

English Placement Scoring Guide

The 6 writing criteria for on-topic papers are:

1. Responds to the topic (briefly summarizes and agrees or disagrees)
2. Understanding and appropriate quotation of the passage
3. Quality and clarity of thought
4. Organization, development, and support
5. Syntax and command of language
6. Grammar, usage, and mechanics

Placing students into the correct level is important to their overall support and performance at Otis. Placing a student in a class that they are not adequately prepared for can result in their failing or withdrawing and having to take an additional class. Placing them in a class where they would not benefit from a whole semester of instruction can be equally counterproductive.

Note: Suggested page lengths are general guidelines only.

ENGL 104 Critical Analysis Semiotics (in general, a paper will be 3-6 double-spaced pages)

Strong CAS—overall superior writing/thinking but may have minor flaws. (*May be eligible for Honors.*)

A typical essay in this category:

- Addresses the topic clearly and responds effectively to all aspects of the task.
- Demonstrates a thorough critical understanding of the passage in developing an insightful response.
- Explores the issues thoughtfully and in depth.
- Is well organized and developed, with ideas supported by apt reasons and well-chosen examples.
- Has an effective, fluent style marked by syntactic variety and a clear command of language.
- Is generally free from errors in grammar, usage, and mechanics.

Average CAS—demonstrates clear competence in writing/thinking. It may have some errors, but they are not serious enough to distract or confuse the reader.

A typical essay in this category:

- Addresses the topic clearly, but may respond to some aspects of the tasks more effectively than others.
- Demonstrates sound critical understanding of the passage in developing a well-reasoned response.
- Shows some depth and complexity of thought.
- Is organized and developed, with ideas supported by appropriate reasons and examples.
- Displays some syntactic variety and facility in the use of language.
- May have a few errors in grammar, usage and mechanics.

ENGL 106 Composition—demonstrates a measure of competence in writing/thinking, but has some writing issues though they are not serious enough to distract or confuse the reader. Student would benefit from additional essay-writing support.

ENGL 090 Developmental II (in general, paper will be 2-3 pages)

Strong Developmental English II—demonstrates adequate writing/thinking. It may have some errors that distract the reader, but they do not significantly obscure meaning.

A typical essay in this category:

- Addresses the topic, but may exclude some aspects of the task.
- Demonstrates a generally accurate understanding of the passage in developing a sensible response.
- May treat the topic simplistically or repetitively.
- Is adequately organized and developed, generally supporting ideas with reasons and examples.
- Demonstrates adequate use of syntax and language.
- May have some errors, but generally demonstrates control of grammar, usage and mechanics.

Average Developmental English II—demonstrates developing competence, but has significant areas where the student would benefit from additional instruction.

A typical essay in this category reveals *one or more* of the following:

- Distorts or neglects aspects of the task.
- Demonstrates some understanding of the passage, but may misconstrue parts of it or make limited use of it in developing a response.
- Lacks focus, or demonstrates confused thinking.
- Has organization and development problems, presenting generalizations without adequate and appropriate support or presenting details without generalizations.
- Has limited control of syntax and vocabulary.
- Has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning.

ENGL 090 PAIRED Developmental II

The Paired Class is designated for non-native speakers of English who would benefit from an art history content-based ESL class to support Introduction to Visual Culture and Modern Art History.

A typical essay may demonstrate the characteristics of a Developmental English II essay plus *one or more* of the following:

- Accumulative errors in grammar and usage that interfere with or obscure meaning
- Patterns of incorrect word order
- Patterns of unfinished or fragmented thought
- Writing that appears hindered by limited vocabulary and language control

ENGL 050 Developmental I (in general, paper will be 1-2 pages)

Developmental English I—demonstrates a struggle with writing/thinking.

A typical essay in this category reveals *one or more* of the following:

- Indicates confusion about the topic or neglects important aspects of the task.
- Demonstrates insufficient understanding of the main points of the passage, does not use the passage appropriately in developing a response, or may not use the passage at all.
- Lacks focus and coherence, and often fails to communicate its ideas.
- Has very weak organization and development, providing generalizations without support.
- Has inadequate control of syntax and vocabulary.
- Is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning.

ENGL 020 ESL (in general, paper will be 1 page)

ESL—requires additional support in language acquisition.

A typical essay in this category reveals *one or more* of the following:

- Suggests an inability to comprehend the question or to respond meaningfully to the topic.
- Demonstrates little or no ability to understand the passage or to use it in developing a response.
- Is unfocused, illogical, or incoherent.
- Is disorganized and underdeveloped, providing little or no relevant support.
- Lacks basic control syntax and vocabulary.
- Has serious and persistent errors in grammar, usage, and mechanics that severely interfere with meaning.
- No essay whatsoever.