent errors in word selection, word forms and spelling obscure meaning. • The writing sample is typically characterized by short, choppy, simple sentences. • The writing sample exhibits little or no control of grammatical forms. • Sentence punctuation is omitted or used incorrectly. |
|---|---|



WritePlacer ESL - Six Point Scoring Rubric

- | | |
|---|--|
| 0 | <ul style="list-style-type: none"> • No holistic score – The writing sample has not been given a holistic score or the four dimension scores because it is either a blank page, insufficient (too short to assess), illegible, written in a foreign language, or off topic. |
|---|--|

These codes will be printed on the Individual Score Report

- B - Blank
- T - Too Short
- I - Illegible
- F - Foreign Language
- O - Off Topic



WritePlacer ESL – Four Dimensions

Organization and Development

- ▶ The extent to which the writer is able to focus on the assigned topic and to develop ideas clearly.

Word Use

- ▶ The extent to which the writer is able to use a wide range of words and phrases accurately.

Sentence Use

- ▶ The extent to which the writer is able to use a variety and complexity of sentence patterns, independent/dependent clauses.

Grammar

- ▶ The extent to which the writer is able to express ideas using grammatically correct English.



WritePlacer ESL Dimensions

Organization and Development

The extent to which the writer is able to focus on the assigned topic and to develop ideas clearly. Specific elements to consider include:

- ▶ Focus (information presented in a clear, unified, and coherent manner)
- ▶ Organization (ideas presented in a logical sequence)
- ▶ Support (use of relevant and sufficient information to clarify ideas)



Score Point Descriptions

Organization and Development – Score Point Description (Individual Score Report)

The writing sample exhibits strong control of focus, organization, and supporting details. It is a developed, focused piece of writing that engages the reader and exhibits a smooth progression of ideas.

The writing sample exhibits a clear focus, a recognizable organizational pattern, and enough detail to communicate ideas clearly. It shows analytical development. The writer's awareness of audience and purpose is evident.

The writing sample shows a discernible focus and organization with some supporting details. The writer shows some sense of audience.

The writing sample exhibits emerging ability to organize ideas in paragraphs with topic sentences. Overall focus and development may be weak.

The writing sample shows rudimentary development of ideas with inconsistent ability to express ideas clearly in an organized pattern or to provide sufficient supporting details.

The writing sample expresses only very simple ideas with any clarity. The organization pattern may resemble a list.



WritePlacer ESL Dimensions

Word Use

The extent to which the writer is able to use a wide range of words and phrases accurately. Specific elements to consider include:

- Appropriateness and accuracy of word choice
- Range of vocabulary
- Use of idiomatic expressions
- Choice of word forms (parts of speech) appropriate to context
- Spelling



Score Point Descriptions

Word Use - Score Point Descriptions (Individual Score Report)

The writing sample exhibits strong control of word use with a broad range of vocabulary. There is consistent accuracy in idiomatic expression, word selection, word forms, and spelling. Errors may be present but do not obscure meaning.

The writing sample generally exhibits consistent control of word use, containing a relatively broad range of vocabulary. There is general accuracy in the use of idiomatic expressions, word selection, word forms, and spelling. Errors seldom obscure meaning.

The writing sample exhibits moderate competency in word use, with a range of vocabulary that goes beyond common words. There is some control of idiomatic expression. Errors in word selection, word forms, and spelling are distracting and may obscure meaning.

The writing sample exhibits emerging competency in word use. Common words and word phrases are used appropriately. The use of less common words is evident. Errors in word selection, word forms, and spelling sometimes obscure meaning.

The writing sample exhibits inconsistent competency in word use, containing commonly used words and word phrases. Frequent errors in word selection, word forms, and spelling may obscure meaning.

The writing sample exhibits little competency in word use, containing a very limited range of vocabulary and word phrases. Errors in word selection, word forms, and spelling are so pervasive that they obscure the meaning.



WritePlacer ESL Dimensions

Sentence Use

The extent to which the writer is able to use a variety of sentence patterns with both independent and dependent clauses. Specific elements to consider include:

- ▶ Sentence boundaries (avoidance of fragments, run-ons, comma splices)
- ▶ Control of noun, verb, and adjective clause structure
- ▶ Sentence variety
- ▶ Word order
- ▶ Punctuation and capitalization

Score Point Descriptions

Sentence Use - Score Point Descriptions (Individual Score Report)

The writing sample exhibits strong control of complex and varied sentence structures, including adverb, noun, and adjective clauses. Some errors in punctuation are present, but they do not affect comprehension.

The writing sample exhibits consistent control of complex and varied sentence structures, including adverb, noun and adjective clauses. Some errors in word order, punctuation, and other aspects of grammar are present.

The writing sample generally exhibits control of a range of sentence structures, including adverb, noun and adjective clauses. Some errors in word order and punctuation are present.

The writing sample exhibits emerging control of sentence structures with few errors in simple sentences. Complex sentence structures appear in the writing. Many errors are evident in word order and punctuation.

The writing sample exhibits limited control of sentence structures, with some evidence of control of simple sentences. Commas and periods may be used to mark sentence boundaries, although there are many errors. Minimal attempts to coordinate sentences and to use subordinate clauses may be evident.

The writing sample exhibits little or no control of sentence use, except at the level of short, simple sentences. Sentence patterns may be repetitive. Word order errors may obscure meaning.



WritePlacer ESL Dimensions

Grammar

The extent to which the writer is able to express ideas using grammatically correct English. Specific elements to consider include:

- ▶ Verb forms (use of correctly formed verb tenses)
- ▶ Verb tenses (use of appropriate verb tenses to express meaning)
- ▶ Pronoun usage
- ▶ Agreement (subject-verb, adjective, pronoun, number)
- ▶ Count/non-count nouns
- ▶ Gerunds/infinitives (use of gerunds/infinitives as nouns and verb complements)
- ▶ Prepositions
- ▶ Articles



Score Point Descriptions

Grammar - Score Point Descriptions (Individual Score Report)

The writing sample exhibits strong control of grammatical forms. A few errors are present, but they do not interfere with comprehensibility.

The writing sample exhibits consistent control of grammatical forms. Some errors are still present, but generally do not interfere with comprehension.

The writing sample contains moderately controlled use of grammatical forms. Errors are still present and may interfere with comprehension.

The writing sample shows emerging control of grammatical forms, including verb tenses. It contains numerous and varied errors in grammatical forms.

The writing sample shows rudimentary control of English grammar. It includes many errors in verbs, pronouns, nouns, prepositions and articles.

The writing sample contains little grammatically correct English. It may include frequent errors even in very simple grammatical forms.

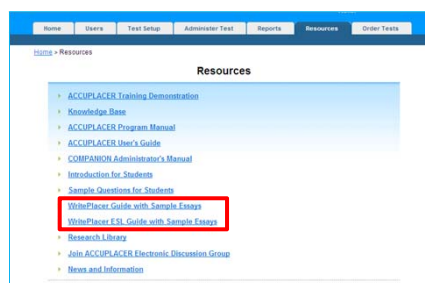


WritePlacer & WritePlacer ESL Resources



Resources

- ▶ Program Manual found under the Resources tab of the platform
- ▶ WritePlacer Guide With Sample Essays - Sample essays for each of the score points with annotations about each essay



WritePlacer Sample Essay Guide

Sample Essay #2 – Score of 5

Life constantly harrasses modern society with a variety of problems and obstacles. But, negatives never come out without its positives. Events such as the Civil War and messages that stem from Romeo and Juliet's tragic ending include something good even though they show obstacles of life. Therefore, society can gain good things through bad things.

The Civil War broke out in 1861 and left a terrible tear on American culture. Even after horrible battles like in Gettysburg, Americans could still come together in the late 1800's to form a more unified society. Even after slaughterings of American "brothers" between the North and South, our country still had the ability to transform itself to what it is today.

Moreover, Romeo and Juliet also acts as an excellent example of how disadvantages proves something good in the end. Shakespeare decided to end both the main characters lives at the end of the play but by doing so, he sends the good message of love. Love is the most beautiful thing in the world. Love connects society/people together by acknowledging that through death people can come together (the Capulets and Montagues) that is one of the most beautiful things ever. Life will constantly be filled with problems but they can lead to good.

Annotations

Demonstrating competent critical thinking, this essay develops its point of view (. . . *society can gain good things through bad things*) with adequate examples from history and literature. The evidence provided is generally organized and focused, with only an occasional lack of coherence (*Romeo and Juliet also acts as an excellent example . . . Shakespeare decided to end both the main characters lives at the end of the play but by doing so, he sends the good message of love. Love is the most beautiful thing in the world*). The essay exhibits adequate but inconsistent control of language (*Life constantly harrasses modern society with a variety of problems and obstacles. But, negatives never come out without its positives*). This essay exhibits adequate mastery and earns a score of 5.



WritePlacer ESL

Sample Essay #1 – Score of 3

If I suddenly receive a large sum of money which is my dream, first, I'll organise a big party. I'll invite all my cosins and freinds and I'll buy them a lot off things. The second thing I'll do is to buy a housse and especially a car for my husband. Than I'll pass to the most important project. As me and my husband are doctors in our country, we can't exercise here in USA. in fact, I'm able to spend all my money to release this dream. To do this, we have to learn english very well, because we must have a hight level in english to hope to pass the test to take residency. So, we'll registrate in the most serious schools and offer the most interesting books. When our english is too good, we'll start to prepare the medical exam. This one is very difficult, so during this preparation we could not work, so I'll reserve a sum of money especially for shopping, and medical cares until the day of the exam. Of course medical school are very expensive. Registrations only need a lot off money, don't forget books which are expensive too. But I'm ready to spend all my money until the last cent to become a doctor in USA. If we'll pass this exam, beore we'll start residency we'll need a rest, so I'll buy two tickets for me and my husband to visit our parents. After this, my husband will continue his studies and we'll try to have a baby for who I'll offer beautifull things and I'll spend with him a nice time. When he will be three hears old I continue my studies.

Annotations

This writing sample exhibits an emerging competency in the elements of on-demand essay writing in English, but it lacks overall focus and development. Errors in word selection and word forms sometimes obscure meaning (*As me and my husband are doctors in our country,*



WritePlacer and WritePlacer ESL COMPANION

- Two forms (F and G)
- Essays are written in a test book and sent for hand scoring
- Turn-around time 10 business days



User Resources



Resources Inside ACCUPLACER

- ▶ Getting Started with ACCUPLACER
- ▶ ACCUPLACER User's Guide
- ▶ ACCUPLACER Program Manual

Resources

Resources

Resource Name

Knowledge Base

ACCUPLACER User's Guide

COMPANION Administrator's Manual

Join ACCUPLACER Electronic Discussion Group

Launch ACCUPLACER from Your Portal

Getting Started with ACCUPLACER

ACCUPLACER Program Manual

Resources for Students

Ability to Benefit (ATB) Testing

ACCUPLACER Training Videos

Research Library

News and Information



ACCUPLACER Implementation Resources Online

<http://accuplacer.collegeboard.org/professionals/accuplacer-resources>

- ▶ Multiple Weighted Measures
 - ▶ Introduction
 - ▶ White Paper
 - ▶ Setting MWM Up in ACCUPLACER
- ▶ Intervention Tools
 - ▶ Executive Summaries
 - ▶ Individual Case Studies
 - ▶ Software-based and non-software based intervention
 - ▶ Best Practices Guide
- ▶ Student Preparation Tools
 - ▶ iPhone Study App
 - ▶ Web Study App
- ▶ Validity Studies
 - ▶ Overview
 - ▶ Handbook
 - ▶ Sample Report



Professional Development Resources

<http://accuplacer.collegeboard.org/professionals/professional-development>

- ▶ Live webcasts held on a monthly schedule
- ▶ Recorded sessions on a variety of topics
- ▶ ACCUPLACER Account Setup presentation
 - ▶ Setup process overview
 - ▶ Step by step instructions
 - ▶ Links to video demonstrations



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ACCUPLACER Outreach and Support Teams

The Outreach Team

- ▶ Sr. Assessment Managers
- ▶ Provide service to institutions at the campus, system, and state levels
- ▶ Consultation, training, professional development, and advocacy
- ▶ On campus, face-to-face service
- ▶ Virtual service via webcast and phone

ACCUPLACER Support

- ▶ Staff dedicated to troubleshooting, problem solving, Q/A
- ▶ Available 12 hours/day – 6 days/week
- ▶ Phone: 866-607-5223
- ▶ Email: info@accuplacer.org
- ▶ Live chat



Questions?

- ▶ If you have additional questions after reviewing this recording, please contact ACCUPLACER at accuplacer@collegeboard.org or call 866-607-5223.

