

International Writing Placement Test (IWPT) Guide
Wright State University

| Level | Placement Criteria |
|-------|---|
| 4 | <p>The essay</p> <ul style="list-style-type: none"> • is well-organized with multiple supporting paragraphs • provides a clear introduction, body, and conclusion • effectively addresses the writing task • is well-developed • conveys meaning clearly and effectively • provides appropriate details to support a thesis or illustrate ideals • displays unity between paragraphs and topics • provides successful transitions and flow • displays few grammatical /mechanical errors • demonstrates syntactic variety and facility in the use of language • demonstrates appropriate word choice • contains varied, vivid, precise vocabulary |
| 3 | <ul style="list-style-type: none"> • is well-organized with multiple supporting paragraphs • includes a clear introduction, body, and conclusion • may address some parts of the task more effectively than others • conveys meaning clearly • is generally well developed and supported • displays unity, coherence, and progression • shows some evidence of effective transitions • contains some minor grammatical/mechanical errors (e.g. verb form, articles, prepositions) without affecting meaning • uses a variety of sentence forms (simple, compound, complex) • contains a range of varied and vivid vocabulary appropriate for audience and purpose |
| 2 | <ul style="list-style-type: none"> • is generally well-organized into logical multiple paragraphs • has an adequate introduction, body, and conclusion • addresses the writing topic adequately • uses details to support a thesis or illustrate ideas • expresses ideas coherently most of the time • may contain some serious errors that occasionally obscure meaning • contains some grammatical/mechanical errors that occasionally diminish communication • shows adequate control of simple, complex, and compound sentences • chooses a range of words that are adequate to the purpose • shows unity, coherence, and progression • shows some evidence of effective transitions |
| | <ul style="list-style-type: none"> • shows evidence of logical multiple paragraphs • lacks adequate development of topic |

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| 1 | <ul style="list-style-type: none">• attempts to express ideas coherently• unsuccessfully supports topic with appropriate details • shows evidence of cohesion between paragraphs and topics• includes limited use of transitions• contains grammatical and mechanical errors that frequently diminish communication• possesses effective, but simple sentences • contains inappropriate word choices that frequently diminishes communication• includes high frequency words and repetitious vocabulary |
| 0 | <ul style="list-style-type: none">• Students not meeting the above criteria will be referred to the LEAP program. |

Note. From *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* (p. 143), by J. M. O'Malley and L. Valdez Pierce, 1996, Addison-Wesley. Copyright 1996 by Addison-Wesley Publishing Company, Inc. Adapted with permission. From *Test of Written English (TWE) Scoring Guide* (p. 12), Copyright 1986 by Education Testing Service. Adapted by permission. J. Horwitz (personal communication, February 17, 2004)