



Australian Council for Educational Research

Sample School

Test Scoring and Analysis Writing - Narrative

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ACER Test Scoring and Analysis

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Test Scoring and Analysis Writing - Narrative

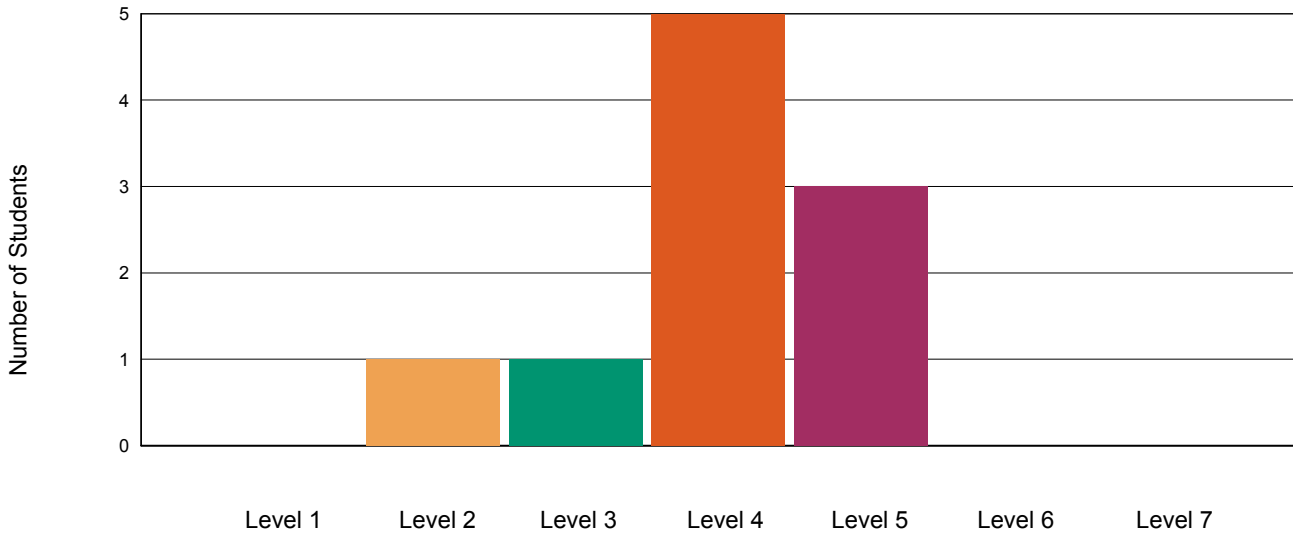
The Child

| Name | Content | | Language | | Spelling | |
|-------------|-----------|-------|-----------|-------|-----------|-------|
| | Raw Score | Level | Raw Score | Level | Raw Score | Level |
| Adams, A | 8 | 4 | 8 | 4 | 9 | 5 |
| Dale, M | 9 | 5 | 10 | 5 | 9 | 5 |
| Harrison, L | 7 | 4 | 8 | 4 | 10 | 5 |
| Leigh, W | 9 | 5 | 9 | 5 | 7 | 4 |
| Morgan, J | 8 | 4 | 8 | 4 | 9 | 5 |
| Potter, J | 6 | 3 | 7 | 4 | 8 | 4 |
| Reynolds, J | 8 | 4 | 8 | 4 | 8 | 4 |
| West, S | 4 | 2 | 5 | 3 | 8 | 4 |
| Young, C | 8 | 4 | 9 | 5 | 10 | 5 |
| Yu, S | 9 | 5 | 10 | 5 | 10 | 5 |

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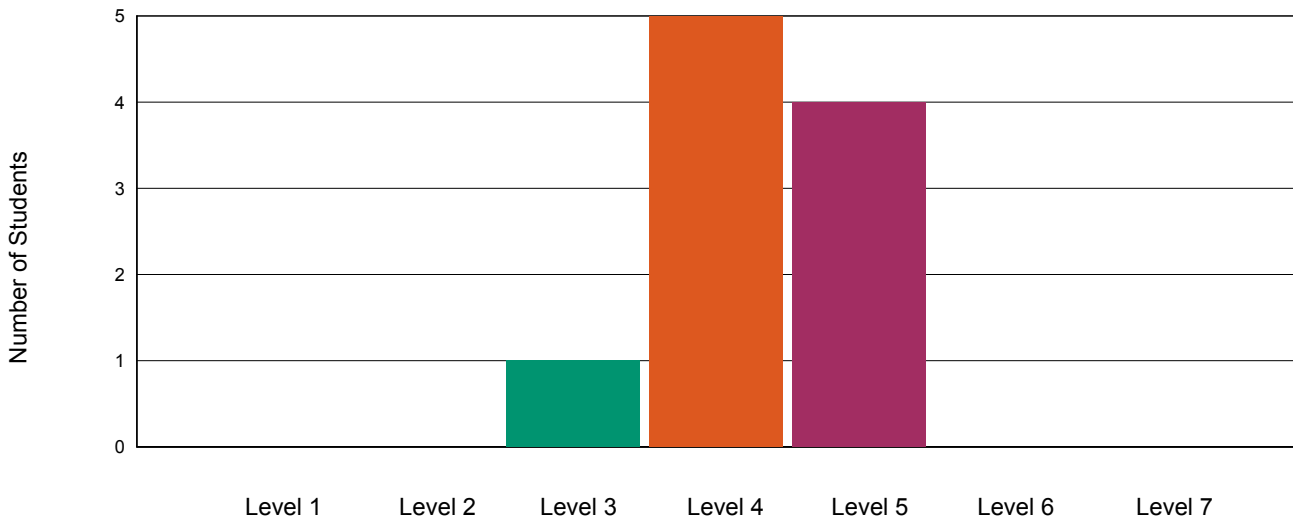
Content

Distribution of Scores



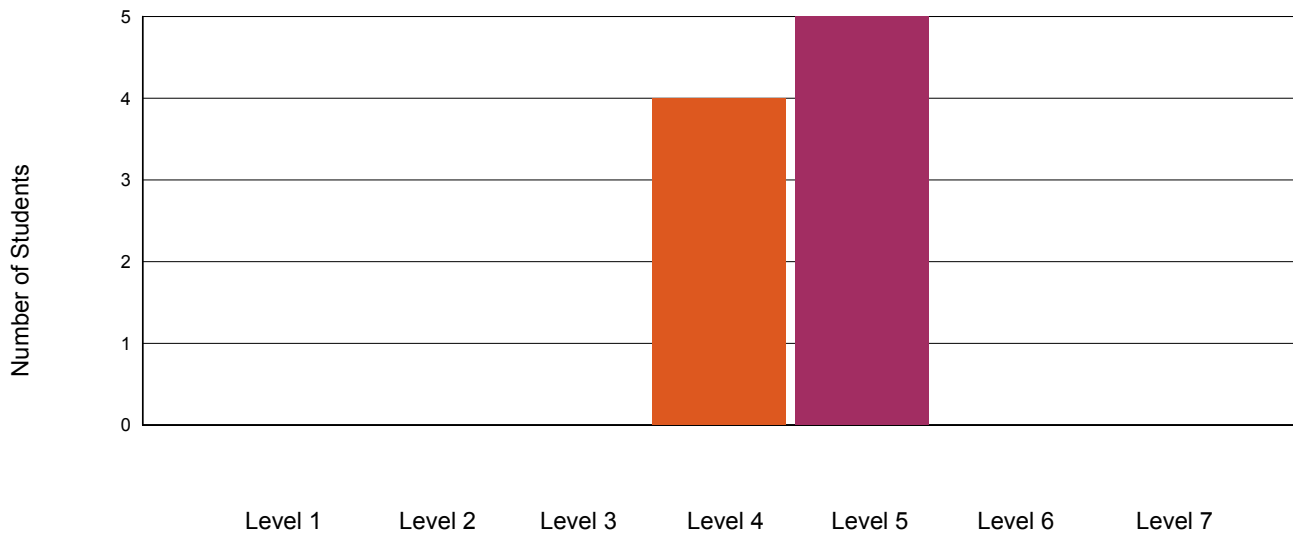
Language

Distribution of Scores



Spelling

Distribution of Scores



| Score Range | Description |
|-------------|---|
| Level 7 | 14 Writes a sustained and complex narrative with depth of character or a convincing persona; skillfully constructs an original plot. May include thought provoking reflection on attitudes, values and insights. Evokes a strong response in the reader. |
| | 13 Writes a sustained narrative, beyond stereotypes. Has a sense of crafting, e.g. surprise ending; attempts a convincing persona, perhaps from a different background to that of the writer. Writes a memorable story. |
| Level 6 | 12 Writes a sustained narrative, beyond stereotypes. Has a sense of crafting, e.g. surprise ending; attempts a convincing persona, perhaps from a different background to that of the writer. Writes a memorable story. |
| | 11 Writes a sustained and generally convincing (though perhaps stereotyped) narrative; creates credible characters, showing some insight. Engages and holds the reader's interest. |
| Level 5 | 10 Writes a developed and integrated narrative which convincingly incorporates the prompt; attends to time order and character development. Engages the reader through humour and/or suspense. May be reflective. |
| | 9 Writes a generally well constructed narrative that incorporates the prompt well and has sound characterisation. Deliberate attempt to engage the audience. |
| Level 4 | 8 Maintains focus in a narrative, with events and details contributing to the storyline and with identifiable characters; uses story prompt plausibly within own fictional world. Considers impact on audience and may imitate published models. |
| | 7 Shows an understanding of narrative genre and developing skill in plot construction, with characters emerging through speech or action. Plot may fall away or lack resolution. Shows some consciousness of audience. |
| Level 3 | 6 Writes a narrative with a distinguishable storyline, narrative structure and a clear setting, but minimal character definition. Clearly links story with the given prompt. Writes with some coherence, which may not be sustained. Shows an emerging sense of audience. |
| | 5 Writes a simple storyline, with characters named only. Writes an episodic or descriptive response with limited control. Narrative point of view may change. Makes a limited attempt at audience impact |
| Level 2 | 4 Writes a story that makes sense to the reader. Shows a basic understanding of the task. Includes elements of a story with some relation to the prompt. |
| | 3 Shows some awareness of the task. Writes a very brief or long and disjointed response. Lacks control of story length, plot and character. Shows little, if any, awareness of audience. |
| Level 1 | 2 Writes a very brief response with little shape. May rely heavily on the prompt (e.g. copying out words). Includes unrelated events and ideas. |
| | 1 Makes an attempt to write but communicates nothing to the reader. Provides little to assess. |

Test Scoring and Analysis Writing - Language and Spelling Level Descriptions

| Score Range | Language Description | Score | Spelling Description |
|-------------|---|-------|---|
| Level 7 | 14 Uses with assurance grammatically complex sentences free from errors of syntax and punctuation. Selects words and images with precision, for impact and to convey shades of meaning (sense of crafting). Writes with a strong individual voice and flair. | 14 | Spelling of a mature, challenging, precise and assured vocabulary is accurate and virtually error-free. Shows minimal or no error in first draft writing. |
| | 13 Writes in a fluent and mature manner, with grammar and punctuation in complex sentences mostly error-free. Uses a wide range of vocabulary. Writes with a confident voice and consistent style. | 13 | Spelling of a wide range of more sophisticated vocabulary is mostly error-free. |
| Level 6 | 12 Makes competent use of Standard Australian English. Effectively uses structure appropriate to genre. Chooses effective and imaginative vocabulary and phrasing. Has noticeable voice and style (though may be a little uneven). | 12 | Spelling of Standard Australian English is accurate and competent. |
| | 11 Shows general control of Standard Australian English, with correct grammar and punctuation. Structures and organises writing in relation to genre. Makes competent vocabulary selections. Conveys writer's voice clearly. | 11 | Spelling of Standard Australian English is correct most of the time. |
| Level 5 | 10 Shows control of a variety of sentence structures with correct grammar and punctuation. Demonstrates competent text organisation. Makes effective use of selected vocabulary. Writes with emerging voice. | 10 | Spelling of a carefully selected (student) vocabulary is well controlled. Words with irregular spelling, words with suffixes and homophones are usually correct. |
| | 9 Makes sound use of complex sentence structures, punctuation and organisational features. Selects appropriate conventional vocabulary. Gives an indication of emerging voice. | 9 | Spelling of a wide range of conventional student vocabulary is mostly correct, though first draft writing may show uncertainties. |
| Level 4 | 8 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 or letter). Uses vocabulary appropriate to content and text type. | 8 | Most spelling, within a limited student vocabulary, is correct. Some spelling rules are consistently followed. |
| | 7 Writes with growing fluency and attempts to vary sentence forms. Includes a range of common punctuation. Attempts to select vocabulary for effect. | 7 | Spelling of a simple vocabulary is almost entirely error-free. Spelling of a wider choice of words is inconsistent but shows understanding of phonetic and visual patterns. |
| Level 3 | 6 Attempts complex sentences using conjunctions such as <i>after</i> , <i>because</i> , <i>when</i> , <i>or</i> and <i>so</i> and begins to control verb forms and makes sound use of common punctuation. Uses simple, appropriate text organisation (e.g. notion of a beginning and an end). Makes some vocabulary selection. | 6 | Spelling supports readability of texts. Spelling of common words and readily recognised words is accurate. Attempts show awareness of phonetic and visual patterns. |
| | 5 Shows control of simple sentence structure but with lapses in punctuation. Uses a basic vocabulary. Writing can be episodic. | 5 | Spelling of common words and words with common patterns is correct. Spelling of other readily recognised words is inconsistent. |
| Level 2 | 4 Writes mostly intelligible, simple sentence forms with some linking words but may repeat a sentence pattern. Attempts common punctuation such as full stops and capital letters. Uses simple vocabulary. | 4 | Spelling of frequently used words and of some one- and two-syllable words with common patterns is usually correct. Spelling of other words may contain errors. |
| | 3 Uses simple sentence forms which may have gaps or lack of punctuation. Makes indiscriminate use of punctuation. | 3 | Spelling makes writing difficult to read but some common words are spelt correctly. Shows some awareness of phonetic patterns. |
| Level 1 | 2 Writes a very brief (or sometimes long) response with little shape. Uses some basic conventions. | 2 | Spelling makes writing difficult to read. |
| | 1 Makes an attempt to write - letter clusters and word forms. | 1 | Text requires interpretation of intended letters and words. |
| | 0 Provides little to assess - may use pictures. | 0 | Insufficient evidence for a confident assessment. |