

CIEP Writing Placement	Level 1 1 point	Level 2 2 points	Level 3 3 points	Level 4 4 points	Level 5 5 points	Level 6 6 points	Level 7 7 points	No CIEP - 8 8 points	Row Total
Paragraph Length/form	None	Several related simple sentences	One short ¶ or few sentences; no form	One indented ¶	Two extended & indented ¶s, attempt at essay length	Essay Length;4-5 full indented ¶s	Essay Length >5 or more ¶s; include intro, body, conclusion	Very Long; ¶s include academic content	
Introduction	NA / None 2 points			Very poor or rudimentary attempt	Brief introductory remark that is separate and/or undeveloped	Short 2-4 sentences; general to specific ideas	Long (4 or more) sentences starting w/ general background information becoming narrow & specific in focus leading to the thesis	Academic caliber	
Thesis	NA / None 2 points			Failed attempt	Brief opening remark predicting essay content; may be announcement lacking persuasion	Clear assertion at end of introduction reflecting writer's opinion and/or intent; may be too broad or too narrow	Clear assertion at end of introduction reflecting writer's opinion(s) and/or intent; gives direction to the content of the essay	Academic caliber	x2
Supporting Details	None	Practically none	Related ideas, no support	Few details or examples connected to main idea, some irrelevant	Few irrelevant ideas, sometimes adequate support for topic sentence(s)	Few or no irrelevant ideas, usually adequate support for topic sentences	No irrelevant ideas, usually adequate support for topic sentences	No irrelevant ideas, always detailed & well considered support of topic sentences	x2
Transitions	None	Practically none	Isolated & rudimentary	Some # or sequence transitions, informal use of coordinating conj.	Some #, sequence, cause/effect transitions & coordinating conj.	Fair variety of appropriate transitions coherently linking supporting ideas & ¶s	Strong variety of appropriate transitions linking supporting ideas & ¶s	Logical & smooth flow, including clear transitions between & inside ¶s	
Topic Sentence	None	Practically none	Rudimentary attempt, e.g., single words, fragments, unrelated to ¶	Clear attempt w/ possibly weak controlling ideas, corresponding to facts/examples in ¶	Clear w/ controlling ideas, corresponding to facts/examples in ¶	Clear w/ strong controlling ideas, corresponding to facts/examples in ¶	Consistently clear w/ strong controlling ideas, corresponding to facts/examples in ¶	Academic caliber	
Conclusion	None	Practically none	Rudimentary attempt e.g., single words, fragments, unrelated to ¶	Attempt made at end of ¶ or separate concluding statement	Attempt made w/ few issues	Basic restatement/summary of essay's main points w/ final thought	Strong restatement/summary of essay's main points w/ final thought /implication	Academic caliber	
Clause Level and Grammar Tense	Ungrammatical writing; no attempt	Some control of simple present tense.	Present progressive; S + V + O order correct; simple past, simple future, can & may	Simple present and past w/ time clauses; proper use of ability & permission modals; adverbs of manner; comparatives & superlatives	Future & future time clause; present perfect; gerunds & infinitives; receptive & reflexive pronouns; avoids comma splices & run-ons*	Adjective/Noun clauses; progressive forms; perfect forms; passive voice; reported speech; embedded questions with some errors**	Few or no errors in adjective, noun, & adverb clauses & phrases; subjunctive; parallel structure conditional sentences & wis, real and unreal***	Academic caliber	x2
Word Level and Word Choice	Almost all attempts have either spelling & WC errors	Basic words spelled & used; pervasive WC errors	Non-active verbs, possessive adjectives, subject & object pronouns; a great deal of WC errors	Countable & non-count nouns; descriptive language; basic persuasive language; many WC errors	Language to identify problems & present solutions; compare & contrast; emotional details; benefits & drawbacks; some WC errors	Persuasive & counterargument language; transition words; varied use of modals; paraphrasing; few WC errors	Nouns as modifiers; words appropriate for rhetorical style; reported speech & reporting verbs; very complex; often accurate; very few WC errors	Academic caliber	
Variety of Structure	No attempt; incomplete sentences	Very little variety; short simple sentences	Little variety; short, simple sentences	Higher accuracy, but most sentences still short & simple; some compound e.g. sentences w/ and, but, so, when	More compound sentences; tense variety (see above *)	Variety of sentence lengths & structures; some mistakes w/ appropriate usage; tense variety (see above **)	Variety of sentence lengths & structures; few mistakes w/ appropriate usage; tense variety (see above ***)	Academic caliber	
Student's Name: _____						POINTS _____ ÷ 13 = Writing Score _____			

Instructions

1. Consider this composition to be a first draft. Consider the degree a student could improve in the next draft.
2. Circle the indicator (descriptor) that best matches the student's writing. It is not necessary for the student to match each element of the descriptor. Simply select the indicator which largely indicates the student's proficiency.
3. Some skill areas are weighed more heavily than others. These areas are indicated by a ____x2. Multiply the score for that particular skill area by two. Then, add the individual scores together and consult the chart for the writing score. (Do not equivocate – do not enter a decimal e.g., 3.5, 5.5 in the blanks on the right.)
4. Before administering and evaluating the exam, review the program's student learning outcomes and proficiency scale.

ACADEMIC CALIBER - Definition

A student who writes an essay of academic caliber can (largely):

- Present a well-developed introduction that effectively frames the prompt's issue and writer's argument
- Present a critical thesis that clearly establishes the focus on the writer's position on the issue
- Show advanced understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion
- Provide a unified, coherent organizational structure that presents a logical progression of ideas
- Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples
- Maintain a precise focus on discussing the specific issue in the prompt throughout the essay
- Generate insightful reasons for a position; show understanding of the complexity of the issue in the prompt by examining different perspectives, and/or evaluating implications or complications of the issue, and/or anticipating and fully responding to counterarguments to the writer's position
- Show effective movement between general and specific ideas and examples
- Use precise transitional words, phrases, and sentences to convey logical relationships between ideas
- Present a well-developed conclusion that extends the essay's ideas
- Correctly employ most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
- Consistently choose words that are precise and varied
- Use a variety of kinds of sentence structures to vary pace and to support meaning