



Australian Council for Educational Research

Sample School

Test Scoring and Analysis Writing - Persuasive

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ACER Test Scoring and Analysis

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Test Scoring and Analysis Writing - Persuasive

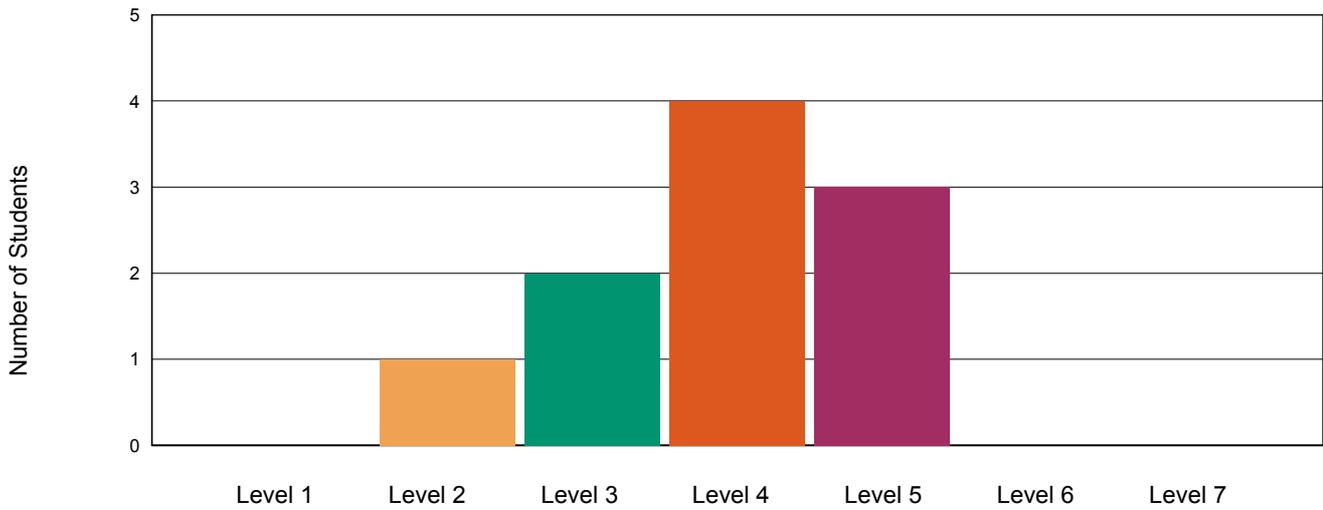
The Truth

Name	Content		Language		Spelling	
	Raw Score	Level	Raw Score	Level	Raw Score	Level
Adams, A	8	4	8	4	9	5
Dale, M	9	5	10	5	9	5
Harrison, L	7	4	8	4	10	5
Leigh, W	9	5	9	5	7	4
Morgan, J	8	4	8	4	8	4
Potter, J	6	3	7	4	8	4
Reynolds, J	8	4	8	4	8	4
West, S	4	2	5	3	3	2
Young, C	5	3	6	3	10	5
Yu, S	9	5	10	5	7	4

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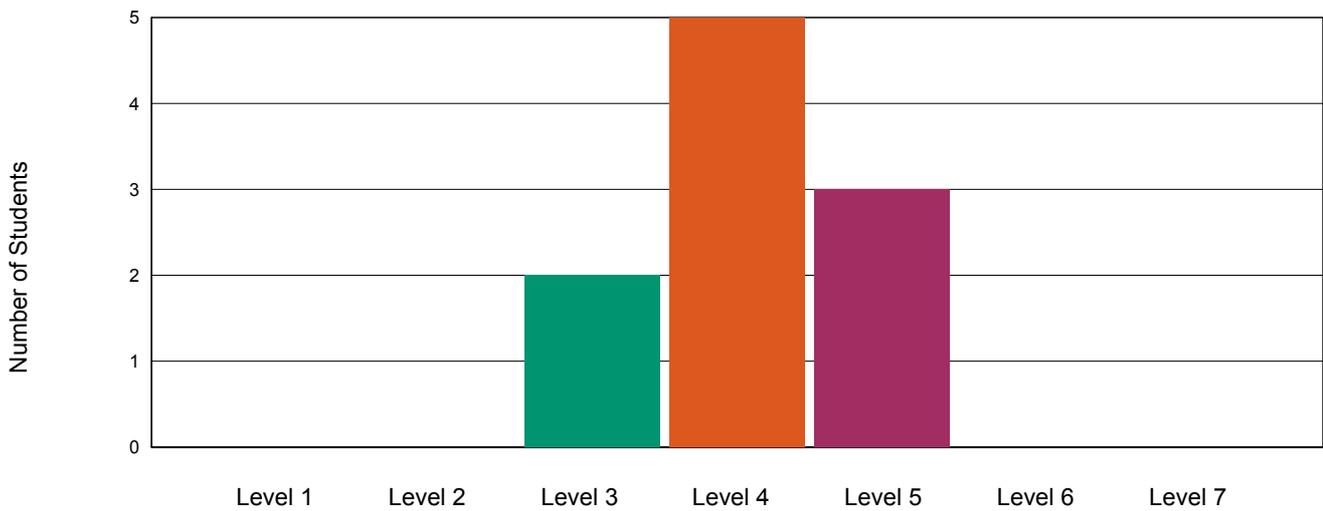
Content

Distribution of Scores



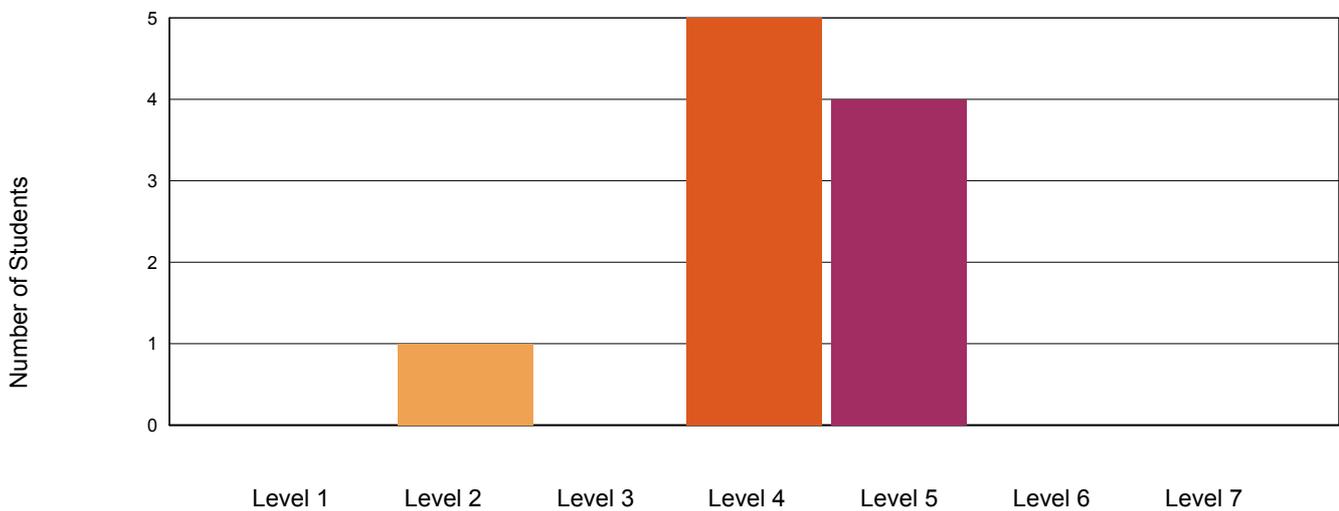
Language

Distribution of Scores



Spelling

Distribution of Scores



Score Range	Description
Level 7	14 Writes an argument showing social awareness, critical distance and distinctions between positions. Uses evidence and counter-argument with discrimination. The argument is convincing and presented with authority.
	13 Writes a comprehensive and competent argument, addressing important aspects of the issue using sound and relevant evidence. Opposing views may be considered. The argument is generally convincing.
Level 6	12 Writes a sustained and unified argument from a general perspective with well constructed development and a strong conclusion consistent with the opening; may consider alternative opinions. Captures the reader's interest strongly.
	11 Writes a sustained general argument, clearly stating and supporting own position, showing awareness of alternative argument with a logical closing statement. Engages and holds the reader's interest.
Level 5	10 Writes a coherent argument with convincing evidence, though not yet a fully developed case; may refer to a counter argument. Engages and persuades the audience.
	9 Writes a coherent argument, with a focus on the issue and some reasoning, perhaps incorporating recognition of an opposing position. Attempts to engage or persuade the reader.
Level 4	8 Writes an argument based on the prompt, with a clear point of view and some critical distance, and may refer briefly to both sides. Considers impact on audience.
	7 Writes from a general point of view on an issue; may identify another side. Uses the prompt to structure writing. Shows some consciousness of audience.
Level 3	6 Presents a discussion; ideas may be from both a general and personal perspective. Clearly links opinion with the given prompt. Writes with some coherence, which may not be sustained. The writing may be brief.
	5 Writes a few, superficial ideas about an issue based on personal involvement. The writing may drift from the topic. Has limited impact on the reader.
Level 2	4 Shows basic understanding of the task. Relies on the prompt for ideas. Gives a simple statement of opinion, with some explanation, but relies on assertion rather than argument. Writes an opinion that makes sense to the reader.
	3 Shows some awareness of the task. Writes a very brief or long and disjointed response. Writes a personal story rather than an opinion on an issue. Shows little, if any, awareness of the audience.
Level 1	2 Writes a very brief response with little shape. May rely heavily on the prompt (e.g. copying out words). Includes unrelated events and ideas.
	1 Makes an attempt to write but communicates nothing to the reader. Provides little to assess.

Test Scoring and Analysis Writing - Language and Spelling Level Descriptions

Score Range	Language Description	Score	Spelling Description
Level 7	14 Uses with assurance grammatically complex sentences free from errors of syntax and punctuation. Selects words and images with precision, for impact and to convey shades of meaning (sense of crafting). Writes with a strong individual voice and flair.	14	Spelling of a mature, challenging, precise and assured vocabulary is accurate and virtually error-free. Shows minimal or no error in first draft writing.
	13 Writes in a fluent and mature manner, with grammar and punctuation in complex sentences mostly error-free. Uses a wide range of vocabulary. Writes with a confident voice and consistent style.	13	Spelling of a wide range of more sophisticated vocabulary is mostly error-free.
Level 6	12 Makes competent use of Standard Australian English. Effectively uses structure appropriate to genre. Chooses effective and imaginative vocabulary and phrasing. Has noticeable voice and style (may be a little uneven).	12	Spelling of Standard Australian English is accurate and competent.
	11 Shows general control of Standard Australian English, with correct grammar and punctuation. Structures and organises writing in relation to genre. Makes competent vocabulary selections. Conveys writer's voice clearly.	11	Spelling of Standard Australian English is correct most of the time.
Level 5	10 Shows control of a variety of sentence structures with correct grammar and punctuation. Demonstrates competent text organisation. Makes effective use of selected vocabulary. Writes with emerging voice.	10	Spelling of a carefully selected (student) vocabulary is well controlled. Words with irregular spelling, words with suffixes and homophones are usually correct.
	9 Makes sound use of complex sentence structures, punctuation and organisational features. Selects appropriate conventional vocabulary. Gives an indication of emerging voice.	9	Spelling of a wide range of conventional student vocabulary is mostly correct, though first draft writing may show uncertainties.
Level 4	8 Writes in a generally fluent and smooth style (though with possible lapses in grammar and syntax) and uses a variety of sentence forms with appropriate punctuation. Shapes writing to support the text type (narrative, argument or letter). Uses vocabulary appropriate to content and text type.	8	Most spelling, within a limited student vocabulary, is correct. Some spelling rules are consistently followed.
	7 Writes with growing fluency and attempts to vary sentence forms. Includes a range of common punctuation. Attempts to select vocabulary for effect.	7	Spelling of a simple vocabulary is almost entirely error-free. Spelling of a wider choice of words is inconsistent but shows understanding of phonetic and visual patterns.
Level 3	6 Attempts complex sentences using conjunctions such as <i>after</i> , <i>because</i> , <i>when</i> , <i>or</i> and <i>so</i> ; begins to control verb forms and makes sound use of common punctuation. Uses simple, appropriate text organisation (e.g. notion of a beginning and an end). Makes some vocabulary selection.	6	Spelling supports readability of texts. Spelling of common words and readily recognised words is accurate. Attempts show awareness of phonetic and visual patterns.
	5 Shows control of simple sentence structure but with lapses in punctuation. Uses a basic vocabulary. Writing can be episodic.	5	Spelling of common words and words with common patterns is correct. Spelling of other readily recognised words is inconsistent.
Level 2	4 Writes mostly intelligible, simple sentence forms with some linking words but may repeat a sentence pattern. Attempts common punctuation such as full stops and capital letters. Uses a simple vocabulary.	4	Spelling of frequently used words and of some one- and two-syllable words with common patterns is usually correct. Spelling of other words may contain errors.
	3 Uses simple sentence forms which may have gaps or lack of punctuation. Makes indiscriminate use of punctuation.	3	Spelling makes writing difficult to read but some common words are spelt correctly. Shows some awareness of phonetic patterns.
Level 1	2 Makes a very brief (or sometimes long) response with little shape. Uses some basic conventions.	2	Spelling makes writing difficult to read.
	1 Makes an attempt to write - letter clusters and word forms.	1	Text requires interpretation of intended letters and words.
	0 Provides little to assess - may use pictures.	0	Insufficient evidence for a confident assessment.