



Australian Council for Educational Research

Sample School

Secondary Placement Test Writing - Persuasive

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**ACER Test Scoring and Analysis**

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# Secondary Placement Test Writing - Persuasive

## Heroes

|                        | Content | Language | Spelling |
|------------------------|---------|----------|----------|
| Name                   | Score   | Score    | Score    |
| Abraham, ADAM          | 5       | 5        | 5        |
| Abraham, DIANA         | 5       | 6        | 6        |
| Anderson, ANGELA       | 6       | 5        | 6        |
| Anderson, OWEN         | 5       | 5        | 4        |
| Baker, EDWARD          | 5       | 5        | 5        |
| Baker, TIM             | 7       | 6        | 6        |
| Ball, AMELIA           | 6       | 6        | 7        |
| Bell, ROSE             | 7       | 7        | 7        |
| Blake, JOSHUA          | 7       | 7        | 6        |
| Bower, ZOE             | 6       | 6        | 7        |
| Burgess, BORIS         | 5       | 6        | 5        |
| Burgess, ELLA          | 4       | 4        | 4        |
| Cameron, EDWARD        | 6       | 5        | 6        |
| Campbell, LEONARD      | 6       | 6        | 5        |
| Carr, SEAN             | 5       | 5        | 6        |
| Churchill, CHRISTOPHER | 6       | 6        | 7        |
| Cornish, MARY          | 6       | 7        | 6        |
| Davidson, SEBASTIAN    | 5       | 6        | 6        |
| Davidson, THOMAS       | 4       | 4        | 5        |
| Davies, JOSEPH         | 6       | 6        | 6        |
| Dickens, COLIN         | 7       | 7        | 8        |
| Duncan, JULIA          | 5       | 5        | 5        |
| Dyer, LILLIAN          | 7       | 6        | 6        |
| Dyer, NICHOLAS         | 5       | 5        | 6        |
| Fraser, BORIS          | 6       | 6        | 6        |
| Gibson, SALLY          | 1       | 2        | 3        |
| Gill, FIONA            | 5       | 5        | 6        |
| Graham, CHARLES        | 9       | 9        | 8        |
| Hamilton, REBECCA      | 7       | 7        | 6        |
| Harris, ANDREW         | 7       | 7        | 6        |
| Hart, ADAM             | 6       | 6        | 5        |
| Hart, VICTOR           | 6       | 6        | 6        |
| Hemmings, TREVOR       | 5       | 5        | 6        |
| Hemmings, UNA          | 7       | 7        | 7        |
| Henderson, KEITH       | 6       | 6        | 6        |
| Hill, ROSE             | 5       | 5        | 6        |

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|                      | Content | Language | Spelling |
|----------------------|---------|----------|----------|
| Name                 | Score   | Score    | Score    |
| Hodges, HARRY        | 6       | 6        | 6        |
| Howard, BERNADETTE   | 6       | 6        | 5        |
| Howard, KEVIN        | 5       | 5        | 6        |
| Ince, RUTH           | 5       | 6        | 5        |
| Kelly, FRANK         | 6       | 5        | 4        |
| King, RICHARD        | 7       | 6        | 7        |
| Lambert, BLAKE       | 5       | 5        | 4        |
| Langdon, CARL        | 6       | 6        | 5        |
| Lawrence, DONNA      | 6       | 6        | 4        |
| Lyman, PETER         | 5       | 5        | 4        |
| MacDonald, GABRIELLE | 4       | 4        | 4        |
| Mackenzie, AMELIA    | 6       | 6        | 5        |
| Mackenzie, BLAKE     | 5       | 5        | 5        |
| Macleod, JACK        | 5       | 6        | 5        |
| Manning, BLAKE       | 5       | 5        | 5        |
| Martin, ANGELA       | 4       | 4        | 5        |
| Mathis, DEIRDRE      | 7       | 6        | 7        |
| McDonald, SAM        | 6       | 6        | 7        |
| McGrath, ALEXANDRA   | 7       | 7        | 7        |
| Metcalfe, LILLIAN    | 6       | 6        | 5        |
| Miller, WENDY        | 7       | 6        | 7        |
| Mills, ABIGAIL       | 6       | 7        | 6        |
| Mills, MARIA         | 3       | 4        | 4        |
| Mitchell, BERNADETTE | 6       | 6        | 5        |
| Mitchell, STEWART    | 6       | 7        | 7        |
| Morgan, JACOB        | 6       | 5        | 6        |
| Morrison, MARIA      | 6       | 6        | 6        |
| Nash, PETER          | 6       | 6        | 7        |
| Newman, JOSHUA       | 7       | 8        | 8        |
| Newman, SALLY        | 7       | 6        | 6        |
| Newman, TIM          | 5       | 5        | 6        |
| Nolan, ROBERT        | 4       | 5        | 5        |
| North, CAROLINE      | 5       | 6        | 6        |
| North, JASMINE       | 7       | 7        | 7        |
| Ogden, DEIRDRE       | 6       | 6        | 6        |
| Paige, JAKE          | 6       | 6        | 6        |

# Secondary Placement Test Writing - Persuasive

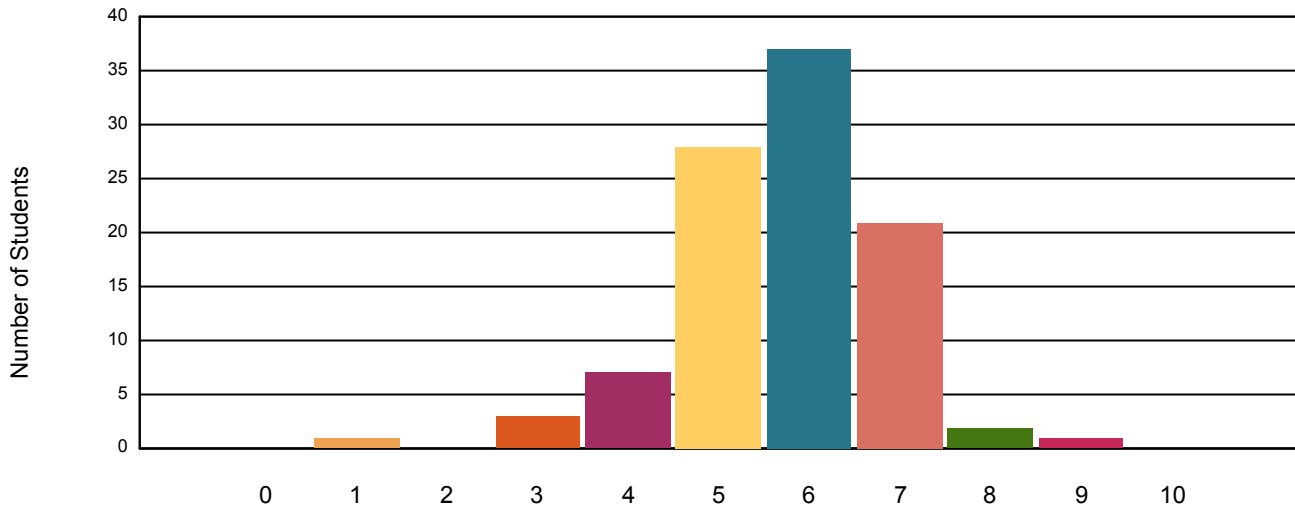
## Heroes

| Name               | Content | Language | Spelling |
|--------------------|---------|----------|----------|
|                    | Score   | Score    | Score    |
| Parr, ALEXANDER    | 7       | 7        | 7        |
| Parr, FELICITY     | 6       | 6        | 5        |
| Peake, HEATHER     | 5       | 5        | 5        |
| Peake, VIRGINIA    | 5       | 6        | 6        |
| Piper, SALLY       | 6       | 7        | 7        |
| Quinn, WARREN      | 6       | 5        | 6        |
| Reid, DIANE        | 7       | 7        | 7        |
| Robertson, ZOE     | 6       | 6        | 7        |
| Rutherford, JAN    | 5       | 6        | 6        |
| Scott, PIERS       | 7       | 6        | 7        |
| Scott, PIPPA       | 6       | 6        | 5        |
| Short, ERIC        | 7       | 7        | 7        |
| Skinner, WANDA     | 4       | 4        | 4        |
| Sutherland, NATHAN | 7       | 7        | 8        |
| Sutherland, WARREN | 3       | 3        | 4        |
| Taylor, PIPPA      | 7       | 6        | 6        |
| Vance, CARL        | 5       | 5        | 5        |
| Walker, GRACE      | 5       | 6        | 5        |
| Wallace, JACOB     | 8       | 8        | 7        |
| Walsh, JESSICA     | 6       | 6        | 6        |
| Walsh, WENDY       | 5       | 5        | 4        |
| Watson, GRACE      | 5       | 5        | 6        |
| Welch, SEBASTIAN   | 6       | 6        | 7        |
| White, IRENE       | 4       | 5        | 5        |
| Wilson, PHIL       | 3       | 5        | 4        |
| Wright, EMILY      | 6       | 6        | 6        |
| Wright, JAKE       | 8       | 8        | 8        |
| Young, JOE         | 6       | 5        | 5        |

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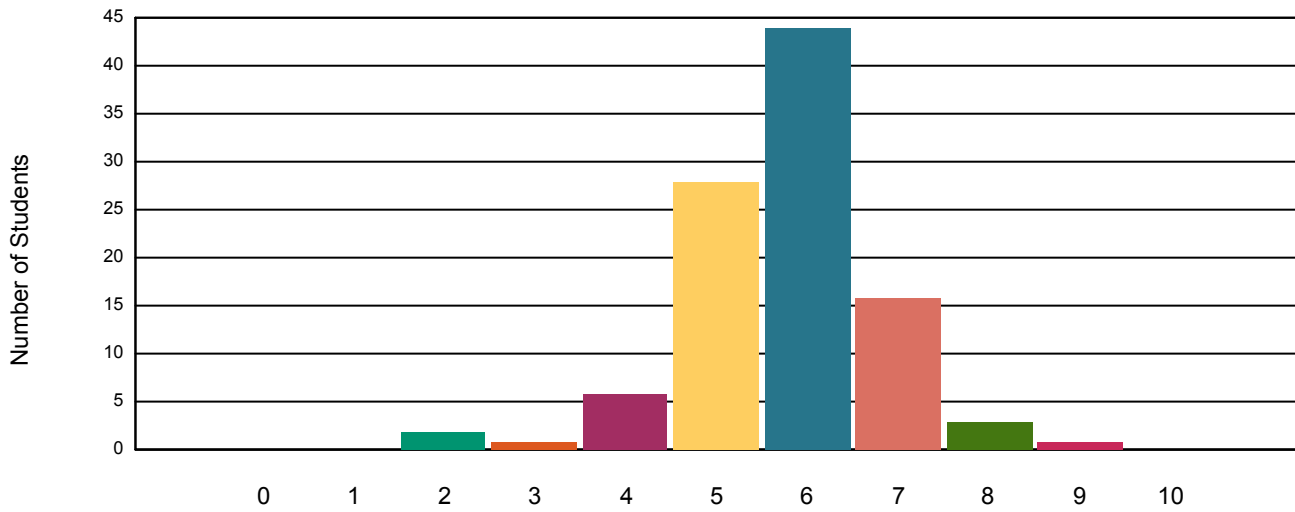
## Content

Distribution of Scores



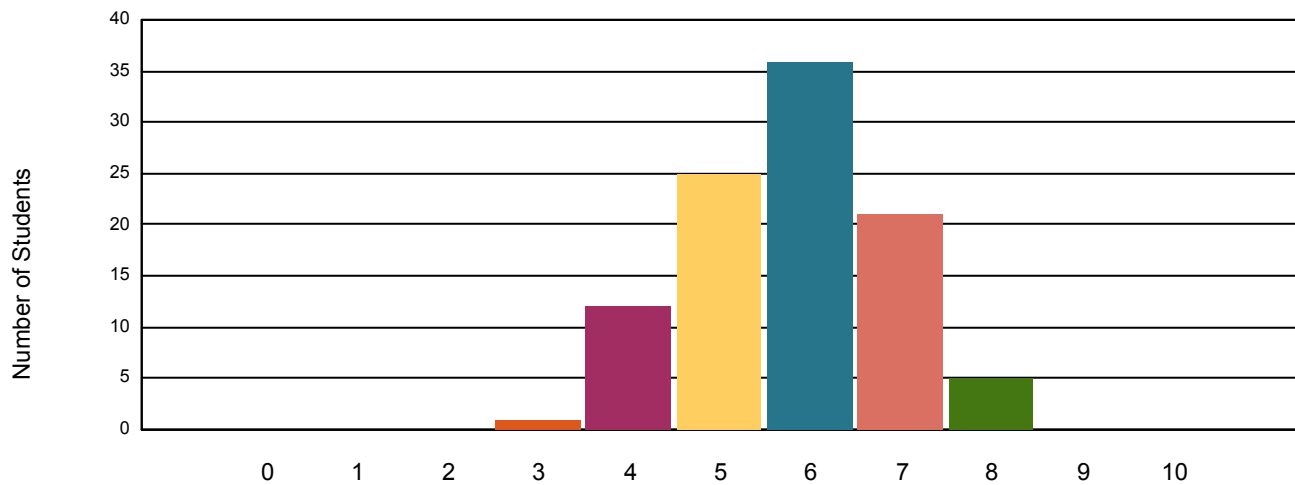
## Language

Distribution of Scores



## Spelling

Distribution of Scores



| Score | Description  |
|-------|--|
| 10    | <p>Writes a comprehensive and unified argument showing social awareness, critical distance and distinctions between positions with well constructed development and a strong conclusion consistent with the opening.</p> <p>Uses evidence and counter-argument with discrimination.</p> <p>The argument is convincing and presented with some authority.</p> |
| 9     | <p>Writes a sustained, competent argument, clearly stating and supporting own position.</p> <p>Addresses important aspects of the issues, with a logical closing statement.</p> <p>The argument is generally convincing.</p> <p>Opposing views may be considered.</p> <p>Captures the reader's interest strongly.</p>  |
| 8     | <p>Writes a coherent argument with convincing evidence.</p> <p>Ideas are elaborated and contribute effectively to the writer's position.</p> <p>May refer to a counter argument.</p> <p>Engages and persuades the reader.</p>  |
| 7     | <p>Writes a coherent argument with a focus on the issue and some reasoning, though not yet a fully developed case.</p> <p>Ideas are supported with some elaboration or one idea with more developed elaboration.</p> <p>May incorporate recognition of an opposing position.</p> <p>Attempts to engage or persuade the reader.</p>                           |
| 6     | <p>Writes an argument based on the prompt with a clear point of view.</p> <p>Several supporting ideas are presented.</p> <p>May refer to both sides of the argument.</p> <p>Considers impact on the reader.</p>  |
| 5     | <p>Writes from a general point of view on an issue with a few supporting ideas which are related but not elaborated.</p> <p>Uses the prompt to structure the writing; clearly links opinion with the prompt.</p> <p>Shows some consciousness of audience.</p>  |
| 4     | <p>Presents a basic discussion.</p> <p>Ideas may be from a general and personal perspective.</p> <p>Writes with some coherence; may not be sustained.</p> <p>Has limited impact on the audience.</p>   |
| 3     | <p>Writes a few superficial ideas about an issue based on personal involvement.</p> <p>Relies on assertion rather than argument.</p> <p>The writing may be brief.</p>  |
| 2     | <p>Shows an understanding of the task to produce a piece of writing.</p> <p>May write a personal story rather than offer an opinion; may produce a response unrelated to the prompt.</p> <p>Writes a very brief response or long and disjointed response.</p> <p>Shows little awareness of audience.</p>   |
| 1     | <p>Writes a very brief response with little shape.</p> <p>May rely heavily on the prompt (e.g. copying out words) or may not be related to the prompt.</p> <p>Includes unrelated events and ideas.</p>   |

| Score | Language Description   | Score | Spelling Description  |
|-------|--|-------|---|
| 10    | Writes with assurance, grammatically complex sentences free from errors of syntax and punctuation.<br>Selects words and images with precision, for impact, and to convey shades of meaning (sense of crafting).<br>Writes with a strong individual voice and flair.  | 10    | Spelling of a mature, challenging, precise and assured vocabulary is accurate and virtually error-free.<br>Shows minimal or no error in first draft writing.  |
| 9     | Writes in a fluent and mature manner with grammar and punctuation in complex sentences mostly error-free.<br>Uses a wide range of vocabulary.<br>Conveys writer's voice clearly.   | 9     | Spelling of a wide range of more sophisticated vocabulary is mostly error-free.<br>Correctly spells several unusual and more challenging words including words ending with suffixes. E.g. ation, ious, ment       |
| 8     | Makes competent use of Standard Australian English. Effectively uses structure appropriate to the genre.<br>Chooses effective and imaginative vocabulary and phrasing.<br>Writes with a confident voice and consistent style.  | 8     | Spelling of Standard Australian English is accurate and competent.<br>Correctly spells several difficult words.<br>(Incorrect difficult words do not outnumber correct difficult words.)                          |
| 7     | Shows control of a variety of sentence structures with correct grammar and punctuation.<br>Structures and organises the writing.<br>Makes competent vocabulary selections.<br>Writes with emerging voice (may be a little uneven).                                   | 7     | Spelling of Standard Australian English is correct most of the time.<br>Correctly spells some difficult words.<br>Correctly spells homophones. E.g. red/read, main/mane, stair/stare                              |
| 6     | Makes sound use of complex sentence structures, punctuation and organisational features.<br>Selects appropriate conventional vocabulary.<br>Gives an indication of emerging voice.<br>Includes some descriptive terms (adjectives).                                  | 6     | Spelling of a carefully selected (student) vocabulary is well controlled.<br>Words with irregular spelling are usually correct.<br>Correctly spells contractions. E.g. didn't, hasn't, aren't                     |
| 5     | 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).<br>Selects vocabulary for effect. | 5     | Spelling of a wide range of conventional student vocabulary is mostly correct, though first draft writing may show uncertainties.<br>Some spelling rules are consistently followed. E.g. grabbed, happily, making |
| 4     | Writes with growing fluency and attempts to vary sentence forms.<br>Includes a range of common punctuation.<br>Attempts to select vocabulary for effect.   | 4     | Spelling of a simple vocabulary is almost entirely error-free.<br>Spelling of a wider choice of words is inconsistent but shows understanding of phonetic and visual patterns.                                    |
| 3     | Attempts complex sentences using conjunctions such as because, or, and, when, so.<br>Uses simple, appropriate text organisation (e.g. notion of a beginning and an end). May make some vocabulary selection.<br>Begins to control verb forms.                        | 3     | Spelling of common words and words with common patterns is mostly correct.<br>Spelling of other readily recognised words is inconsistent.<br>Attempts show some awareness of phonetic and visual patterns.        |
| 2     | Uses a basic vocabulary and generally shows control of simple sentence structure.<br>Attempts common punctuation such as full stops and capital letters.<br>Writing may be episodic; may repeat a sentence pattern.  | 2     | Spelling of frequently used basic words and some one and two-syllable words with common patterns is usually correct.<br>Spelling of other readily recognised words contains many errors.                          |
| 1     | Writes a very brief (or sometimes long) response with little shape; lacks control.<br>Uses simple sentence forms which may have gaps or lack of punctuation.<br>Makes indiscriminate use of punctuation.   | 1     | Spelling makes writing difficult to read but some common words are spelt correctly.<br>Shows some awareness of phonetic patterns.   |