

Student50, Sample50 2018157 Chanticleer Country Day School				Comparative Scores Independent and International				
Teacher1, Sample1		Fall 2018		Mean Total Raw Score IN		Mean Total Raw Score INT		
Grade 7, Informative - Inventive Teens				21.9		22.1		
Trait	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Total Raw Score	Scale Score
Raw Score	4	4	4	4	5	4	25	763

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, referencing relevant text-based passages, over a two-day period. The first day's session is devoted to reading the accompanying passages (taken from a variety of sources) and developing a rough draft. The second day is devoted to completing a final draft. The administration procedure is designed to mirror 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. Trait scores provide a profile of an individual writer's performance in six distinct areas that form the foundation of good writing.

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

In the rubric below, the student's individual trait scores are shaded. Links to annotated exemplar essays articulate grade level expectations for each score point, allowing the teacher and the writer to set goals for improvement. Links also access WRIIT resources directly.



















UNDERSTANDING COMPARATIVE DATA



















Mean (Average) Raw Scores

The Mean Raw Scores (averages) as noted for International and Independent School students provide a point of reference when compared to the student's Total Raw Score. IN averages are based on the aggregated Total Raw Scores of ERB students in 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) aligns to the WrAP standardized criterion referenced scale, which ranges from about 100 to 1400 (for Grades 3-12). The WrAP scale is a conversion of the student's raw score to this scale. Scale scores include relevant grade level, easy to understand, numbers that fall within a range. For example, a scale score for grade 3 that met expectations for this grade would be about or above 325 up to 400. A scale score about or above 400 would indicate that the student has performed above grade level expectations on this assessment. For grade 9, a scale score about or above 925 would indicate an essay that met expectations for those grades, while a score about or above 1000 would indicate an essay that was above expectations. Scale scores vary by grade and genre, but generally fall within such a range. A similar pattern holds for the other grade bands as well.

Informative	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics
<p>When scoring, consider the degree to which the response:</p>	<p>(Overall effect of the essay)</p> <ul style="list-style-type: none"> • Is fluent and addresses the expectations of an informative essay • 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"> • Clearly introduces topic and focus • Is clearly and logically ordered to effectively organize ideas, concepts and information to illustrate important relationships, connections, and/or distinctions • Is paragraphed using transition words, phrases, and techniques 	<ul style="list-style-type: none"> • Includes relevant facts, definitions, quotes, and/or examples to provide an accurate and comprehensive explanation and/or analysis of ideas and information relevant to the topic • Includes text references where appropriate* 	<p>Includes sentences that are:</p> <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 effectively inform, explain or analyze the topic • Employs effective language and word choice 	<p>Shows a command of standard English mechanics in:</p> <ul style="list-style-type: none"> • Spelling • Punctuation • Capitalization
<p>6</p>	<ul style="list-style-type: none"> • Fluent, richly developed • Clear awareness of audience and purpose • Distinctive, engaging voice • Original, insightful, or imaginative <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Carefully but subtly organized from beginning to end • Logical order of ideas, concepts, and information • Elegant flow of ideas • Provides closure <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Supporting details are rich, interesting and informational throughout; fully developed • Response cites relevant details throughout and is appropriate for the focus <p> <u>Sample</u></p>	<p>Sentence structures enhance style and effect</p> <ul style="list-style-type: none"> • Virtually no errors in structure or usage • Successfully uses more sophisticated, varied sentence patterns <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Rich, effective vocabulary throughout • Vivid language • May use figurative language and imagery <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Very few or no mechanical errors relative to length or complexity <p> <u>Sample</u></p>
<p>5</p>	<ul style="list-style-type: none"> • Fluent, fully developed • Clear awareness of audience and purpose • Evidence of voice, compositional risks attempted • Cohesive <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Organized from beginning to end • Logical order of ideas, concepts and information • Subtle transitions • Provides closure <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Supporting details are strong and varied throughout • Responses cites relevant and varied details throughout that are appropriate for the focus <p> <u>Sample</u></p>	<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 <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Effective vocabulary • Generally successful in using rich language <p> <u>Sample</u></p>	<p>Few mechanical errors relative to length or complexity</p> <p> <u>Sample</u></p>
<p>4</p>	<ul style="list-style-type: none"> • Moderately fluent, adequately developed • Awareness of audience and purpose • Ideas developed but somewhat limited in depth <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Minor lapses in order or structure of ideas, concepts, and information • Meaning is subordinate to organizational devices • Contrived transitions • Provides closure <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Supporting details are adequate • Responses cites generally relevant details that are appropriate for the focus <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Some sentence variety • Generally correct structure and usage • Attempts to use more sophisticated sentence patterns <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Acceptable vocabulary • Attempts to use rich language • Misuse of big words <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Some mechanical errors that do not interfere with communication • Limited text, but mechanically correct <p> <u>Sample</u></p>

Informative	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics
<p>When scoring, consider the degree to which the response:</p>	<p>(Overall effect of the essay)</p> <ul style="list-style-type: none"> • Is fluent and addresses the expectations of an informative essay • 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"> • Clearly introduces topic and focus • Is clearly and logically ordered to effectively organize ideas, concepts and information to illustrate important relationships, connections, and/or distinctions • Is paragraphed using transition words, phrases, and techniques 	<ul style="list-style-type: none"> • Includes relevant facts, definitions, quotes, and/or examples to provide an accurate and comprehensive explanation and/or analysis of ideas and information relevant to the topic • Includes text references where appropriate* 	<p>Includes sentences that are:</p> <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 effectively inform, explain or analyze the topic • Employs effective language and word choice 	<p>Shows a command of standard English mechanics in:</p> <ul style="list-style-type: none"> • Spelling • Punctuation • Capitalization
<p>3</p>	<ul style="list-style-type: none"> • Somewhat developed • Some awareness of audience and purpose • Repetitive or too general <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Poor transitions • Random order of ideas, concepts and information • Attempts closure • Shift in focus <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Details lack elaboration • Response provides insufficient relevant details • Responses demonstrate some understanding of the topic <p> <u>Sample</u></p>	<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 <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Simplistic vocabulary with acceptable but limited word choice • Some errors in word choice <p> <u>Sample</u></p>	<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) <p> <u>Sample</u></p>
<p>2</p>	<p>Poorly developed</p> <ul style="list-style-type: none"> • Poor awareness of audience or purpose • Ideas and details are not clear <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Thought patterns are difficult to follow • Events are not clear or sequenced • Resembles free-writing, rambling • Continual shifts in focus <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Supporting details are listed may be irrelevant to the topic or idea • Repetitious details • Too few details <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • No sentence variety • Serious errors in structure or usage • Too brief to demonstrate variety <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Simplistic vocabulary with inappropriate and/or incorrect word choice <p> <u>Sample</u></p>	<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) <p> <u>Sample</u></p>
<p>1</p>	<ul style="list-style-type: none"> • Restates topic • No awareness of audience or purpose • Inappropriate response • Too brief to show development <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • So short that it lacks organization or focus • So confused that the student's response is difficult to understand <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Virtually no details • Irrelevant details <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Lack of sentence sense • Errors throughout in sentence structure • Errors throughout in usage • Too brief to evaluate <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Extremely limited vocabulary • Errors throughout in word choice • Too brief to evaluate <p> <u>Sample</u></p>	<ul style="list-style-type: none"> • Mechanical errors that seriously interfere with communication • Too brief to evaluate <p> <u>Sample</u></p>
<p>N</p>	<p>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.</p>				<p>*Text-based Prompts</p>	