

## EXPERIMENTING A COMPUTER-BASED ESSAY MARKING SYSTEM AT UNIVERSITI KEBANGSAAN MALAYSIA

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**Abstract.** Some of the available Computer-Based Essay Marking (CBEM) systems are as follows: *e-rater*, *Project Essay Grader*, *Intelligent Essay Assessor*, *Student Essay Viewer*, *Intelligent Essay Marking System*, *Marking* and *Methodical Assessment of Reports by Computer*. These systems are computer programs that mark essays and can provide feedback to the writer explaining to a certain extent on how a text can be improved. This study investigates whether feedback given by one of these CBEM systems is useful to fourty-six Universiti Kebangsaan Malaysia students whose essays were assessed online. Students, in a writing course, were required to compose an essay on a specified topic in English. Then, they were required to revise their essays by taking into account feedback given by the CBEM system as well as filling out a questionnaire. The results of the study suggest that although students faithfully revise their essays by taking into consideration feedback given by the CBEM system, there is room for improvement indicating that feedback given by the CBEM system is not sufficient. The results of this particular study will contribute to efforts in developing a framework of a CBEM system for writing in English as a second language at tertiary level of education in Malaysia.

**Keywords:** Writing assessment, english as a second language, computer-assisted language learning

**Abstrak.** Di antara sistem pemarkahan esei berkomputer sedia ada adalah *e-rater*, *Project Essay Grader*, *Intelligent Essay Assessor*, *Student Essay Viewer*, *Intelligent Essay Marking System*, *Marking* dan *Methodical Assessment of Reports by Computer*. Sistem pemarkahan esei berkomputer adalah perisian yang dapat memberi maklum balas kepada penulis bagaimana untuk meningkatkan mutu penulisan. Kajian ini meneliti samada maklum balas yang diberikan oleh salah satu sistem pemarkahan esei ini berguna kepada 46 orang pelajar di Universiti Kebangsaan Malaysia. Esei pelajar-pelajar ini telah diberi markah di atas talian. Pelajar-pelajar ini dikehendaki untuk mengarang esei dalam Bahasa Inggeris berdasarkan satu topik yang telah diberikan. Selepas itu, mereka dikehendaki untuk memperbaiki esei mereka dengan mengambilkira maklum balas yang diberikan oleh sistem pemarkahan esei berkomputer tersebut dan juga menjawab soal-selidik. Hasil dapatan kajian menunjukkan bahawa walaupun pelajar-pelajar telah memperbaiki esei mereka dengan mengambilkira maklum balas yang telah diberikan, masih ada ruang untuk mereka memperbaiki esei mereka itu. Ini menunjukkan bahawa maklum balas yang diberikan tidak mencukupi untuk meningkatkan lagi mutu penulisan mereka. Hasil dapatan penyelidikan ini dapat diguna pakai dalam membangunkan satu kerangka sistem pemarkahan esei berkomputer untuk penulisan dalam Bahasa Inggeris sebagai bahasa kedua bagi pelajar-pelajar di institusi pengajian tinggi di Malaysia.

**Kata kunci:** Penilaian esei, bahasa Inggeris sebagai bahasa kedua, pembelajaran bahasa dibantu komputer

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## 1.0 INTRODUCTION

Most tertiary level students are required to write essays as course requirements. At Universiti Kebangsaan Malaysia, English writing courses require students to submit their written work in English. These assignments usually take the form of essays of considerable length and a certain period of time is given to students to complete them e.g. two weeks. Students are encouraged to write drafts of these essays and submit the final essay to the lecturer before a given deadline.

Lecturers will mark these essays by following a scoring rubric, give written feedback to students and assign a score for each of these essays. According to Smith and Ragan (1992) and Mory (1996), feedback is an essential part of instruction. This statement is fully supported by Gagne (1985) who claimed that feedback given to students closes the loop in a learning process. However, in giving feedback to students, lecturers face considerable problems especially when student numbers is large. There is no doubt that lecturers have an idea of what feedback to give for a particular writing task, but maintaining to give feedback that are consistent in specific areas for each student's writing is difficult. In responding to content alone, Bates, Lane and Lange (1993) suggested that lecturers should write personalised comments, provide guidance or direction when necessary, make text-specific comments and balance positive and negative comments. Lecturers' inability to provide consistent feedback will result in some students receiving feedback on a particular area only while other areas are neglected.

Lecturers also need to be aware as to which areas of feedback are going to be useful to students. A study carried out by Saadiyah Darus, Supyan Hussin and Stapa (2001) shows that three most important areas that students prefer to receive feedback are errors in their essay, organisation of ideas, and coherence of text. Needless to say that, lecturers spend a lot of their time in giving written feedback without being aware of which feedback are going to be useful to their students. It would be more worthwhile if, lecturers focus their attention in giving feedback to those areas that are expected by students.

With the state of the art of information and computer technology, several Computer-Based Essay Marking (CBEM) systems have been developed. E-rater (Burstein & Chodorow, 2002), Project Essay Grader (Shermis, Mzumara, Olson, & Harrington, 2001), Intelligent Essay Assessor (Foltz, Laham, & Landauer, 1999), Student Essay Viewer (Moreale & Vargas-Vera, 2003), Intelligent Essay Marking System (Ming, Mikhailov, & Kuan, 2000), Markin (Holmes, 1996; Krajka, 2002) and Methodical Assessment of Reports by Computer (Marshall & Barron, 1987) are some of the available CBEM systems. Generally, CBEM systems fall into one of these categories: automated or semi-automated (Saadiyah Darus, Siti Hamin Stapa, Supyan Hussin, & Koo Yew Lie, 2000). The development of such systems started in the early 1960's, pioneered by researchers from different fields using various approaches. The most popular ones are web-based, and they are currently available online for lecturers to use: e-rater, Project Essay Grader, and Intelligent Essay Assessor. However, before making use of a

particular CBEM system, we need to be sure that the system is going to be useful in providing feedback to our students.

## 2.0 E-RATER

E-rater was developed at the Educational Testing Service (ETS), Princeton, NJ in collaboration with Hunter College, New York. ETS researchers took up the challenge of applying advanced computational linguistics and statistical analysis techniques for scoring essays automatically by extracting more direct measures of writing quality. The e-rater prototype was initially called Computer Analysis of Essay Content.

### 2.1 Developing Scoring Rubrics

Essay scoring rubrics were developed by human markers based on scoring rubric from Analytical Writing Assessment (AWA) section of the Graduate Management Admission Test (GMAT). The GMAT samples were convenient samples to choose from because since 1997, students had to submit essays electronically instead of handwritten. Preliminary studies were carried out with two sets of essays, one set for each essay type (since every student had to submit two essays). For the first set of essays, students were required to analyse an argument presented in a short text. Students were required to express an opinion on a specific issue that was presented in a brief statement in the second set of essays. Each set of essays addressed the same topic and comprised of more than 400 essays. Using the GMAT guidelines, two human markers marked each essay and gave a score of 1-6. A third human marker was called in when scores assigned by the first two human markers differed by more than 1 score. Thus, e-rater originally employed scoring rubric based on holistic scoring of writing characteristics of GMAT essays. The same procedure was used in developing further scoring rubric. Additional scoring rubric have been developed for the Test of English as a Foreign Language (TOEFL) as well as the Graduate Record Examinations (GRE).

### 2.2 Developing Direct Measures of Writing Quality

ETS researchers defined more than 100 extractable essay features from a pilot version of AWA and computer algorithms were implemented to extract values for every feature from each essay. They subjected various subsets of writing features or sets of weighted features to linear regression in order to determine optimal scoring models predictive of the scores the human markers had assigned. Each scoring model was tested on an additional set of essays written on one of the same two topics. Model-relevant features from the new essays were extracted and the weighted feature values for each essay were added to predict the score the human markers assigned to a particular essay. The scores assigned had the same level of agreement as the two human markers approximately 90% of the time.

### 2.3 How Does E-Rater Work?

E-rater became operational within ETS's Online Scoring Network for scoring GMAT essays in February 1999. It is claimed that e-rater is able to analyse syntactic variety, topic content of essays and organisation of ideas (Burstein, Kukich, Wolff, Lu, & Chodorow, 1998). E-rater uses a parser that is able to identify subjunctive auxiliary verbs and complex clausal structures in order to recognise syntactic structure. Content vector analysis that is based on the vector-space model commonly found in information retrieval applications is used to identify topic or vocabulary. For e-rater to recognise discourse cues, it makes use of a lexicon that is based on the conceptual framework of conjunctive relations from Quirk, Greenbaum, Leech and Svartik (1985). An essay is first partitioned into individual arguments using natural language processing techniques based on the identification of specific lexical and syntactic cues. Vocabulary content analysis is then applied to each argument. Burstein and Chodorow (1999) claimed that e-rater could be used to evaluate non-native speakers' writing.

Among the salient features that e-rater is able to evaluate based on a scoring rubric are as follows: being on task, development in relation to the position the writer takes, the kind of sentences that are used according to their variety and length and, grammar, usage, and mechanics (Educational Testing Service, 2000).

Linguistic features and their algorithms were refined further and the system has been tested on numerous sets of essays, each addressing a different topic. It seems that the scoring technique can be generalised across essay topics. Quite recently, ETS Technologies has come up with Criterion Online Writing Evaluation (henceforth Criterion is used), an automated practice essay system. It is claimed that Criterion is able to provide holistic scores as well as diagnostic feedback about the specific strengths and weaknesses of the essays. Criterion is principally e-rater on the web.

### 3.0 AIM OF THE STUDY

The aim of the study is to investigate whether feedback given by Criterion is useful to Malaysian students. In particular, the study addresses the following research questions:

1. In which areas do students find feedback given by Criterion useful to them?
2. Is feedback given by Criterion useful in revising their essays?
3. Is feedback given by Criterion more informative than feedback normally given by their lecturers?

### 4.0 METHODOLOGY

The sample consists of essays that were written by 46 second-year students who are currently studying at the School of Language Studies and Linguistics, Universiti Kebangsaan Malaysia. These students were selected at random for this study. The criteria for selecting the students is that they must have taken Written Communication

course in English in the first year. This is necessary because students need to have ample writing practise in order to be able to perform this task. In Written Communication course, students have practiced writing in various forms of genres including persuasive writing.

Students were required to compose an essay of approximately 500 words in a 4-5 paragraphs format using the following prompt: "Many adults become upset when young people break with the traditions of the past. Do you think that these adults are justified in reacting this way? Why or why not? Support your position with evidence from your own experience or the experience of people you know." Several prompts were given by ETS Technologies to ensure that Criterion is able to mark the essays written by these students. This particular prompt was chosen after consultation with lecturers of *Written Communication* course so that it is suitable for the students to write.

Students composed these essays on paper in the classroom. These essays were collected and then typed using a word-processor so that they were computer readable. Care was taken while typing so that errors that students made were kept in tact. After converting the essays that were in *.doc* format to *.txt* format, they were submitted to Criterion at the ETS Technologies homepage one by one (available at <http://www.etstechnologies.com/criterion/student>) by clicking on 'Complete an assignment', entering an ID and password. Students' reports can be viewed by clicking on 'View my reports'. Criterion marks these essays by giving a score of 1-6. The report and diagnostic feedback were then printed. The highest score that a student can achieve is 6 and the lowest score is 1 (see Appendix I). Various informations are indicated in the report, such as *Name, Class, Assignment Name, Assignment Date and Time Taken*. The score for the submitted essay is also given in the report. The diagnostic feedback is given in the form of a Revision Checklist. In this study, students were not required to access the online links that lead to explanation or information about how to correct errors. In revising their essays, students were instructed to take into account the report, diagnostic feedback in printed form and the marking scheme as shown in Appendix I. An example of a report and diagnostic feedback given by Criterion is shown in Appendix II. After revising their essays, students filled out the questionnaire and the revised essays were submitted to Criterion for re-marking.

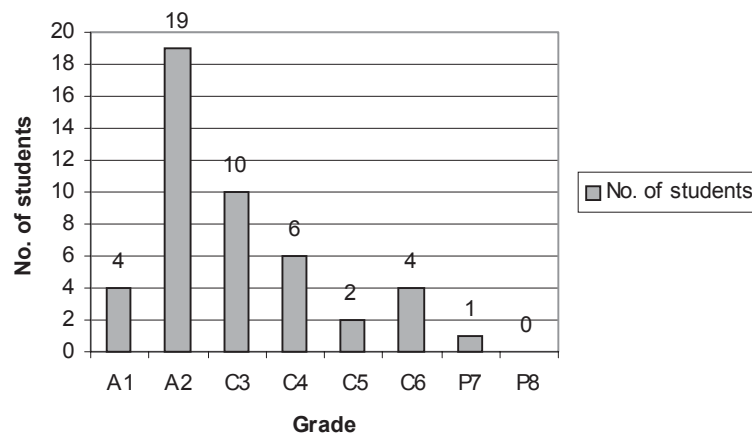
A survey design method was used for the study. The questionnaire consists of 13 questions that are divided into two sections. The first section comprises six questions, enquiring about students' personal information as well as how often they write in English. Seven questions enquire about feedback from Criterion and this comprises the second section of the questionnaire. Data from respondents were analysed using Microsoft Excel.

## 5.0 RESULTS AND DISCUSSION

The following results were gathered from the questionnaire administered to students as well as scores given by the CBEM system, namely Criterion after submitting students' original and revised essays to the system through online delivery.

46 students submitted their original essays, questionnaires and revised essays (except for three students). 42 are females (91%) and four are males (9%). The uneven distribution of female and male students is due to the fact that most of the students studying at the School of Language Studies and Linguistics is female.

The distribution of students based on grades obtained in *Sijil Pelajaran Malaysia* (SPM) at Form Five level is shown in Figure 1. The figure shows that exactly half of the number of the students (50%) did very well for their SPM English by obtaining A1 and A2.



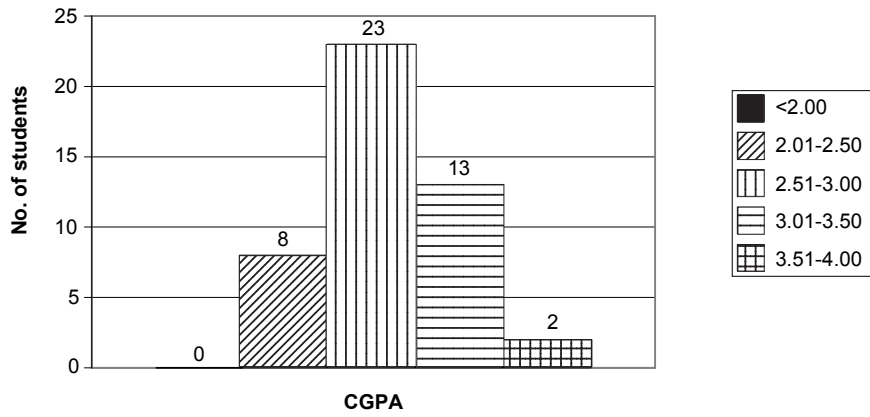
**Figure 1** Students' grades in English at SPM level

In terms of their achievement in the Malaysian University English Test (MUET), it is encouraging to note, as illustrated in Table 1 that majority of the students (52.17%) studying at the School of Language Studies and Linguistics are competent users of English, 28.26% of students are good users while 17.39% are modest users of English. MUET uses a six-band grading system that ranges from Extremely Limited User (Band 1) to Very Good User (Band 6).

**Table 1** Students' MUET band

MUET band	No. of students (%)
1 (Extremely limited user)	0
2 (Limited user)	0
3 (Modest user)	8 (17.39)
4 (Competent user)	24 (52.17)
5 (Good user)	13 (28.26)
6 (Very good user)	0
Did not sit for test	1 (2.17)

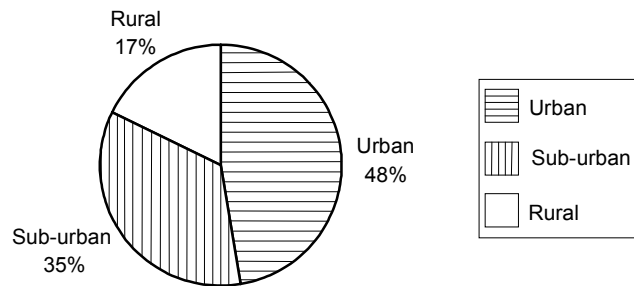
Next, majority of the students' (50%) obtained CGPA results that lie in the middle range of 2.51-3.00 while 32.6% obtained results of 3.00-4.00, as shown in Figure 2. Thus,



**Figure 2** Students' first year CGPA

it can be assumed that students in this group are mostly average and above average students who might have better motivation level in their study.

The students come from various geographical areas in Malaysia, with the highest percentage coming from the urban area (48%), followed by sub-urban (35%) and rural area (17%) as shown in Figure 3. The background data implies that most students have better exposure to the English language, and hence, should be able to write in English without any problem. Still, it does not necessarily mean they can write quality essays.



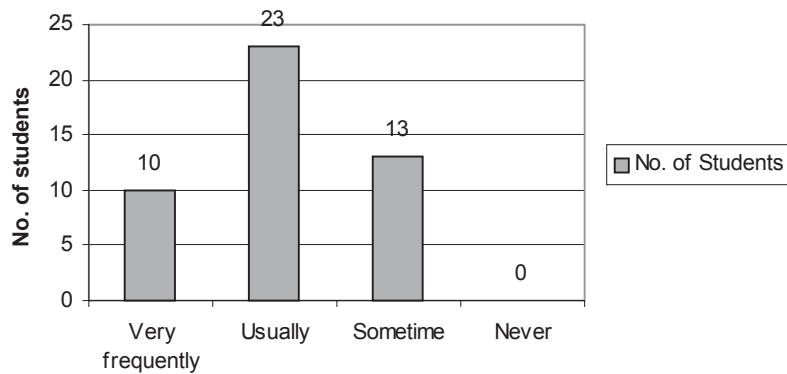
**Figure 3** Home area where the students came from

The students also comprise a mixture of ethnic groups. The largest being the Chinese (58.70%), followed by Malays (17.39%), Indians (15.21%) and others (8.70%) as shown in Table 2.

**Table 2** Students' ethnic group

Ethnic group	No. of students (%)
Malay	8 (17.39)
Chinese	27 (58.70)
Indian	7 (15.21)
Others	4 (8.70)

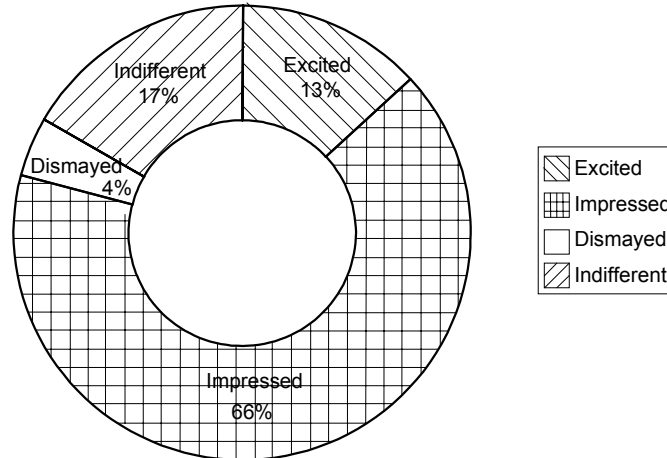




**Figure 4** Students' regularity of writing in English

Figure 4 shows students' regularity of writing in English. These students clearly write regularly in English (e.g. shopping list, e-mails and letters). 33 students (71.7%) write frequently and only 13 students (28.3%) write less frequently. It seems that majority of students are familiar with writing in English.

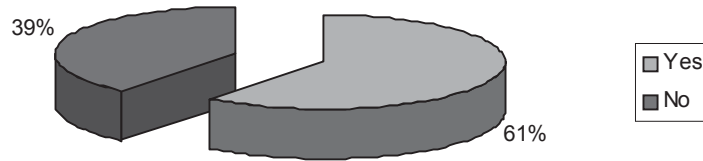
Thirty-six students (79%) are impressed and excited when they realised that the computer has marked their essays, while eight students (17%) are indifferent and only two students (4%) are dismayed. The result is as shown in Figure 5.



**Figure 5** Students' first impression when they realised that the computer has marked their essay

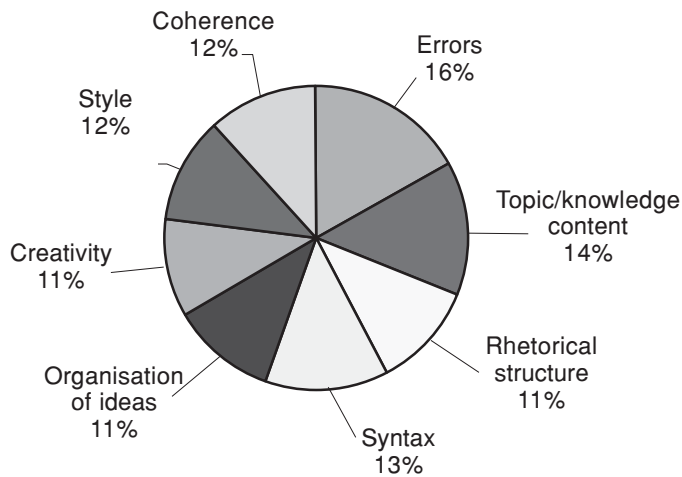
When asked whether they think the score given by Criterion is similar to their expected score, twenty-eight students (61%) answered, "Yes" while eighteen students (39%) answered "No". The result is shown in Figure 6. This shows that majority of the students trust the computer to mark their essays.





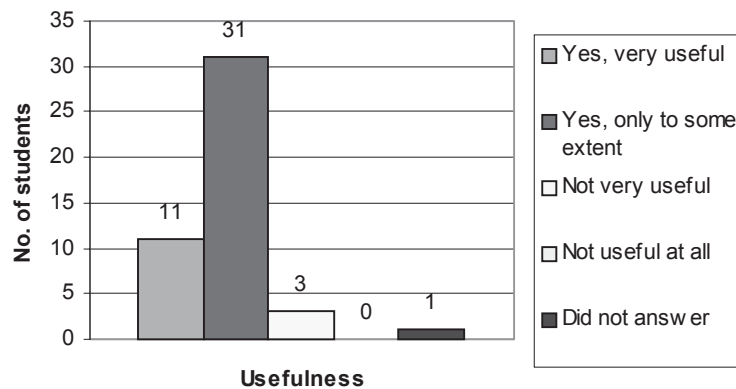
**Figure 6** Similarity of Criterion score with students' expected score

A previous study carried out by Saadiyah Darus, Supyan Hussin and Siti Hamin Stapa (2001) with a different group of students studying at the Faculty of Language Studies, Universiti Kebangsaan Malaysia, shows that students were interested in the following areas of feedback: errors in their essay, organisation of ideas, coherence of text, rhetorical structure, knowledge/topic content, creativity, style of writing, and syntax. Figure 7 shows useful areas of Criterion feedback for 46 students who participated in the study. The values for 'very useful' and 'moderately useful' are added together and the results are shown in Figure 7. The most useful area is feedback on errors in their essay (16.0%). The next useful area of feedback area is topic or knowledge content (14.0%). The lesser useful area of feedback is syntax (13.0%), style of writing and coherence of text (12.0%), rhetorical structure, organisation of ideas and creativity (11.0%).



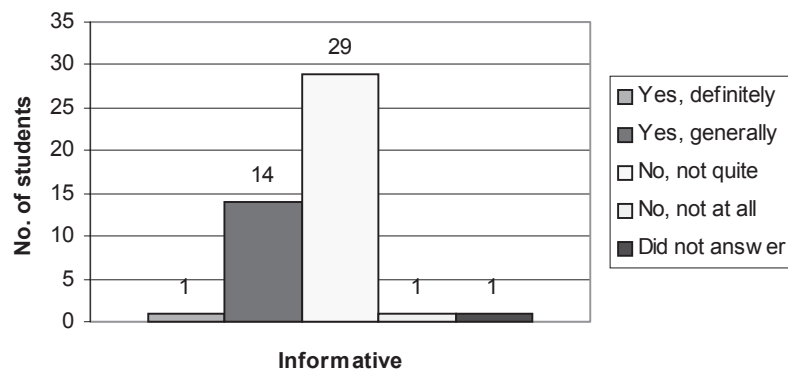
**Figure 7** Useful areas of Criterion feedback

Figure 8 shows the usefulness of Criterion feedback in revising essay. 31 students i.e. a majority of students (67.39%) find that Criterion feedback is only useful to some extent in revising their essay. 11 students (23.91%) find Criterion feedback to be very useful, and three students (6.52%) find that it is not useful at all.



**Figure 8** Usefulness of Criterion feedback in revising essay

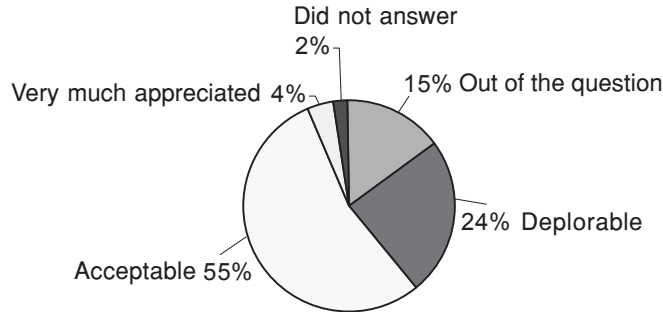
Figure 9 shows the extent in which Criterion feedback is more informative. 15 students (32.6%) find that Criterion feedback is more informative while 30 students (65.2%) do not find that it is so. This means that from the students' point of view, the feedback provided by Criterion is not sufficient enough since it does not provide comprehensive information as lecturers do.



**Figure 9** Criterion feedback was more informative

When asked what they think of the idea of using computers to mark essays based on their experience of getting feedback from Criterion, interestingly 25 students (55%) find the idea acceptable to them. 18 students (39%) find the idea unacceptable while two students (4%) appreciate the idea very much appreciated as shown in Figure 10.

Table 4 shows the scores given by Criterion for students' original and revised essays. Out of 46 students who submit their original essays, three students do not submit their revised essays. Based on 43 students as the total number, the score of the original and revised essays of majority of the students (83.71%) do not change, i.e. score 3 (13.95%), score 4 (41.86%), score 5 (25.58%) and score 6 (2.32%). 11.61% of students are able to get a better score while 4.64% get a lower score after revision.



**Figure 10** The idea of using computers to mark essays

After analysing both the first drafts and revised essays, it is found that students faithfully revised their essays based on the feedback given by Criterion. However, the revisions made are not able to significantly increase the score of their revised essays for majority of the students. This can be due to the fact, that maybe feedback given by Criterion is not sufficient to enable students to do so. Apart from feedback on errors and topic/knowledge content that are useful to students, Criterion feedback in the other six areas namely syntax, style of writing, coherence of text, rhetorical structure, organisation of ideas and creativity needs to be more fine tuned for these students so that they can benefit from feedback given.

**Table 4** Criterion scores for original and revised essays

No. of students (%)	Score of original essay	Score of revised essay
<b>6 (13.95)</b>	<b>3</b>	<b>3</b>
1 (2.32)	3	4
1 (2.32)	3	6
<b>18 (41.86)</b>	<b>4</b>	<b>4</b>
2 (4.65)	4	5
1 (2.32)	5	4
<b>11 (25.58)</b>	<b>5</b>	<b>5</b>
1 (2.32)	5	6
1 (2.32)	6	5
1 (2.32)	6	6

## 6.0 CONCLUSION

This study was carried out to investigate whether feedback given by a CBEM system, namely Criterion is useful to students at Universiti Kebangsaan Malaysia. The study focused on three research issues. The first one is to investigate in which areas did

students find Criterion feedback useful to them. The results of the study show that students find Criterion feedback to be useful in the following descending order: errors in essay, topic/knowledge content, syntax, style of writing and coherence of text, rhetorical structure, organisation of ideas and creativity. However, the values were very low and the range is between 11.0 to 16.0 percent.

The second issue is to ascertain whether Criterion feedback is useful for students in revising their essays. The result shows that majority of the students find it to be useful to some extent only, and this may explain why they were not able to improve their writing after revising their essay.

The third issue is to determine whether feedback given by Criterion is more informative than feedback normally given by their lecturer. It is clear from the study that majority of the students found Criterion feedback is not quite, informative.

Based on the above findings, we can make the following conclusions: (1) students at the School of Language Studies and Linguistics, Universiti Kebangsaan Malaysia find feedback given by Criterion is useful and informative to some extent only (2) they were not able to improve their writing although revision had taken place, which indicates that feedback given by Criterion is not sufficient to raise the score of majority of these students. However, it should be noted that Criterion is able to inform lecturers about students' base-line level of writing. The results of this study further strengthen the fact that there is a need to develop a new CBEM system for writing in English as a second language at tertiary level of education in Malaysia.

### ACKNOWLEDGEMENTS

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**APPENDIX I**

## Criterion scoring rubric for essay prompt

<p>You have put together a convincing argument. Here are some of the strengths evident in your writing.</p> <p>Your essay: Looks at the topic from a number of angles and responds to all aspects of what you were asked to do. Responds thoughtfully and insightfully to the issues in the topic. Develops with a superior structure and apt reasons or examples (each one adding significantly to the reader's understanding of your view). Uses sentence styles and language that have impact and energy and keep the reader with you. Demonstrates that you know the mechanics of correct sentence structure, and American English usage – virtually free of errors.</p>	<p>Score 6</p>
<p>You have solid writing skills and something interesting to say. Look at the sample essay to get ideas on how to develop your ideas more fully or use language more persuasively and consistently.</p> <p>Your essay: Responds more effectively to some parts of the topic or task than to other parts. Shows some depth and complexity in your thinking. Organises and develops your ideas with reasons and examples that are appropriate. Uses the range of language and syntax available to you. Uses grammar, mechanics, or sentence structure with hardly any error.</p>	<p>Score 5</p>
<p>Your writing is good, but you need to know how to be more persuasive and more skillful at communicating your ideas. Look at the 5 and 6 sample essays to see how you could be more persuasive and use language more effectively.</p> <p>Your essay: Slight some parts of the task. Treats the topic simplistically or repetitively. Is organised adequately, but you need more fully to support your position with discussion, reasons, or examples. Shows that you can say what you mean, but you could use language more precisely or vigorously. Demonstrates control in terms of grammar, usage, or sentence structure, but you may have some errors.</p>	<p>Score 4</p>

<p>Your writing is a mix of strengths and weaknesses. Working to improve your writing will definitely earn you more satisfactory results because your writing shows promise. In one or more of the following areas, your essay needs improvement.</p> <p>Your essay:</p> <ul style="list-style-type: none"> <li>Neglects or misinterprets important parts of the topic or task.</li> <li>Lacks focus or is simplistic or confused in interpretation.</li> <li>Is not organised or developed carefully from point to point.</li> <li>Provides examples without explanation, or generalisations without completely supporting them.</li> <li>Uses mostly simple sentences or language that does not serve your meaning.</li> <li>Demonstrates errors in grammar, usage, or sentence structure.</li> </ul>	<p>Score 3</p>
<p>You have work to do to improve your writing skills. You probably have not addressed the topic or communicated your ideas effectively. Your writing may be difficult to understand.</p> <p>In one or more of the following areas, your essay:</p> <ul style="list-style-type: none"> <li>Misunderstands the topic or neglects important parts of the task.</li> <li>Does not coherently focus or communicate your ideas. Is organised very weakly or doesn't develop ideas enough.</li> <li>Generalises and does not provide examples or support to make your points clear.</li> <li>Uses sentences and vocabulary without control, which sometimes confuses rather than clarifies your meaning.</li> <li>Contains too many errors in grammar, word usage, and sentence structure.</li> </ul>	<p>Score 2</p>
<p>You have much work to do in order to improve your writing skills. You are not writing with complete understanding of the task, or you do not have much of a sense of what you need to do to write better. You need advice from a writing instructor and lots of practice.</p> <p>In one or more of the following areas, your essay:</p> <ul style="list-style-type: none"> <li>Misunderstands the topic or doesn't show that you comprehend the task fully.</li> <li>Lacks focus, logic, or coherence.</li> <li>Is undeveloped – there is no elaboration of your position.</li> <li>Lacks support that is relevant.</li> <li>Shows poor choices in language, mechanics, usage, or sentence structure which make your writing confusing.</li> </ul>	<p>Score 1</p>



## APPENDIX II

<b>Name:</b> Writing Assignment	<b>Score:</b>
<b>Class:</b> School of Language Studies and Linguistic	<input type="checkbox"/> View Your Diagnostic Feedback
<b>Assignment Name:</b> Writing Assignment	<input type="checkbox"/> View Sample Essays and Advice
<b>Assignment Date:</b> 07	<input type="checkbox"/> View Your Assignments

**Topic:** Many adults become upset when young people break with the traditions of the past. Do you think that these adults are justified in reacting this way? Why or why not? Support your position with evidence from your own experience or the experience of people you know.

### Essay:

Traditions of the past seems to be forgotten by the young people now adays. This is a very sad situation because they didn't realized that how important a tradition for young generations. Actually, there is some reason that we should follow the traditions and also some outer factor that make young people break with the traditions of the past.

The adult should be upset when young people break with the traditions of past. In my opinion, the tradition of the past have to follow because it is their own tradition and its also symbolized their own culture. If the young people didn't follow it, that means, there will not have such tradition in future.

Some of the young people will simply do something that against the tradition. It is because some of them will fell that they are force to follow traditions by the adult. Actually, they have this kind of attitude is to avoid to follow the traditions that they dislike.

On the other hands, some unnessary traditions should be leave out. Most of the young people are like to the things they like, so, they refuse to follow the fussy traditions.

As a conclusion, the good traditions should be follow up by the young generation and the unnessary traditions should be leave out. So, our own culture would not be dissapeared in the future.

**Score of 3: Your writing is a mix of strengths and weaknesses. Working to improve your writing will definitely earn you more satisfactory results because your writing shows promise.**

In one or more of the following areas, your essay needs improvement. Your essay:

- Neglects or misinterprets important parts of the topic or task
- Lacks focus or is simplistic or confused in interpretation
- Is not organized or developed carefully from point to point
- Provides examples without explanation, or generalizations without completely supporting them
- Uses mostly simple sentences or language that does not serve your meaning

Demonstrates errors in grammar, usage, or sentence structure

<b>Participant Name:</b> Pilot	<b>Assignment Name:</b> Writing Assignment
<b>Participant Group:</b> School of Language Studies and Linguistic	<b>Date/Time Started:</b> 7/14/02 9:25:43 PM
<b>Time Taken:</b> 00:00:55	<b>Date/Time Finished:</b> 7/14/02 9:26:38 PM

The Revision Checklist presents you with diagnostic feedback to help you revise your essay and improve your writing. One way to begin revising is to correct your errors in sentence structure, word choice, and mechanics.

The checklist begins with a Revision Summary that lists some of the features of your essay, such as the number of sentences, average sentence length, number of spelling errors, and the number of sentences containing errors.

The second section of the checklist displays possible errors in sentence structure from your essay. For information about how to correct these errors, click on the specific error heading, and you will be linked to an explanation with examples. As you review the possible sentence errors, remember that a sentence can be difficult to classify if it contains grammatical errors or unclear expression.

The third section displays possible errors in spelling, word choice, and mechanics. These possible errors will be listed under specific headings. For information about how to correct these errors, click on the specific error heading and you will be linked to an explanation with examples.

Revision Summary:

<b>Total Number of Sentences</b>	<b>13</b>
<b>Average Number of Words in Sentences</b>	<b>17.3</b>
<b>Misspelled Words</b>	<b>3</b>
<b>Sentences Containing Confused Words</b>	<b>1</b>
<b>Fragments</b>	<b>0</b>
<b>Run-on Sentences</b>	<b>0</b>

Usage and Mechanics Errors  
Spelling Errors

Check the spelling of these words from your essay. Are they spelled incorrectly, or have you made keyboarding errors?

- Disappeared, didn, unnessary

Commonly Confused Words

The sentence(s) below may contain words commonly misused.

- In my opinion, the tradition of the past have to follow because it is their own tradition and **its** also symbolized their own culture.

The word **its** may be used incorrectly in this sentence. You may need to substitute **it's** in this sentence.

### Essay

Traditions of the past seems to be forgotten by the young people nowadays. This is a very sad situation because they didn't realized that how important a tradition for young generations. Actually, there is some reason that we should follow the traditions and also some outer factor that make young people break with the traditions of the past.

The adult should be upset when young people break with the traditions of past. In my opinion, the tradition of the past have to follow because it is their own tradition and its also symbolized their own culture. If the young people didn't follow it, that means, there will not have such tradition in future. Some of the young people will simply do something that against the tradition. It is because some of them will fell that they are force to follow traditions by the adult. Actually, they have this kind of attitude is to avoid to follow the traditions that they dislike.

On the other hands, some unnessary traditions should be leave out. Most of the young people are like to the things they like, so, they refuse to follow the fussy traditions. As a conclusion, the good traditions should be follow up by the young generation and the unnessary traditions should be leave out. So, our own culture would not be dissapeared in the future.