



Australian Council for Educational Research

School of Rock

Writing

Date: 18/03/2008

ACER Test Scoring Services

Email: tss@acer.edu.au
Phone: + 61 3 9277 5535
www.acer.edu.au/tss

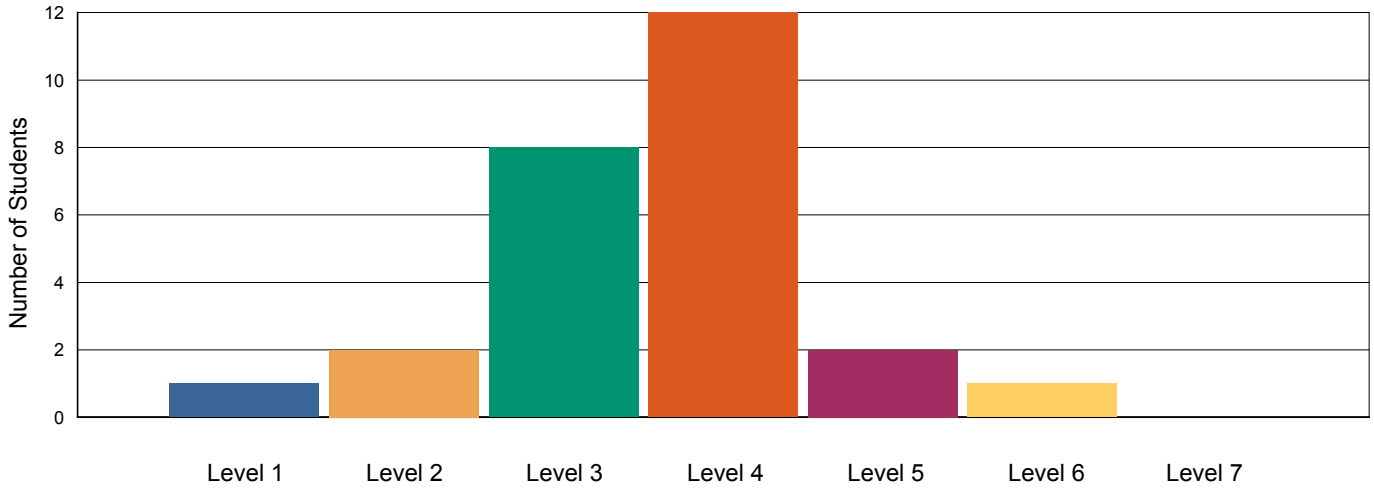
Year: 7 Class: C

Name	Content		Language		Spelling	
	Raw Score	Level	Raw Score	Level	Raw Score	Level
Student 30	2	1	10	3	5	3
Student 31	12	3	11	3	5	3
Student 32	13	4	13	4	6	3
Student 33	15	4	17	5	9	5
Student 34	15	4	16	4	8	4
Student 35	12	3	21	6	7	4
Student 36	15	4	23	6	7	4
Student 37	11	3	11	3	6	3
Student 38	21	6	14	4	11	6
Student 39	15	4	13	4	6	3
Student 40	10	3	8	2	3	2
Student 41	11	3	17	5	9	5
Student 42	14	4	14	4	8	4
Student 43	15	4	15	4	8	4
Student 44	14	4	12	3	9	5
Student 45	7	2	14	4	8	4
Student 46	17	5	16	4	10	5
Student 47	14	4	13	4	12	6
Student 48	14	4	13	4	10	5
Student 49	12	3	11	3	7	4
Student 50	20	5	25	7	14	7
Student 51	10	3	12	3	6	3
Student 52	5	2	4	1	2	1
Student 53	15	4	12	3	9	5
Student 54	15	4	14	4	7	4
Student 55	10	3	12	3	7	4

Year: 7 Class: C

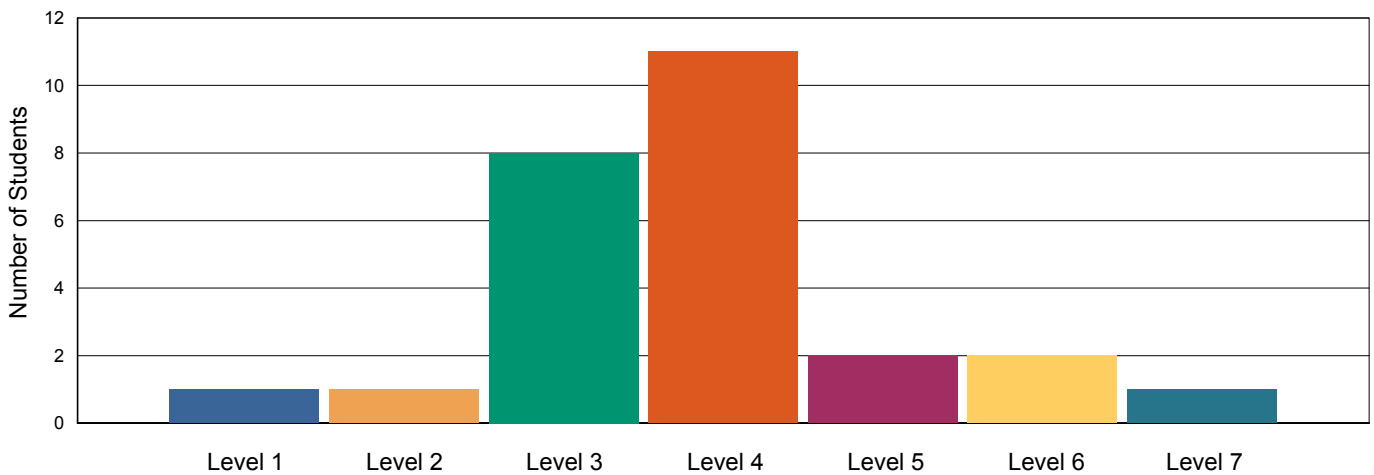
Content

Distribution of Scores



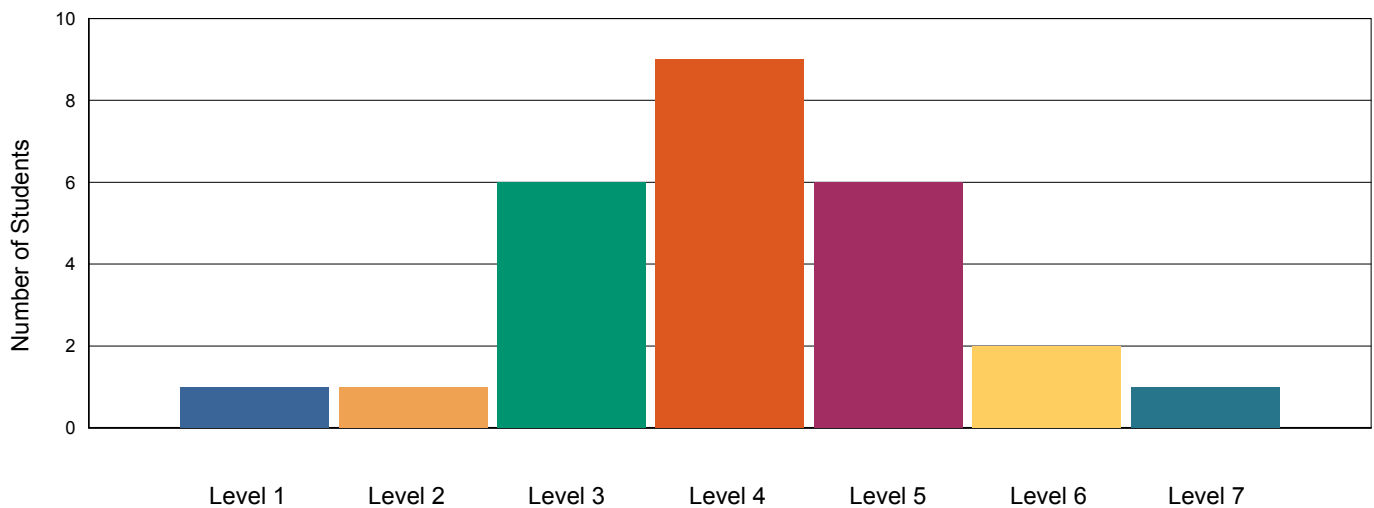
Language

Distribution of Scores



Spelling

Distribution of Scores



Writing

Content Level Descriptions

Score Range	Description
Level 7	28 Writes a sustained and complex narrative with depth of character or a convincing persona; skillfully constructs an original plot. Writes an argument showing social awareness, critical distance and distinctions between positions.
	27 Uses evidence and counter-argument with discrimination. Evokes a strong response in reader, with thought-provoking reflection.
	26 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.
	25 Writes a comprehensive and competent argument, addressing important aspects of the issue. Writes a memorable story and a generally convincing argument.
Level 6	24 Writes a sustained and unified narrative or argument text with a well constructed development and strong conclusion; offers insights into characters' lives. Incorporates reflection on attitudes, values and opinions.
	23 Experiments with plot, time sequence or irony. Captures reader's interest strongly.
	22 Writes a sustained and generally convincing (though perhaps stereotyped) narrative, including some reflection; creates credible characters, showing some insight. Writes a sustained general argument, clearly stating and supporting own position, showing awareness of alternative argument, and with a logical closing statement.
	21 Engages and holds reader's interest.
Level 5	20 Writes a developed and integrated narrative which convincingly incorporates prompt; attends to time order, a consistent narrative point of view and character development.
	19 Writes a coherent argument with convincing evidence, though not yet a fully developed case; may refer to a counter argument. Engages and persuades audience.
	18 Writes a generally well constructed narrative that incorporates prompt well and has sound characterisation.
	17 Writes a coherent argument, with focus on the issue and some reasoning, perhaps incorporating recognition of an opposing position. Attempts to engage or persuade reader.
Level 4	16 Maintains focus in a narrative, with events and details contributing to storyline and with identifiable characters; uses story prompt plausibly within own fictional world.
	15 Writes an argument based on the prompt, with a clear point of view and some critical distance, and may refer briefly to both sides. Considers impact on audience and may imitate published models.
	14 Shows an understanding of narrative genre and developing skill in plot construction, with characters emerging through speech or action. Gives a personal and a general point of view on an issue, and may identify another side.
	13 Uses prompt to structure writing. Shows some consciousness of audience.
Level 3	12 Writes a narrative with a distinguishable storyline, narrative structure and a clear setting, but minimal character definition. Writes an opinion based on personal involvement, with a few related ideas. Clearly links story or opinion with the given prompt.
	11 Writes with some coherence, which may not be sustained. Shows an emerging sense of audience.
	10 Writes a simple storyline, with characters named only. Writes an episodic or descriptive response to a narrative prompt. May have a shift in narrative point of view.
	9 Gives a few, superficial ideas about an issue. Makes a limited attempt at audience impact.
Level 2	8 Shows basic understanding of task. Relies on prompts for ideas. Includes elements of a story (may be brief), but narrative lacks coherence.
	7 Gives a simple statement of opinion, with some explanation, but relies on assertion rather than argument. Writes a story or opinion that makes sense to reader.
	6 Shows some awareness of task. Writes a very brief or long and disjointed response. Lacks control of story length, plot and character.
Level 2	5 Writes a personal story rather than an opinion on an issue. Shows little, if any, awareness of audience.
	4 Writes a very brief response with little shape May rely heavily on the prompt (eg copying out words)
Level 1	3 Includes unrelated events and ideas
	2 Makes an attempt to write but communicates nothing to the reader
	1 Provides little to assess

Writing

Language and Spelling Level Descriptions

Score Range	Language Description	Score	Spelling Description
Level 7	28 27	14	Spelling of a mature, precise and assured vocabulary is accurate and virtually error-free.
	26 25		
	26 25		
Level 6	24 23	12	Spelling of Standard Australian English is accurate and competent.
	22 21		
	22 21		
Level 5	20 19	10	Spelling of a carefully selected (student) vocabulary is well controlled. Words with irregular spelling, words with suffixes and homophones are usually correct.
	18 17		
	18 17		
Level 4	16 15	8	Most spelling, within an appropriate vocabulary, is correct. Some Spelling rules are consistently followed.
	14 13		
	14 13		
Level 3	12 11	6	Spelling supports readability of texts. Spelling of common words and readily recognised words is accurate. Attempts show awareness of phonetic and visual patterns.
	10 9		
	10 9		
Level 2	8 7	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.
	6 5		
	6 5		
Level 1	4 3	2 1	The spelling makes writing difficult to read. Text requires interpretation of intended letters and words.
	3 2		
	2 1		
	1	0	Insufficient evidence for confident assessment.