Webinar
Scoring Essay Composition

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Agenda

- Describe and demonstrate scoring criteria for the essay.
- Use sample essays to score Theme Development and Text Organization and Grammar and Mechanics.
Resources

- Handout
- *Quick Score Guide for Theme Development and Text Organization*
- From WIAT-III Scoring Workbook
  - Case 30
  - Case 24
  - Case 20

Essay Composition - p. 25 RF

- Materials
  - Record Form
  - Response Booklet
  - Pencil without eraser
  - Paper
  - Stopwatch
- Grades 3-12
- Time limit 10 minutes
Directions for Administration

Say, On this page I would like you to write an essay. Do your best writing, and also write neatly so I can read it later.

Point to the blank page in the Response Booklet. If you’d like, you can use this blank page to plan what you will write.

Planning the Essay

Activity

Reason1
- Elaboration1
- Elaboration2

Reason2
- Elaboration1
- Elaboration2

Reason3
- Elaboration1
- Elaboration2
Scoring Essay Composition

Resources

- Examiner’s Manual - Appendix B.6, Appendix B.7
- Scoring Software
- Quick Score Guide
- Scoring Workbook

Preparing to Score Essay

1. Make copy of student’s essay. Do not write on the student’s essay in the Response Booklet.
2. Get pen or pencil to record scoring information in the Record Form.
3. Get two different colored pens or highlighters to highlight reasons and elaborations.
High-Scoring Essay: Development & Organization

Six features:

1. Five **paragraphs**.
2. An **introduction**
   - includes a thesis statement, and
   - summarizes the reasons that will be presented.
High-Scoring Essay: Development & Organization

Six features:

3. Use of *transitions* to show relationships between ideas.

4. Three or more *reasons* to support the thesis statement.

5. One or more *elaborations* to support each reason.

6. A *conclusion* – includes a thesis statement, and
   – summarizes reasons presented.

See Case 30 - Softball Grade 12
Scoring Word Count

Scoring Workbook
- Case 30
- Case 24

Scoring Theme Development and Text Organization

General Scoring Rules:
Theme Development and Text Organization is not a measure of written mechanics.
- Do not penalize mechanics errors.
- Disregard spelling, capitalization, and punctuation errors.
- Identify independent clauses, dependent clauses, and complete sentences; disregard other grammar and syntax errors.
Independent Clause

- a group of words that contains a subject and verb and expresses a complete thought.
- can stand alone as a sentence.
  - e.g., I like football.
  - e.g., I like football, but I love soccer.
  - e.g., I like football because it’s fun.

Dependent (Subordinate) Clause

- a group of words that contains a subject and verb, but does not express a complete thought.
- cannot stand alone as a sentence.
- begins with a subordinate conjunction (e.g., although, because, till, while) or a relative pronoun (e.g., that, which).
  - Susie bought a new, smaller car because it cost too much to repair her old car.
Complete Sentence

An independent clause that may be combined with other independent and/or dependent clauses to express a complete thought.

- I like soccer.
- I like tennis, but I do not understand the rules of the game.
- Although I love soccer, I will never play because I cannot kick a ball.

Scoring Theme Development and Text Organization

**Introduction**

- Qualifying Thesis Statement?
- Are *all* reasons stated in introduction restated in body using at least one of *same key words* for each reason?

**Conclusion**

- Qualifying Thesis Statement?
- Are *all* reasons stated in conclusion restated in body using at least one of *same key words* for each reason?
Qualifying Thesis Statement: Introduction

A qualifying thesis statement is one that:

- is in the *introduction* of the essay;
- is a *complete sentence*;
- includes the name of a game; and
- expresses a fondness for the game by using a *superlative* or positive adjective, or states that the student likes or loves the game.

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Qualifying Thesis Statement: Conclusion

A qualifying thesis statement is one that:

- is in the *conclusion* of the essay;
- is an *independent clause*;
- includes the name of a game or a pronoun to refer to the game; and
- expresses a fondness for the game by using a *superlative* or positive adjective, or states that the student likes or loves the game.
Scoring Theme Development and Text Organization

**Paragraphs**
How many paragraphs include two or more ending punctuation marks each following a different statement?

**Transitions**
Review the essay and look at the first word that follows each ending punctuation mark. How many of these words appear in the *List of Acceptable Transitions*?

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List of Acceptable Transitions

<table>
<thead>
<tr>
<th>1st, 2nd, 3rd, etc.</th>
<th>Importantly</th>
<th>Previously</th>
</tr>
</thead>
<tbody>
<tr>
<td>A further</td>
<td>In (my) conclusion</td>
<td>Probably</td>
</tr>
<tr>
<td>A second/third/etc.</td>
<td>In addition</td>
<td>Provided that</td>
</tr>
<tr>
<td>A similar</td>
<td>In any case/event</td>
<td>Rarely</td>
</tr>
<tr>
<td>Above all</td>
<td>In brief</td>
<td>Rather</td>
</tr>
<tr>
<td>Additionally</td>
<td>In case</td>
<td>Recently</td>
</tr>
<tr>
<td>After</td>
<td>In contrast</td>
<td>Regardless</td>
</tr>
<tr>
<td>Afterward(s)</td>
<td>In fact</td>
<td>Remarkably</td>
</tr>
<tr>
<td>Again</td>
<td>In general</td>
<td>Right now</td>
</tr>
<tr>
<td>All in all</td>
<td>In order to/for</td>
<td>Second(ly)</td>
</tr>
<tr>
<td>All these reasons</td>
<td>In other words</td>
<td>Shortly</td>
</tr>
<tr>
<td>Also</td>
<td>In particular</td>
<td>Similarly</td>
</tr>
</tbody>
</table>

cont’d
### Scoring Theme Development and Text Organization

#### Reasons Why

How many independent clauses in the body of the essay include key words that are restated in the introduction and/or conclusion? (A)

#### Elaborations

Of all the reasons identified, how many are immediately followed by:

- an independent clause that is not a contrasting statement? or
- a dependent clause or complete sentence beginning with because?

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### Scoring Reasons Why-Process

#### A. How many independent clauses in the body of the essay include key words that are restated in the introduction and/or conclusion?

0 ↓

#### B. Does the essay include one or more paragraphs that begin with a qualifying topic sentence?

No ↓

#### C. Does the essay include one or more bulleted and/or numbered statements?

No ↓
### Scoring Reasons Why - Process

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Does the essay include one or more independent clauses that include an enumerative word/phrase?</td>
<td>No</td>
</tr>
<tr>
<td>E. Does the essay include one or more independent clauses that include the word “reason” or “reasons”?</td>
<td>No</td>
</tr>
<tr>
<td>F. Does the essay include one or more independent clauses that include the phrase “that is (that’s) why” or “this is why”?</td>
<td>0</td>
</tr>
<tr>
<td>G. How many independent clauses or complete sentences include a <strong>superlative</strong>? [E.g., best, most, greatest.]</td>
<td>0</td>
</tr>
<tr>
<td>H. How many independent clauses or complete sentences include an <strong>additive conjunction</strong> (other than <em>and</em>)?</td>
<td>0</td>
</tr>
<tr>
<td>I. Does the essay include the word “because”?</td>
<td>No</td>
</tr>
</tbody>
</table>

If Reasons Why raw score is 0 points, quit Scoring Guide.

Also, See Criterion K in Appendix B.6
Criterion I - “because”

- Use of *because* that does not immediately follow an identified reason counts as one reason. E.g., I like it *because it’s fun* and because it’s exciting and *because it’s great*. (Reasons = 2 points)

- If *because* is followed by two or more phrases or statements, each phrase/statement does not receive credit as a separate reason. E.g., I like it *because it’s fun, exciting, and great*. (Reasons = 1 point)

General Rules for Scoring Reasons and Elaborations

- See page 161 - Examiner’s Manual

- *Reasons Why* and *Elaborations* are separate scores, but they are scored concurrently.

- A statement must be an independent clause or complete sentence to receive credit as a reason.

- A clause or sentence beginning with because that immediately follows a reason receives credit as an elaboration.
Score Reasons and Elaborations

I love soccer because it is challenging. I try my best. (Reasons = …, Elaborations = …).

I love soccer because it is challenging, but I always try my best. (Reasons = …, Elaborations = …).

I’m good at it because I’m strong. I practice everyday. (Reasons = …, Elaborations = …).

I’m good at it because I’m strong, yet I don’t practice everyday. (Reasons = …, Elaborations = …).

Scoring-Quick Score

WIAT®-III Essay Composition: “Quick Score” for Theme Development and Text Organization (NCS Pearson, 2010)
Quick Score

1. Read Essay
2. Score Introduction
3. Score Conclusion
4. Score Paragraphs
5. Score Transitions
6. Find Reasons Why
7. Score Reasons Why
8. Score Elaborations

Case 24 - Tacal Football Grade 7

Scoring Software

- Answer Questions to Generate Raw Scores for Essay Composition.
- Use resources within software program (e.g., List of Acceptable Transitions, Helpful Definitions).

Case 20 - Hide and Seek Grade 5
Essay Composition—Scoring Grammar and Mechanics

1. **Correct Word Sequences (CWS = ^):** 2 adjacent correctly spelled words that are grammatically correct within context of phrase. Capitalization and punctuation are used correctly.

2. **Incorrect Word Sequences (IWS = ●)** “any 2 adjacent words or spaces not included in a CWS.

See Appendix B.7 for Scoring Rules

See Case 34
General Scoring Rules

- Score according to standard rules of written grammar and mechanics unless otherwise specified by the scoring criteria.
- Do not penalize for errors that appear to be due to poor penmanship or poor visual-motor control.
- Correct capitalization and correct ending punctuation are weighted more heavily than correct spelling - ^Whe*went^to^the*moovies.^
Specific Scoring Rules

To mark a CWS, the following rules must be met:

- Words must be spelled correctly
- Words must be capitalized correctly
- Words and sentences must be punctuated correctly
- Words and sentences must be grammatically and syntactically correct
- Words must be semantically correct

Essay Composition - Supplemental Score

2 adjacent correctly spelled words – grammatically correct within context of phrase

<table>
<thead>
<tr>
<th>Grammar and Mechanics* Supplemental Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct Word Sequences (CWS)</td>
</tr>
<tr>
<td>Incorrect Word Sequences (IWS)</td>
</tr>
<tr>
<td>Total Raw Score (CIWS)</td>
</tr>
</tbody>
</table>

*Use scoring rules in appendix B.7 for Grammar and Mechanics.

Case 34
Wechsler Individual Achievement Test-Third Edition: Scoring Essay Composition
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