

# Integrated **WRITING** Rubrics

| SCORE | TASK DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5     | <b>A response at this level</b> successfully selects the important information from the lecture and coherently and accurately presents this information in relation to the relevant information presented in the reading. The response is well organized, and occasional language errors that are present do not result in inaccurate or imprecise presentation of content or connections.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4     | <b>A response at this level</b> is generally good in selecting the important information from the lecture and in coherently and accurately presenting this information in relation to the relevant information in the reading, but it may have minor omission, inaccuracy, vagueness, or imprecision of some content from the lecture or in connection to points made in the reading. A response is also scored at this level if it has more frequent or noticeable minor language errors, as long as such usage and grammatical structures do not result in anything more than an occasional lapse of clarity or in the connection of ideas.                                                                                                                                                                                                                                                              |
| 3     | <b>A response at this level</b> contains some important information from the lecture and conveys some relevant connection to the reading, but it is marked by one or more of the following: <ul style="list-style-type: none"> <li>■ Although the overall response is definitely oriented to the task, it conveys only vague, global, unclear, or somewhat imprecise connection of the points made in the lecture to points made in the reading.</li> <li>■ The response may omit one major key point made in the lecture.</li> <li>■ Some key points made in the lecture or the reading, or connections between the two, may be incomplete, inaccurate, or imprecise.</li> <li>■ Errors of usage and/or grammar may be more frequent or may result in noticeably vague expressions or obscured meanings in conveying ideas and connections.</li> </ul>                                                    |
| 2     | <b>A response at this level</b> contains some relevant information from the lecture, but is marked by significant language difficulties or by significant omission or inaccuracy of important ideas from the lecture or in the connections between the lecture and the reading; a response at this level is marked by one or more of the following: <ul style="list-style-type: none"> <li>■ The response significantly misrepresents or completely omits the overall connection between the lecture and the reading.</li> <li>■ The response significantly omits or significantly misrepresents important points made in the lecture.</li> <li>■ The response contains language errors or expressions that largely obscure connections or meaning at key junctures or that would likely obscure understanding of key ideas for a reader not already familiar with the reading and the lecture.</li> </ul> |
| 1     | <b>A response at this level</b> is marked by one or more of the following: <ul style="list-style-type: none"> <li>■ The response provides little or no meaningful or relevant coherent content from the lecture.</li> <li>■ The language level of the response is so low that it is difficult to derive meaning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 0     | <b>A response at this level</b> merely copies sentences from the reading, rejects the topic or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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# Toefl Essay Grading Rubric

**Claudia Leacock, Martin  
Chodorow, Michael Gamon, Joel  
Tetreault**



## TOEFL Essay Grading Rubric:

Developing and Validating an Analytic Rating Scale for Large-Scale EFL Writing Assessment Shaoyan Zou, 2025-10-21

The debate between holistic and analytical scoring methods in second language assessment has long persisted. This book addresses the effectiveness and validity of the holistic rating scale used in China's high stakes CET-4 College English Test Band 4 writing tests via systematic case study analysis. Using a multi-phase mixed methods research methodology, the author creates and validates a new analytical rating scale that redefines and operationalizes critical aspects of writing assessment. Through extensive empirical evidence including rater cognition studies, expert reviews, and Rasch-based descriptor calibration, the author reveals the limitations of holistic scoring systems and demonstrates the necessity and validity of analytical methods. The author convincingly argues that this new scoring method translates to a more transparent, fair, and diagnostic model for large-scale EFL writing assessment. This book is an essential reference for researchers in applied linguistics, language assessment, and English language education. It also offers valuable insights for assessment specialists, test developers, and language policymakers seeking more effective evaluation frameworks.

*Automated Essay Scoring*

Beata Beigman Klebanov, Nitin Madnani, 2022-05-31 This book discusses the state of the art of automated essay scoring, its challenges, and its potential. One of the earliest applications of artificial intelligence to language data, along with machine translation and speech recognition, automated essay scoring has evolved to become both a revenue-generating industry and a vast field of research with many subfields and connections to other NLP tasks. In this book, we review the developments in this field against the backdrop of Elias Page's seminal 1966 paper titled "The Imminence of Grading Essays by Computer." Part 1 establishes what automated essay scoring is about, why it exists, where the technology stands, and what are some of the main issues. In Part 2, the book presents guided exercises to illustrate how one would go about building and evaluating a simple automated scoring system, while Part 3 offers readers a survey of the literature on different types of scoring models, the aspects of essay quality studied in prior research, and the implementation and evaluation of a scoring engine. Part 4 offers a broader view of the field, inclusive of some neighboring areas, and Part 5 closes with summary and discussion. This book grew out of a week-long course on automated evaluation of language production at the North American Summer School for Logic, Language, and Information (NASSLLI) attended by advanced undergraduates and early-stage graduate students from a variety of disciplines. Teachers of natural language processing, in particular, will find that the book offers a useful foundation for a supplemental module on automated scoring. Professionals and students in linguistics, applied linguistics, educational technology, and other related disciplines will also find the material here useful.

**Handbook of Automated Essay**

**Evaluation** Mark D. Shermis, Jill Burstein, 2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation (AEE) methods and technologies. Highlights include the latest in the evaluation of performance-based writing assessments and recent advances in the teaching of writing language testing.

cognitive psychology and computational linguistics This greatly expanded follow up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback Each chapter features a common structure including an introduction and a conclusion Ideas for diagnostic and evaluative feedback are sprinkled throughout the book Highlights of the book's coverage include The latest research on automated essay evaluation Descriptions of the major scoring engines including the E-rater the Intelligent Essay Assessor the Intellimetric™ Engine e-rater™ and LightSIDE Applications of the uses of the technology including a large scale system used in West Virginia A systematic framework for evaluating research and technological results Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E-rater the Intelligent Essay Assessor the Intellimetric™ engine e-rater™ and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and cognitive psychology

**The Routledge International Handbook of Automated Essay Evaluation** Mark D. Shermis, Joshua Wilson, 2024-06-27 The Routledge International Handbook of Automated Essay Evaluation AEE is a definitive guide at the intersection of automation artificial intelligence and education This volume encapsulates the ongoing advancement of AEE reflecting its application in both large scale and classroom based assessments to support teaching and learning endeavors It presents a comprehensive overview of AEE's current applications including its extension into reading speech mathematics and writing research modern automated feedback systems critical issues in automated evaluation such as psychometrics fairness bias transparency and validity and the technological innovations that fuel current and future developments in this field As AEE approaches a tipping point of global implementation this Handbook stands as an essential resource advocating for the conscientious adoption of AEE tools to enhance educational practices ethically The Handbook will benefit readers by equipping them with the knowledge to thoughtfully integrate AEE thereby enriching educational assessment teaching and learning worldwide Aimed at researchers educators AEE developers and policymakers the

Handbook is poised not only to chart the current landscape but also to stimulate scholarly discourse define and inform best practices and propel and guide future innovations

**International Journal of Language Studies (IJLS) □ volume 5(4)**

Mohammad Ali Salmani Nodoushan,2011-10-15 Papers in this issue 1 Gregory L Thompson Coding switching as style shifting 2 Manvender Kaur 3 Mohammad Ali Salmani Nodoushan Temperament as an indicator of language achievement 4 Negmeldin Alsheikh 5 Farhat Jabeen M Asim Rai 6 Diego Gabriel Krivochen The Quantum Human Computer Hypothesis and Radical Minimalism A brief introduction to Quantum Linguistics 7 Abbas Ali Rezaee 8 Kristen L Pratt Book Review J rgensen J N Ed 2010 Love Ya Hate Ya The Sociolinguistic Study of Youth Language and Youth Identities Newcastle UK Cambridge Scholars 286pp ISBN 1 4438 2061 X hardcover

*Automated Grammatical Error Detection for Language Learners* Claudia Leacock,Martin Chodorow,Michael Gamon,Joel Tetreault,2014-02-01 It has been estimated that over a billion people are using or learning English as a second or foreign language and the numbers are growing not only for English but for other languages as well These language learners provide a burgeoning market for tools that help identify and correct learners writing errors Unfortunately the errors targeted by typical commercial proofreading tools do not include those aspects of a second language that are hardest to learn This volume describes the types of constructions English language learners find most difficult constructions containing prepositions articles and collocations It provides an overview of the automated approaches that have been developed to identify and correct these and other classes of learner errors in a number of languages Error annotation and system evaluation are particularly important topics in grammatical error detection because there are no commonly accepted standards Chapters in the book describe the options available to researchers recommend best practices for reporting results and present annotation and evaluation schemes The final chapters explore recent innovative work that opens new directions for research It is the authors hope that this volume will continue to contribute to the growing interest in grammatical error detection by encouraging researchers to take a closer look at the field and its many challenging problems

Building a Validity Argument for the Test of English as a Foreign Language™ Carol A. Chapelle,Mary K. Enright,Joan M. Jamieson,2011-04-06 Building a Validity Argument for the Test of English as a Foreign Language™ is distinctive in its attempt to develop a coherent story of the rationale for a test or its revision explain the research and development process and provide the results of the validation process This volume is particularly relevant for professionals and graduate students in educational measurement applied linguistics and second language acquisition as well as anyone interested in assessment issues

**Automated Grammatical Error Detection for Language Learners, Second Edition** Claudia Leacock,Michael Gamon,Joel Alejandro Mejia,Martin Chodorow,2022-06-01 It has been estimated that over a billion people are using or learning English as a second or foreign language and the numbers are growing not only for English but for other languages as well These language learners provide a burgeoning market for tools that help identify and correct learners writing errors Unfortunately the errors targeted by typical commercial proofreading tools do

not include those aspects of a second language that are hardest to learn This volume describes the types of constructions English language learners find most difficult constructions containing prepositions articles and collocations It provides an overview of the automated approaches that have been developed to identify and correct these and other classes of learner errors in a number of languages Error annotation and system evaluation are particularly important topics in grammatical error detection because there are no commonly accepted standards Chapters in the book describe the options available to researchers recommend best practices for reporting results and present annotation and evaluation schemes The final chapters explore recent innovative work that opens new directions for research It is the authors hope that this volume will continue to contribute to the growing interest in grammatical error detection by encouraging researchers to take a closer look at the field and its many challenging problems

**Automated Speaking Assessment** Klaus Zechner, Keelan Evanini, 2019-11-28 Automated Speaking Assessment Using Language Technologies to Score Spontaneous Speech provides a thorough overview of state of the art automated speech scoring technology as it is currently used at Educational Testing Service ETS Its main focus is related to the automated scoring of spontaneous speech elicited by TOEFL iBT Speaking section items but other applications of speech scoring such as for more predictable spoken responses or responses provided in a dialogic setting are also discussed The book begins with an in depth overview of the nascent field of automated speech scoring its history applications and challenges followed by a discussion of psychometric considerations for automated speech scoring The second and third parts discuss the integral main components of an automated speech scoring system as well as the different types of automatically generated measures extracted by the system features related to evaluate the speaking construct of communicative competence as measured defined by the TOEFL iBT Speaking assessment Finally the last part of the book touches on more recent developments such as providing more detailed feedback on test takers spoken responses using speech features and scoring of dialogic speech It concludes with a discussion summary and outlook on future developments in this area Written with minimal technical details for the benefit of non experts this book is an ideal resource for graduate students in courses on Language Testing and Assessment as well as teachers and researchers in applied linguistics

Insights into Teaching and Learning Writing Hassan Mohebbi, Yijun Wang, 2023-04-23 Writing is one of the most challenging skills for a language learner to acquire due its sheer complexity and language teachers are faced with a demanding task in the teaching and testing of writing This book presents relevant conceptual and theoretical frameworks of second language writing research and sheds light on the implications of the recent research findings in a clear and practice oriented style In this way it is intended as a companion book for language teachers who include writing as a part of their courses in particular new teachers as they embark on their teaching careers

The Routledge Handbook of Language Testing Glenn Fulcher, Luke Harding, 2021-12-15 This second edition of The Routledge Handbook of Language Testing provides an updated and comprehensive account of the area of language testing and assessment The volume brings together

35 authoritative articles divided into ten sections written by 51 leading specialists from around the world There are five entirely new chapters covering the four skills reading writing listening and speaking as well as a new entry on corpus linguistics and language testing The remaining 30 chapters have been revised often extensively or entirely rewritten with new authorship teams at the helm reflecting new generations of expertise in the field With a dedicated section on technology in language testing reflecting current trends in the field the Handbook also includes an extended epilogue written by Harding and Fulcher contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment Providing a basis for discussion project work and the design of both language tests themselves and related validation research this Handbook represents an invaluable resource for students researchers and practitioners working in language testing and assessment and the wider field of language education

The Assessment of L2 Written English across the MENA Region Lee McCallum,Christine Coombe,2020-12-19 This edited book brings together contributions from different educational contexts across the Middle East and North Africa MENA in order to explore how L2 English writing is assessed Across seven MENA countries the book covers aspects of practice including task design and curriculum alignment test re development rubric design the subjective decision making that underpins assessing students writing and feedback provision learner performance and how research methods help shed light on initiatives to improve student writing In such coverage chapter authors provide concrete evidence of how assessment practice is governed by their unique context yet also influenced by international standards trends and resources This book will be of interest to second language teachers assessors and programme developers as well as test designers and evaluators

**Assessment in the Second Language Writing Classroom** Deborah Crusan,2010-07 Assessment in the Second Language Writing Classroom is a teacher and prospective teacher friendly book uncomplicated by the language of statistics The book is for those who teach and assess second language writing in several different contexts the IEP the developmental writing classroom and the sheltered composition classroom In addition teachers who experience a mixed population or teach cross cultural composition will find the book a valuable resource Other books have thoroughly covered the theoretical aspects of writing assessment but none have focused as heavily as this book does on pragmatic classroom aspects of writing assessment Further no book to date has included an in depth examination of the machine scoring of writing and its effects on second language writers Crusan not only makes a compelling case for becoming knowledgeable about L2 writing assessment but offers the means to do so Her highly accessible thought provoking presentation of the conceptual and practical dimensions of writing assessment both for the classroom and on a larger scale promises to engage readers who have previously found the technical detail of other works on assessment off putting as well as those who have had no previous exposure to the study of assessment at all

Theory and Best Practices in Science Communication Training Todd P. Newman,2019-07-23 This edited volume reports on the growing body of research in science communication training and identifies best practices for communication training

programs around the world Theory and Best Practices in Science Communication Training provides a critical overview of the emerging field of by analyzing the role of communication training in supporting scientists communication and engagement goals including scientists motivations to engage in training the design of training programs methods for evaluation and frameworks to support the role of communication training in helping scientists reach their communication and engagement goals This volume reflects the growth of the field and provides direction for developing future researcher practitioner collaborations With contributions from researchers and practitioners from around the world this book will be of great interest to students scholars and professionals within this emerging field Innovative Digital-Based International Large-Scale Assessments Lale Khorramdel,Matthias von Davier,Kentaro Yamamoto,2025-10-10

This edited volume provides a comprehensive overview of the technology driven innovations that have transformed National and International Large Scale Assessments over the past decade along with the research and considerations that have accompanied these changes It documents the groundwork for ongoing innovations and explores future directions as these assessments continue to evolve While the impact of technology on education and assessments is difficult to predict best practices and emerging principles for transitioning from paper based to digital formats can be described The volume offers guidelines and examples from experts who have transitioned assessments like PISA PIAAC TIMSS PIRLS and NAEP into the digital era It also highlights research on digital based assessments showcasing new insights from log file and process data as well as innovative domains

**Assessing Academic English for Higher Education Admissions** Xiaoming Xi,John M. Norris,2021-05-26 Assessing Academic English for Higher Education Admissions is a state of the art overview of advances in theories and practices relevant to the assessment of academic English skills for higher education admissions purposes The volume includes a brief introduction followed by four main chapters focusing on critical developments in theories and practices for assessing reading listening writing and speaking of which the latter two also address the assessment of integrated skills such as reading writing listening speaking and reading listening speaking Each chapter reviews new task types scoring approaches and scoring technologies and their implications in light of the increasing use of technology in academic communication and the growing use of English as a lingua franca worldwide The volume concludes with recommendations about critical areas of research and development that will help move the field forward Assessing Academic English for Higher Education Admissions is an ideal resource for researchers and graduate students in language testing and assessment worldwide

*The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* Bruce B. Frey,2018-01-29 This encyclopedia is the first major reference guide for students new to the field covering traditional areas while pointing the way to future developments

**Student Recruitment Agents in International Higher Education** Pii-Tuulia Nikula,Vincenzo Raimo,Eddie West,2023-05-30 With a focus on the growing number of institutions employing commercial agents to support international student recruitment Student Recruitment Agents in International Higher Education provides an evidence based



exploration of this phenomenon and will increase the reader's understanding of the multiple dimensions of agent engagement its contradictions and complexities This book explores who and what these education agents are what students and higher education institutions can expect from a good agent how bad agents can be identified and avoided and what we learn from the reasons for the development of these agents in the first place Offering theoretical perspectives with practical applications this volume features contributions from academics and scholar practitioners laying out fresh perspectives and insights on topics such as process transparency developing agent policy and procedures and government regulations Providing the ideal reference for students embarking on international study agents higher educational institutions government accreditation agencies researchers and practitioners this insightful book acts as a critical basis for further research and improvements in higher education practice

*Pacific Rim Objective Measurement Symposium (PROMS) 2016 Conference Proceedings* Quan Zhang, 2018-04-26 This book gathers original studies presented at the PROMS 2016 conference on Rasch theories and Rasch based applications It provides significant examples used to address practical measurement problems across a range of disciplines including Classic Testing Theory CTT Item Response Theory IRT philosophy of measurement dimensionality the role of fit statistics and research business and industrial applications health related research and the latest Rasch based computer software PROMS welcomes empirical and theoretical studies and workshops preferably with an emphasis on the Rasch model Special attention is paid to manuscripts submitted by non native English speaking authors from Pacific Rim countries regions and beyond PROMS 2016 Pacific Rim Objective Measurement Symposium was held July 30 August 3 2016 in Xi an China The goal of the conference was to bring together researchers scholars and professors from research institutes universities hospitals business and management sectors as well as professional practitioners to exchange and share ideas problems and solutions regarding the multifaceted aspects of the Rasch model and on the much debated yet highly topical issues of objective assessment

Ben shu jie he yu yan ce shi Er yu xie zuo he ren zhi xin li xue fang mian de li lun he yan jiu fang fa Xuan qu mu yu zhong wen Xie zuo shui ping Xie zuo ji qiao Wai yu ying yu Yu yan shui ping yi ji gong zuo ji yi guang du wei zi bian liang Yi xian shi tiao jian xia de ying yu xie zuo wei ying bian liang Dui ying xiang zhong guo xue sheng ying yu xie zuo de ren zhi yin su jin xing le yan jiu he tan tao

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