WritePlacer & WritePlacer ESL

ACCUPLACER CollegeBoard

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

The ACCUPLACER WritePlacer series assesses student writing skills so that you can place students in the appropriate courses. Responses are instantly and reliably scored online by the Intelligent Essay Assessor, a platform that uses artificial intelligence to score write samples and open-ended responses. WritePlacer immediately provides the information necessary for placement students in developmental education programs or college-level courses.

Many campuses have a long tradition of requiring actual student writing samples as part of their placement process. Those essays are then evaluated by a panel of faculty, each member of which independently evaluates and scores the essay. In this system, faculty members first come to agreement as to the skills being measured and how to evaluate and rate those skills, and then moves into actual scoring. Typically, at least two faculty members score each essay, and a third faculty member may become involved in the event of a disagreement. During peak registration, the sheer numbers of essays and the demands on faculty time can become unmanageable.
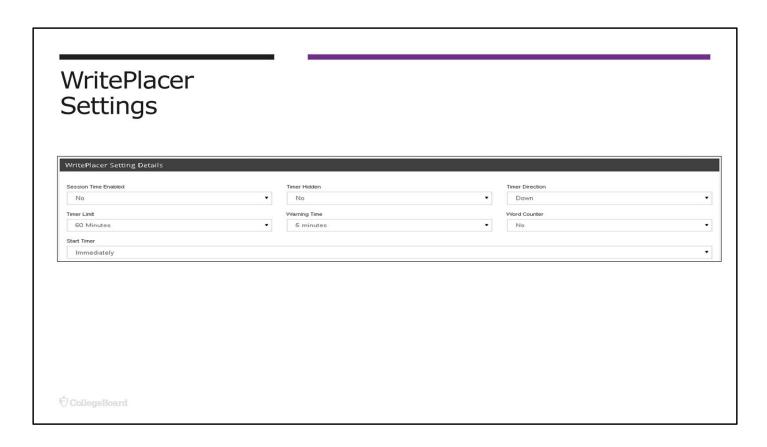
The benefit in using WritePlacer is in the immediate scoring of the results, reduced costs in faculty resources, and decreased waiting time for student placement and enrollment decisions.

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

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With the ACCUPLACER system, institutions can preview and then choose which of the available prompts they wish to administer. Institutions may choose to administer all available prompts, knowing students will receive a randomly-selected prompt from among the pool. Or institutions may choose to hold certain prompts back for retesting scenarios or simply decide some prompts are not quite right for their students. Prompts with an 8 in parentheses are those associated with WritePlacer; those with a 6 in parentheses are those associated with WritePlacer ESL.

WritePlacer Settings

WritePlacer Setting Details

Session Time Enabled	Timer Hidden	Timer Direction
No	No	Down

Timer Limit	Warning Time	Word Counter
60 Minutes	5 minutes	No

Start Timer		
Immediately		

Additionally, campuses may elect to put time limits on the essay, starting at 10 minutes and increasing up to 120 minutes. In doing so, institutions can have a timer display for the student and/or offer a word count option. These are settings controlled at the local level.

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]

All students receive a standardized set of instructions that encourage them to writing a multi-paragraph essay. Students are told how their writing will be evaluated and scored and under what circumstances a score of zero will be returned.

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.
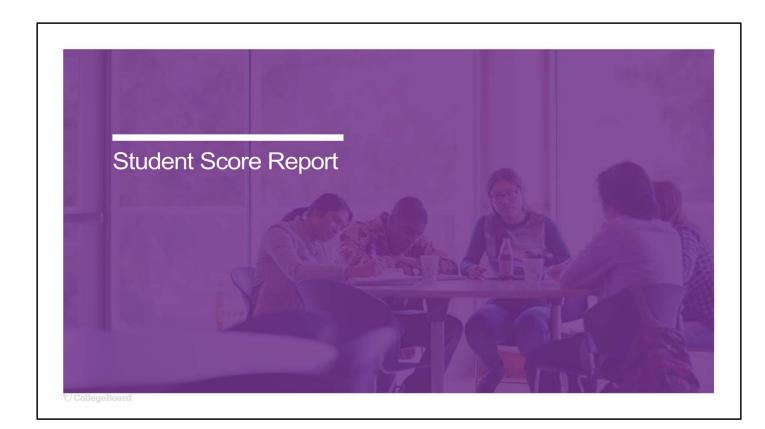
Adapted from Lawrence Eisenberg, "Caine Scrutiny."

Assignment

Can any obstacle or disadvantage be turned into something good?

Here you can see a sample prompt detailing the type of prompt and how the prompt will be displayed. Notice that the prompt contains a passage and then the actual assignment. Students can react to the passage in responding to the assignment or simply respond as they wish to the question itself. The passage is primarily there to help serve as an inspiration point.

Student Score Report

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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

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At the end of the testing session, students receive a score report that provides both the overall holistic score on the appropriate scale and the individual dimensions statements. Campuses can elect to turn off the dimensions statement display and have only the holistic score appear. Please note that the specific messaging that appears with both the holistic score description and the dimension descriptions.

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.

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The student score reports displays the holistic score (1-8 on WritePlacer) and a short statement related to that holistic score. Much more information regarding these score descriptions is available in the ACCUPLACER program manual, but for the student audience, only these shortened statements appear. Note that the primary distinction from one score to next is around the concept of Mastery.

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.

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The student's response is also evaluated on six different dimensions, with these statements appearing (again, where institutions have elected to display this information). The dimension statements provide some limited diagnostic capabilities for WritePlacer.

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.

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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.

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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.

As noted earlier, WritePlacer relies on an 8-pt rubric developed by a panel of English faculty from a variety of institutional types. They determine, as a group, the elements of writing that should be assessed and how to recognize those elements across the scale.

Institutions Represented

- 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
- 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

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Here is a list of those institutions represented during the development of the rubric and prompts. Note that both higher education and K12 institutions are included, as well as 2 yr and 4 yr institutions of higher education.

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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.

Once the rubric is established, faculty then review multiple student essays to determine the "anchor" paper for each point of the rubric for a given prompt. As you might imagine, this process can be lengthy and involve considerable discussion to reach a conclusion.

Eight Point Rubric Score 0f 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

The following slides go into more detail regarding each of the points along the scale. Note the emphasis on mastery throughout the rubric and how mastery is or is not reflected with each point.

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

Again there is an emphasis on mastery, but with small differences from an essay receiving an 8.

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

Here is a score of six.

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

A score of 5 is a common choice for institutions when establishing a cut score for a college-level English course. However, each institution is free to choose the cut score based on its own learning outcomes and minimum competencies.

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

A score of 4.

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

A score of 3.

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

A score of 2.

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

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A score of 1. Note that scores of 1-4 typically indicate a need for developmental intervention, whether that mean a traditional course or some alternative intervention structure. However, again, please note that cut scores decisions are determined at the local level. Your curriculum, your students, your decision.

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

Finally, it is possible for an essay to receive a 0, for the reasons listed here. Additionally, it *is* possible for an essay to receive a "Pending" notice rather than a holistic score. In this situation, the scoring system has been unable to determine the best match for the essay against the overall rubric and has requested a human evaluator review the essay and assign the most appropriate score. This typically takes 24 hours for the score to be returned, and institutions are notified when the score is available in the system.

Dimension Statements

Six Dimension Statements

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.

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.

As noted earlier, WritePlacer can provide more than a single holistic score. Essays are also evaluated according to six dimensions considered essential in a well-written essay. Again, if an institution elects to have dimensions statements reported, a descriptive statement describing the student's proficiency will be reported for each dimension. However, as an aside, the individual dimensions statements are evaluated and reported separately from the holistic score.

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

The following slides provide more detail around the particular elements considered with each dimension. Here we have Purpose and Focus.

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

Organization and Structure

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

Development and Support

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

Sentence Variety and Style

Six Dimension Statements

Mechanical Conventions

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

- Spelling

- Grammar

- Punctuation

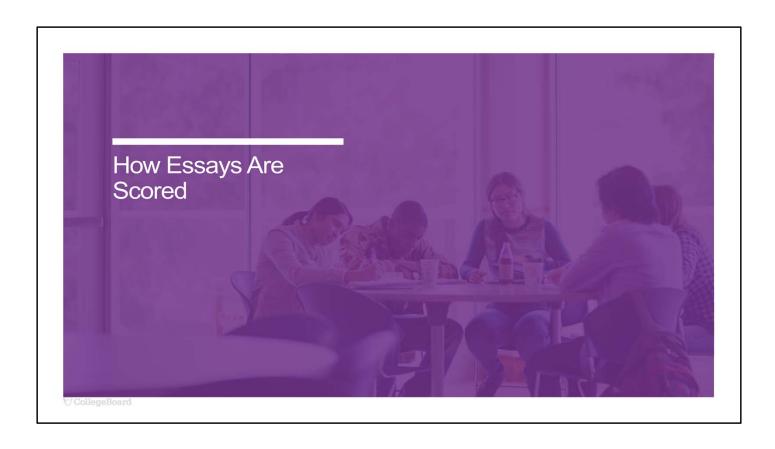Mechanical Conventions

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

Critical Thinking

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

The Intelligent Essay Assessor (IEA) is a powerful internet-based service that has been proven to
score written essays as accurately as trained human scorers. IEA scores essays based on content as
well as on more mechanical aspects of writing, such as grammar and spelling.

The KAT engine is assesses the content of an
essay by comparing it against a set of essays previously scored by expert human readers. IEA assigns a
score to each essay based in part on the similarity of the content of the essay to the training set essays.

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.

Latent Semantic Analysis (LSA), an approach that infers
semantic similarity of words and passages by analyzing large bodies of relevant text. LSA can then
understand the meaning of text in much the same way as a human reader.

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.

A common misconception is that IEA scores by recognizing keywords. It does not. If two or more
different terms accurately describe a concept, IEA will recognize either or both and score them equally as
well. A keyword based approach to similarity would
find nothing in common between these two sentences.

The Intelligent Essay Assessor uses the KAT engine to assess the content of an essay, as well as
more mechanical aspects of writing. When a student submits an essay for scoring, the system
immediately measures the meaning of the essay. It then compares the essay to the training essays,
looking for similarities, and assigns a holistic score in part by placing the essay in a category with the
most similar training essays. Analytic scoring occurs in much the same way. For each trait, the system
assesses that trait in the student essay, compares it to the training essays, and then categorizes the trait
in question.

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.

100 - 200 student papers written in
response to a given prompt are collected. These papers are then scored by human graders
who assess a paper's overall quality using a specific rubric. For analytic scoring, they
examine a paper for important traits. Each essay is scored by two graders for the holistic score and again
by two graders for each of the analytic traits. If the two graders diverge by more than one point on any
score, a third grader scores the paper to settle that discrepancy.

Once human readers are finished, the papers and their scores are used to train the computer to score new student essays in
response to the prompt. The engine learns to score the different score points based on the human
scored papers. The engine can be trained to provide holistic as well as analytic or trait scores.

Once the scoring engine and the human readers have 90% agreement or adjacency, the engine is considered calibrated and begins scoring independently. An annual audit is conducted to ensure that this 90% requirement is maintained.

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.

To serve as a human reader for WritePlacer, scorers must hold certain qualifications. Most scorers have a master's degree.

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.

During training, the human readers are given the same anchor papers identified by the faculty panel, as well as the same rubric. Then they receive a number of practice sets, where essays have already been secretly assigned a holistic score and are typical of what students will submit.

WritePlacer ESL

WritePlacer ESL Rubric

- Holistic score and holistic score description are reported on the Individual Score Report
- Four dimension statements are reported
- 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

WritePlacer ESL undergoes similar scoring and standard setting processes as WritePlacer. However key differences include the faculty involved, the range of the rubric, and the number and type of dimensions evaluated.

Institutions Represented

- 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
- 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

Here is a listing of faculty involved in WritePlacer ESL work. These faculty represent institutions with a significant percentage of non-native speakers.

What
Students See

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

CollegeBoard

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

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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.

As with WritePlacer, students using WritePlacer ESL also receive abbreviated holistic score descriptions on the Individual Score Report.

WritePlacer ESL Score of 6

- 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.

A very key difference between the WritePlacer and WritePlacer ESL rubrics is in the emphasis of mastery versus control. The 8pt WritePlacer rubric references mastery throughout the scale, where the WritePlacer ESL rubric focuses on control. This is a deliberate distinction by the faculty panel recognizing that non-native writers cannot necessarily be expected to have *mastered* a second language but may very well have control of that language. Accordingly, they also encouraged that a score of a 6 on the WritePlacer ESL rubric may indicate skills that are developed enough to enroll in a college-level English course. It is important to acknowledge that a student may have enough control of the language to NOT need a developmental course. However, as stated earlier, cut scores are determined by the institution.

WritePlacer ESL Score of 5

- 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.

Here is more information on an ESL score of 5.

WritePlacer ESL Score of 4

- 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.

A score of 4.

WritePlacer ESL Score of 3

- 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.

A score of 3

WritePlacer ESL Score of 2

- 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.

A score of 2.

WritePlacer ESL Score of 1

- 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.

A score of 1.

WritePlacer ESL
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

As with WritePlacer, a student can also receive a score of 0 on WritePlacer ESL.

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 evaluates four separate dimensions. Student proficiency will be reported for each dimension.

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)

Organization and Development

Score Point Descriptions

Organization and Development – Score Point Description

- 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.

For Organization and Development, one of these statements will appear on the student's Individual Score Report.

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

Word Use

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.

These are the statements associated with Word Use.

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

Sentence Use

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.

These are the statements associated with Sentence Use.

WritePlacer ESL Dimensions

- 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

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Grammar

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.
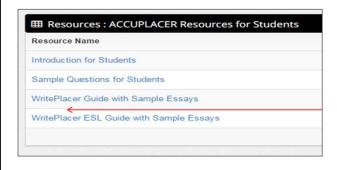
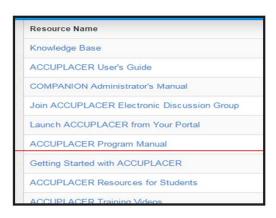The statements for Grammar. Again, each institution can determine if these dimension statements will be displayed.

WritePlacer &
WritePlacer ESL
Resources

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Resources

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

Resources : ACCUPLACER Resources for Students
Resource Name
Introduction for Students
Sample Questions for Students
WritePlacer Guide with Sample Essays
WritePlacer ESL Guide with Sample Essays

Resource Name
Knowledge Base
ACCUPLACER User's Guide
COMPANION Administrator's Manual
Join ACCUPLACER Electronic Discussion Group
Launch ACCUPLACER from Your Portal
ACCUPLACER Program Manual
Getting Started with ACCUPLACER
ACCUPLACER Resources for Students
ACCUPLACER Training Videos

ACCUPLACER provides sample essays for students and faculty to review and reference for an understanding of what a "6" may look like or a "2" may look like. These samples are available under the Resources tab of the platform and are also available at accuplacer.collegeboard.org under the Student section.

WritePlacer Sample Essay Guide

Sample Essay #1 – Score of 1

The question is can any obstacle or disadvantage be turned into something good? Yes it can, because even in the story he couldn't get in because of the chair and the guy tells him if it's a drama, "Smash it and if it's a comedy fall over it. But when you think about it, if a girl was guilty and was pleading to say on how she was inocent and they catch her in a lie its practically the same thing. But that's not the point but you can change a negative into a positive someway.

───────── Annotations ─────────

This essay lacks a viable, coherent point of view on the issue. The writer attempts to explain that "you can change a negative into a positive," but the ideas provided are minimal and disorganized, resulting in a disjointed and, at times, incoherent essay (*Yes it can....But when you think about it, if a girl was guilty and was pleading to say on how she was inocent and they catch her in a lie its practically the same thing*). The response demonstrates flawed reasoning, no complexity of thought and displays fundamental errors in sentence structure (*But that's not the point but you can change...*). Demonstrating no mastery, this essay receives a score of 1.

Each sample essay guide provides two student responses to a given prompt, the holistic score, and a brief annotation describing why the essay received a particular score.

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

_____ **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, we can't exercise here in USA. in fact, I'm able to spend all my money to release this dream. . . . So, we'll registrate in the most serious schools and offer the most interesting books*). The
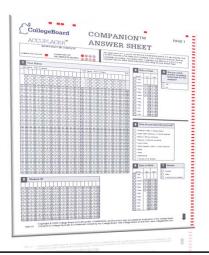
Again, there is a Sample Essay Guide specifically for ESL available to students and faculty.

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

Finally, it is possible for students to handwrite their essay. WritePlacer and WritePlacer ESL come in pencil and paper, Braille, large print and audio CD options. More details around use of these formats is available in the program manual under the Resources tab.

Sometimes there are questions about a student's typing ability and WritePlacer and how to address that situation. As already stated, it is possible for students to handwrite the essay, but there is a longer wait time for scoring. A possible alternative is to allow the student to see the prompt on the computer and handwrite the essay. Only when the student feels the handwritten version is finished does he or she then type the essay into the box on the screen. This allows the scoring to proceed quickly, but also acknowledges that writing and typing may need to happen separately.

User Resources

Resources Inside ACCUPLACER

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

The ACCUPLACER Program offers a wide range of resources to support our users. Many of these are available on-demand 24/7.

Inside ACCUPLACER is the Resources option which contains a variety of tools including:

- Getting Started with ACCUPLACER includes a Quick Start Guide to account setup.
- The ACCUPLACER User's Guide contains step-by-step instructions on account setup and use of features.
- The ACCUPLACER Program Manual includes information about the tests within the platform as well as information on testing policies and practices.

Implementation Resources Online

accuplacer.collegeboard.org

Multiple Measures

- Introduction
- White Paper
- Setting Multiple Measures Up in ACCUPLACER

Intervention Tools

- Executive Summaries
- Individual Case Studies
- Software-based and non-software based intervention
- Best Practices Guide

Student Preparation Tools

- Information About the Test
- Sample Questions PDF
- Web Study App

Validity Studies

- Overview
- Handbook
- Sample Report

Resources designed to provide guidance on implementing various aspects of ACCUPLACER can be found on the public ACCUPLACER Resources page at the address shown. Those resources include:

- Information on use of Multiple Weighted Measures which is a process that incorporates use of background questions and external data to fine tune placement practices
- Documents on Intervention Tools That Work to provide evidence of effectiveness and suggestions on implementation
- Information on ACCUPLACER tests for students including both Sample Questions and the Web-Based Study App
- Details on the benefits and process of conducting a Validity Study to understand the effect of your chosen cut scores.

Professional Development Resources

accuplacer.collegeboard.org

- Live and 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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The ACCUPLACER Outreach Team provides professional development in many different formats. A listing of all the resources available is at the address shown.

- Some topics are presented through a live webcast. The Professional Development page provides a list of sessions available along with a link to register. Once registered, you will receive an email with instructions on joining the session.
- Many topics are available as on-demand videos and are available 24/7.
- The ACCUPLACER Account Setup presentation contains details of the process of setting up an ACCUPLACER account along with detailed step-by-step instructions. Also included are video demonstrations of each step in the process.

Outreach and Support Teams

The Outreach Team

- Senior 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

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The ACCUPLACER Program has teams of staff members dedicated to providing support and service to our users.

The Outreach Team of Sr. Assessment Managers provides service to institutions at the campus, system, and state levels which can include consultation, training, professional development, and advocacy for student college readiness. Services can be provided through on campus, face-to-face events or virtually.

ACCUPLACER Support provides a staff of trained service agents ready to answer questions and resolve issues. Support is available 12 hours/day and can be contacted using a toll-free number, through email, and also live chat.