eWrite

Marking guide

ACER

Contents

eWrite marking guide by criteria

The criterion-referenced analytic marking guide was developed from close analysis of student work during the pilot phase of the eWrite development.

The marking guide was used to hand-mark over 5000 student scripts that were written during the trial phase in response to topics specifically developed for eWrite.

The human scores were Rasch-analysed and a measurement scale was calibrated. The scripts and their scores were loaded into the online marking system to create a computer model that replicates the results of human scoring.

The computer analysed the hand-marked scores in relation to the writing features of the trial scripts. Through this process, the online system was designed to mimic the way human scores have been assigned to particular features of writing.

As the human scores were used to calibrate the measurement scale during the Rasch analysis, and by the computer marking system to build a scoring model, the raw scores generated by the computer marking can be converted to scores on the eWrite measurement scale (these are referred to as scale scores).

Orientation and engagement (Description, Persuasive and Narrative tasks)

The writer's sense of a reader; the capacity to orient and engage the reader through the provision of information and selection of language

Criterion score	0	1	2	3	4
Scale score		265	390	480	590
Description	Writer is unaware of need to orient reader to task Text consists mainly of writer's thoughts – little distance from self OR Little information is available to reader (e.g. brief text, or meaning difficult to access)	Text attempts to orient the reader to task Writes for a familiar audience OR Some relevant information is provided – text may lack detail OR Task requirements are only partially met	Text orients the reader Enough information is provided for reader to follow text clearly Beginning sense of wider audience	Text considers some needs of a wider audience May be a hint of writer's voice **Narrative & description** Text begins to interest and engage reader **Persuasive** Text begins to interest and persuade reader	Text consistently meets needs of a wider audience May have strong writer's voice **Narrative & description** Text engages reader **Persuasive** Text persuades reader

Register (Report tasks only)

The relationship created with a reader through selection of content, text features and language choices

Criterion score	0	1	2
Scale score		355	510
Description	Register is inappropriate for task goals (content and/or tone)	Register is mostly appropriate Content and/or tone are mostly appropriate for intended audience and task purpose	Consistently uses appropriate register

Text structure (Report, Persuasive and Narrative tasks)

The presence and development of the structural elements of the required text type

Criterion score	0	1	2	3
Scale score		310	440	570
Description	Does not use structural elements of required text type OR Emerging awareness of required text type (some attempt to incorporate structural and/or language features)	Uses some structural elements of required text type: elements have some brief development OR A complete but weak text	Uses structural elements of required text type: all elements are present and have some development OR One well-developed element with other elements under-developed (text may not be complete)	Structural elements of required text type are developed and used in the service of the task Longer texts with some elements clearly well-developed may not be completed

Ideas (all tasks)

The quantity, quality, relevance, and elaboration of ideas

Criterion score	0	1	2	3
Scale score		285	445	580
Description	Text has few ideas with little or no elaboration OR Ideas are inappropriate Ideas are mostly familiar and personal (close to writer's world)	Ideas have some elaboration May be one idea with more elaboration or several ideas with brief elaboration There may be some inconsistency in story line or line of argument (ideas lack coherence in parts)	Ideas are relevant, sufficient and elaborated Ideas can be followed logically Ideas and elaboration mostly go beyond familiar and or personal world of writer Attempts to create effects **Narrative & Description** Develops character or setting (character is distinctive and/or atmosphere is created) **Persuasive & Report** Line of argument is coherent: justifies opinions with reasons and/or evidence; and/or provides justification and detail for actions suggested	Ideas contribute to effectiveness of text Raises complex issues Ideas may provide some reflection on the world Text is crafted to create effects **Narrative & Description** Achieves effects (e.g. humour, suspense) Adopts persona **Persuasive & Report** Has mature points of argument

Vocabulary (all tasks)

The range, precision and effectiveness of word choices

Criterion score	0	1	2	3
Scale score		305	450	575
Description	Uses simple, everyday words May be short script	Uses some precise words, phrases and clauses that add meaning Uses simple word associations to provide some lexical cohesion Uses some simple connecting words (e.g. but, because, if, then, so, after, firstly, secondly)	Uses precise vocabulary to add information and/or interest Uses a wider range of word associations to provide lexical cohesion May use a wider range of connecting words (e.g. not until, as though, to think that while, another reason)	Word choices are consistently effective and enhance meaning and/or mood Word choice is well matched to style of writing May be a word or two that is misused

Paragraphing (all tasks)

The use of paragraphs to organise and develop ideas to assist the reader to navigate the text

Criterion score	0	1	2	3
Scale score (Persuasive and Narrative)		360	475	615
Scale score (Report and Description)		350	505	NA
Description	No paragraphing OR Random or visual breaks	Beginning sense of paragraphing - like ideas are grouped Paragraphs support text structure – breaks may be structural (e.g. introduction, body, conclusion; orientation, complication, ending) OR Paragraphs have minimal development	Uses paragraphs to develop ideas Paragraphs are focused on one idea or aspect of the topic Paragraphs may contain topic sentences	Paragraphs have a clear focus and are logically structured Order and linking of paragraphs help to create effects, (e.g. suspense in narrative or a convincing argument)

Sentences (all tasks)

The quality, accuracy, and effectiveness of sentences

Criterion score	0	1	2	3	4
Scale score		280	400	500	620
Description	Most sentences contain errors May have some correct sentences but there is an over-reliance on 'and', 'then' or 'so' (run-on sentences)	Simple and compound sentences are mostly correct AND/OR May use complex sentences that have structures based on oral language (e.g. I think…because, if… then; because if…)	Simple, compound and/or complex sentences are mostly correct Sentences have extending phrases and/or clauses (structures may still draw on oral language) Structures may be repeated across the text Experimentation may lead to errors (e.g. verb errors within sentences, lack of subject–verb agreement, the odd missing word, incorrect article, pronoun referencing errors)	Simple, compound and complex sentences are mostly correct Writing shows variety in length and position of phrases and clauses (e.g. dependent clauses at start and end of sentences, or embedded in them). Experimentation may lead to some sentences being unwieldy or clunky (e.g. order of phrases and clauses leads to some imprecision of meaning, overuse of noun referencing, verb errors in long sentences)	Sentences show evidence of crafting Sentence structures are varied (type, beginnings, length, structure) to impact on meaning and mood May be some error (e.g. some inconsistency in tense across text) due to experimentation with sophisticated structures

Sentence punctuation (all tasks)

The use of capital letters, full stops, question marks and exclamation marks to mark the beginning and end of sentences

Criterion score	0	1	2
Scale score		340	455
Description	Sentences are not punctuated OR Minimal use of sentence punctuation (more wrong than right)	Some correct use of sentence punctuation – beginning and end Must have a critical mass of correctly punctuated sentences (more right than wrong)	Correct use of sentence punctuation Minimal error only allowed

Punctuation within sentences (all tasks)

The use of punctuation within sentences to assist the reader's understanding

Criterion score	0	1	2
Scale score		420	545
Description	Minimal evidence of correct use of punctuation within sentences Consistent inaccuracies or omissions evident May be one or two instances of correct use of basic types such as apostrophes for contraction (e.g. don't, I'll) and noun capitalisation Random use of capitals OR Insufficient evidence	Correctly uses some punctuation within sentences Uses commas in lists, apostrophes for contractions and noun capitalisation May be mostly correct use of one type (e.g. apostrophes for contraction) Some omissions, inconsistencies or inaccuracies evident May experiment with more sophisticated punctuation (e.g. commas for phrasing, apostrophes for possession, brackets, direct speech) OR In a longer text, little or no punctuation (where it is not required - accurate use of all applicable punctuation)	Shows control over most punctuation within sentences Punctuation selected to suit tone and purpose Any incorrect use does not interfere with reading

Spelling (all tasks)

The quality of words used and the accuracy of spelling

Criterion score	0	1	2	3	4
Scale score		230	345	465	565
Description	Few correct spellings OR Spells most simple words correctly	Spells some common words correctly	Spells most common words correctly May spell one or two difficult words correctly	Spells common words and some difficult words correctly	Spells difficult words correctly Writes with few or no errors