

Sample, Student 23 Student 23					Comparative Scores-Independent and Suburban			
ERB		Teacher, Sample			PR/Stanine IN	PR/Stanine SN	Total Mean IN	Total Mean SN
Grade 5, Narrative - The Scroll		Fall 2017			5 / 2	21 / 3	24.7	24.5
Trait	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Total Raw Score	Scale Score
Raw Score	3	3	3	3	3	3	18	382

The Writing Assessment Program (WrAP) published by Educational Records Bureau (ERB) is an essay-based assessment of student writing achievement. Students taking this assessment write a single essay on an assigned topic over a two-day period with the first day devoted to a rough draft and the second day devoted to a final draft. The administration procedure is designed to imitate the ongoing process of writing that usually requires planning, writing, reflecting, and revising.

UNDERSTANDING INSTRUCTIONAL DATA

Writing Trait Scores

WrAP scores are based on a 1 to 6 point scale to report performance on six traits: Overall Development, Organization, Support, Sentence Structure, Word Choice, and Mechanics (see page 2 for a description of the performance reflected for each score point on each trait).

WrAP writing prompts are designed to be appropriate for the level and are presented in one of three genres: Narrative, Informative, and/or Argument/Opinion. WrAP levels incorporate two grades. Levels are 3-4, 5-6, 7-8, 9-10, and 11-12. Essay readers evaluate student responses using the performance expectations for the higher of the two grade levels covered by the prompt. As a result, within each grade level band, student scores typically rise over time, as their writing improves.

Scores and Expectations at a Glance - ERB Rubric - Page 2

Trait scores provide a profile of an individual writer's performance in six distinct areas that form the foundation of good writing. In the rubric attached to each student score report, the student's individual trait scores are shaded, for an at-a-glance summary of the student's writing profile.

All of these measures provide an objective view of the skills demonstrated by the student in his or her essay. Many schools use the WrAP not only as a tool for monitoring student progress, but as a model for instruction in writing.

UNDERSTANDING COMPARATIVE DATA

Mean Raw Scores

The Mean Raw Scores (averages) noted for Independent and Suburban students provide a point of reference when compared to the student's Total Raw Score. These averages are based on the aggregated Total Raw Scores of ERB students who responded to a prompt in the same genre and grade as your student.

Scale Scores

The student's Total Raw Score (all trait scores combined) is applied to the WrAP standardized criterion referenced scale, which ranges from about 100 to 1400 (for Grades 3-12). The WrAP scale is constructed in such a way that this conversion of the student's raw score to this scale, within each grade band level, yields easy-to-understand anchor points that fall within a range that includes the relevant grade number (300s - 400s for grades 3-4). For example, a scale score for grade 3-4 (depending on genre) that met expectations for the grade would be at or above 318, while a scale score at or above 400 would indicate that a student has performed above grade level expectations on this assessment. For grade 9 (depending on genre), a scale score at or above 900 would indicate an essay that met expectations for those grades, while a score at or above 1000 would indicate an essay that was above expectations. In each case, scale scores vary by grade and genre. Higher scale scores are usually seen in the higher of the two grades in the grade band. A similar pattern holds for the other grade bands.

Percentile Ranks and Stanines correspond to the student's scale score when compared to the performance of all students in Suburban and Independent schools who responded to the same writing task in the same grade. Percentile Ranks are based on each student's scale score placed within this comparative norm group. Percentiles range from 0-100. For example, a percentile of 70, means that the student scored as high as or higher than 70 percent of the students in the comparative norm group for that grade and in that genre. A Stanine (S) is a score on a scale of 1 (low) to 9 (high) based on the range of percentiles. Stanines 7 to 9 are above average, 4 to 6 are average, and 1 to 3 are below average.

WrAP Scoring Rubric: Narrative – Stimulus-based and Non-Stimulus				Sample, Student 23 Student 23		
Narrative	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics
When scoring, consider the degree to which the response:	<ul style="list-style-type: none"> Includes narrative elements and techniques such as characters, settings, dialogue, plot structure, pacing, description and the progression of events that develop the story Develops and analyzes the topic, with sufficient and relevant facts, definitions, quotes, and/or examples Includes text references where appropriate* 	<ul style="list-style-type: none"> Is clearly and logically sequenced Shows a beginning, middle and end Is paragraphed using transition words, phrases, and techniques to show progression of story events 	<ul style="list-style-type: none"> Includes narrative elements such as characters, setting, dialogue, plot structure, and the progression of events that develop the story Includes text references where appropriate* 	<ul style="list-style-type: none"> Includes sentences that are: <ul style="list-style-type: none"> Complete and correct Varied in structure and length Correct in their usage 	<ul style="list-style-type: none"> Uses precise words and phrases to show relationships among opinions/claims and counter claims, reasons and/or evidence Employs effective language and word choice 	<ul style="list-style-type: none"> Shows a command of standard English mechanics in: <ul style="list-style-type: none"> Spelling Punctuation Capitalization
6	<ul style="list-style-type: none"> Fluent, richly developed Clear awareness of audience and purpose Distinctive, engaging voice Original, insightful, or imaginative 	<ul style="list-style-type: none"> Carefully but subtly organized from beginning to end Logical sequence of events Elegant flow of ideas Provides closure 	<ul style="list-style-type: none"> Supporting details are rich, interesting and informative throughout; fully developed Details are relevant and appropriate for the focus 	<ul style="list-style-type: none"> Sentence structures enhance style and effect Virtually no errors in structure or usage Successfully uses more sophisticated, varied sentence patterns 	<ul style="list-style-type: none"> Rich, effective vocabulary throughout Vivid language May use figurative language and imagery 	<ul style="list-style-type: none"> Very few or no mechanical errors relative to length or complexity
5	<ul style="list-style-type: none"> Fluent, fully developed Clear awareness of audience and purpose Evidence of voice, compositional risks attempted Cohesive 	<ul style="list-style-type: none"> Organized from beginning to end Logical sequence of events Subtle transitions Provides closure 	<ul style="list-style-type: none"> Details are strong and varied throughout Details and narrative elements are relevant and appropriate for the focus 	<ul style="list-style-type: none"> Sentence structures are appropriate to style and effect Few errors in structure or usage Moderately successful in using more sophisticated sentence patterns 	<ul style="list-style-type: none"> Effective vocabulary Generally successful in using rich language 	<ul style="list-style-type: none"> Few mechanical errors relative to length or complexity
4	<ul style="list-style-type: none"> Moderately fluent, adequately developed Awareness of audience and purpose Ideas developed but somewhat limited in depth 	<ul style="list-style-type: none"> Minor lapses in order or structure Meaning is subordinate to organizational devices Contrived transitions Provides closure 	<ul style="list-style-type: none"> Details are adequate to support the focus Details are generally relevant to the focus 	<ul style="list-style-type: none"> Some sentence variety Generally correct structure and usage Attempts to use more sophisticated sentence patterns 	<ul style="list-style-type: none"> Acceptable vocabulary Attempts to use rich language Misuse of big words 	<ul style="list-style-type: none"> Some mechanical errors that do not interfere with communication Limited text, but mechanically correct
3	<ul style="list-style-type: none"> Somewhat developed Some awareness of audience and purpose Repetitive or too general 	<ul style="list-style-type: none"> Poor transitions Random sequencing of narrative events Attempts closure Shift in focus 	<ul style="list-style-type: none"> Details lack elaboration Response provides insufficient relevant details Important details are omitted 	<ul style="list-style-type: none"> Little sentence variety Errors in structure or usage interfere with meaning Over-reliance on simple or repetitive constructions Chaining Noticeable errors in usage 	<ul style="list-style-type: none"> Simplistic vocabulary with acceptable but limited word choice Some errors in word choice 	<ul style="list-style-type: none"> Some mechanical errors that do interfere with communication Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)
2	<ul style="list-style-type: none"> Poorly developed Poor awareness of audience or purpose Ideas and details are not clear 	<ul style="list-style-type: none"> Thought patterns are difficult to follow Ideas and details are not clear or sequenced Resembles free-writing, rambling Continual shifts in focus 	<ul style="list-style-type: none"> Supporting details are listed Repetitious details Too few details 	<ul style="list-style-type: none"> No sentence variety in the story Serious errors in structure or usage Too brief to demonstrate variety 	<ul style="list-style-type: none"> Simplistic vocabulary with inappropriate and/or incorrect word choice 	<ul style="list-style-type: none"> Noticeable mechanical errors that interfere with communication Errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)
1	<ul style="list-style-type: none"> Restates topic No awareness of audience or purpose No awareness of narrative elements Inappropriate response Too brief to show development 	<ul style="list-style-type: none"> So short that it lacks organization So confused that the student's response is difficult to understand 	<ul style="list-style-type: none"> Virtually no details Irrelevant details 	<ul style="list-style-type: none"> Lack of sentence sense Errors throughout in sentence structure Errors throughout in usage Too brief to evaluate 	<ul style="list-style-type: none"> Extremely limited vocabulary Errors throughout in word choice Too brief to evaluate 	<ul style="list-style-type: none"> Mechanical errors that seriously interfere with communication Too brief to evaluate
N	NON-SCORABLE (N): is illegible: i.e., includes so many indecipherable words that no sense can be made of the response or is incoherent : i.e., words are legible but syntax is so garbled that response makes no sense or is a blank paper. B=Blank, NE=Not English, OT=Off-Topic, IL=Illegible, R=Refusal, *IN = Insufficient original student writing				*Text-based Prompts	