



Sample Test Guide

2013

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Introduction

The main purpose of the ECCE 2013 Sample Test Materials and this accompanying guide is to familiarize test takers with the complete design of the Examination for the Certificate of Competency in English (ECCE) administered in 2013 and beyond. It also gives test takers the opportunity to test themselves to see whether their English is at the level required for an actual exam.

Test takers who intend to take an ECCE should use this guide to complete the sample test, mark it themselves, and see whether their scores are sufficient for them to attempt the exam itself.

It must be noted, however, that the score received on the sample materials does not guarantee that the same standard will be reached during an actual ECCE administration.

This guide includes instructions on how to take the full-length specimen exam, as well as how to score the sample listening, GVR, writing, and speaking sections, and how to interpret ECCE scores.

Contents of the Sample Materials

Format and Content of the ECCE 2013 administration and subsequent administrations.

Section	Time	Description	Number of Items
Listening	30 minutes	Part 1 (multiple choice) A short recorded conversation is followed by a question. Answer choices are shown as pictures.	30
		Part 2 (multiple choice) Short extended talks on four different topics, each followed by 4 to 6 questions. The questions are printed in the test booklet and time is given before each talk to preview the questions. There are four answer choices for each question. Answer choices are printed in the test booklet.	20
Grammar Vocabulary Reading (GVR)	90 minutes	Grammar (multiple choice) An incomplete sentence is followed by a choice of words or phrases to complete it. Only one choice is grammatically correct.	35
		Vocabulary (multiple choice) An incomplete sentence is followed by a choice of words to complete it. Only one word has the correct meaning in that context.	35
		Reading (multiple choice) A short reading passage on a topic followed by 5 questions (two passages) Four short texts related to each other by topic, followed by 10 questions (two sets)	30
Writing	30 minutes	The test taker reads a short excerpt from a newspaper article and then writes a letter or essay giving an opinion about a situation or issue.	1 task
Speaking	15 minutes	A structured oral interaction occurs between the test taker and the speaking test examiner. The interaction involves a visual prompt.	4 stages

How to Take the Sample Writing & GVR Sections

It is important to take the sample test under proper test conditions. You should take the test in a place with a table and chair that is quiet and free from distractions. Please allow about three hours of uninterrupted time. Do not take a break between sections.

Additionally, when you take the sample test you should follow these steps.

1. **Gather all the materials:**
 - a. the sample test booklet
 - b. the answer sheet
 - c. access to the listening section audio
 - d. a piece of paper for the writing section
 - e. pencils
 - f. a timing device such as a clock or stopwatch
2. Turn to the general instructions on page 1 of the test booklet and make sure that you understand them. Fill out the answer sheet according to the instructions.
3. Turn to the instructions for Part 1 of the listening section on page 3 of the test booklet. Listen to the instructions and example item. Make sure that you understand the directions. The listening section will take 30 minutes.
4. When you are ready, turn to page 4 of the test booklet and begin listening to Part 1 of the listening section. Mark your answers on the separate answer sheet.
5. After Part 1 of the listening section, listen to the instructions for Part 2 of the listening section on page 11 of the test booklet and make sure you understand them.
6. When instructed, turn to page 12 of the test booklet and begin listening to Part 2 of the listening section. You may take notes in the test booklet. Mark your answers on the separate answer sheet.
7. Turn to the grammar, vocabulary, and reading section instructions on page 17 of the test booklet. Read the instructions and make sure that you understand them.
8. When you are ready, turn to the grammar items on page 18 of the test booklet and begin answering the questions. Mark your answers on the separate answer sheet. Continue on to the vocabulary and reading items.
9. Stop marking your answers after 90 minutes. Do not change any of your answers after 90 minutes.
10. Turn to the writing section on page 31 of the test booklet. Read the instructions carefully and make sure that you understand them. After you have read the instructions, read the article and the two tasks. Choose either Task 1 or Task 2, and then write your letter or essay on a separate piece of paper.
11. After 30 minutes, stop writing. Do not change your letter or essay after the 30 minutes has ended.
12. When you have completed the listening section, the GVR section, and the writing section of the sample materials, you are ready to score those sections.
13. Either before or after you have completed these sections, you should make arrangements for someone to administer the sample speaking test to you. Please refer to the instructions for how to take the speaking test on page 5.
14. To score the four sections of the exam, please refer to Scoring the Sample Test instructions on page 6.

Please note that if you allow yourself longer than the time allocated for each section, you will not get a true picture of your ability.

How to Take the Sample Speaking Section

The sample speaking test prompt included in the ECCE 2013 Sample Materials comes from an actual exam. You can practice the speaking test with a teacher or expert user of English serving as your examiner. You may want to record your speaking test.

The examiner should complete all stages of the speaking test with you. The purpose of the speaking test is to determine how well you communicate your ideas and opinions. The speaking test should take about 10 to 15 minutes.

Stage 1 (2–3 minutes)

- The examiner asks you a few general personal questions about yourself.
- You answer the questions.

Stage 2 (3–4 minutes)

- The examiner then gives you the test taker prompt page to look at. It includes instructions about the problem task and some pictures.
- The examiner uses the other page that includes examiner information and the elaboration questions. The examiner reads aloud the instructions to you.
- Then you should ask the examiner the questions that are printed on your test taker page.
- The examiner answers your questions using the information on his/her page.
- You should listen carefully to the answers. You may ask additional questions.

Stage 3 (1–3 minutes)

- When you are ready to say how you would solve the problem, explain to the examiner what you think he/she should do.
- You are expected to explain why you think your solution is best.
- You are also expected to explain why you did not choose the other possible solution.

Stage 4 (2–4 minutes)

- The examiner asks you further questions that are related to the topic introduced by the prompt. (There are three questions on the examiner's page that the examiner should ask you.)
- The examiner may ask you additional questions about the topic.

After you have finished Stage 4, the speaking test is finished. You are then ready to score the speaking test.

Scoring the Sample Sections

Listening, GVR, and Writing

When you have finished taking the ECCE listening, GVR, and writing sections, you should have a completed answer sheet with one answer per question and a completed letter or essay for the writing section. You now need to score these sections. Please follow the instructions below.

Listening and GVR

1. For each listening and GVR item, you should have only one answer filled in.
2. Compare your answers with the answer key. If your answer matches the answer key then award yourself one point. If your answer does not match the answer key, do not award yourself a point.
3. Add up all of your correct answers in the listening section. Add up all your correct scores in the GVR section on the answer sheet. These are your scores on the listening and GVR sections.
4. Read the Interpreting Your Scores section of this guide for an explanation of what your sample listening and GVR scores mean.

Writing

1. Appendix 1 contains examples of letters and essays for each level of the ECCE writing scale, along with commentary. Use these as well as the ECCE Writing Rating Scale, which can be downloaded from the ECCE Resources section of the CaMLA website.
2. Read your response (letter or essay) and then read each of the example responses and the comments that accompany them.
3. Compare your letter or essay to the samples and decide which sample is the closest to yours.
4. The score of the sample which is closest to yours is your score for the writing section. You should ask a teacher to review your writing and to confirm that you have chosen the right score.

5. Read the Interpreting Your Scores section of this guide for an explanation of what your writing score means.

Speaking

When you have been able to take the sample speaking test, you need to rate your speaking. Please follow the instructions below.

1. Download the ECCE Speaking Rating Scale from the ECCE Resources section of the CaMLA website. Five levels of ability are described on the scale under three separate categories: Overall Communicative Effectiveness, Language Control & Resources, and Delivery/Intelligibility. Your speaking performance is awarded a numeric score derived from scores assigned to each of these three ECCE speaking scoring criteria. You should refer to the performance descriptions at each point of the ECCE Speaking Rating Scale to determine eight individual scores.
2. You should read the descriptions of the different levels on the ECCE Speaking Rating Scale and decide which level best describes your speaking on the sample test. If you recorded your test, you should listen to yourself speaking. The teacher or expert user of English who conducted your speaking test may be able to help you decide which level best describes your ability at each of the score points.
3. When deciding your level, only consider how well you spoke in stages 2, 3, and 4. Stage 1 should not be used to determine your score.
4. Read the Interpreting Your Scores section of this guide for an explanation of what your speaking score means.

The table below is a sample of how the eight individual scores can be awarded during an ECCE Speaking Test.

Example of How the Eight Individual Scores May Be Awarded During an ECCE Speaking Test

		Overall Communicative Effectiveness	Language Control & Resources	Delivery/Intelligibility
Stage 1		Unscored		
Stage 2 & 3		① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
Stage 4	Question #1	① ② ③ ④ ⑤	① ② ③ ④ ⑤	① ② ③ ④ ⑤
	Question #2	① ② ③ ④ ⑤		
	Question #3	① ② ③ ④ ⑤		

Interpreting Your Scores

When the ECCE is taken under examination conditions, the listening section and the grammar, vocabulary, reading (GVR) section are scored by computer using Item Response Theory (IRT). This method ensures that the ability required to pass a section, or to receive a high score, remains the same from year to year. IRT scores are not the same as number-right scores, but there is very high correlation between number of correct answers provided and the IRT scores.

The ECCE writing section and the speaking section are scored by trained raters using criteria determined by CaMLA.

Listening Section

Scores 38 and above: If you have strictly followed the instructions for taking the sample test, you are likely to pass the listening section of the ECCE under exam conditions.

Scores 32–37: You have a chance of passing the listening section of the ECCE under examination conditions but you may benefit from more lessons or more practice before you register for the examination.

Scores 31 and below: You are unlikely to pass the listening section of the ECCE under examination conditions and should spend more time improving your English before taking the examination.

Grammar, Vocabulary, and Reading (GVR) Section

Scores 65 and above: If you have strictly followed the instructions for taking the sample test, you are likely to pass the GVR section of the ECCE under examination conditions.

Scores 60–64: You have a chance of passing the GVR section of the ECCE under examination conditions but you may benefit from more lessons or more practice before you register for the examination.

Scores 59 and below: You are unlikely to pass the GVR section of the ECCE under examination conditions and should spend more time improving your English before taking the examination.

Writing Section

Scores 28 and above: If you have strictly followed the instructions for taking the sample test, you are likely to pass the writing section of the ECCE under exam conditions.

Scores 24–27: You have a chance of passing the writing section of the ECCE under exam conditions, but you may benefit from more lessons or more practice before you register for the examination.

Scores 23 and below: You are unlikely to pass the writing section of the ECCE under examination conditions and should spend more time improving your English before taking the examination.

Speaking Section

Scores 28 and above: If you have strictly followed the instructions for taking the sample test, you are likely to pass the speaking section of the ECCE under exam conditions.

Scores 24–27: You have a chance of passing the speaking section of the ECCE under exam conditions, but you may benefit from more lessons or more practice before you register for the examination.

Scores 23 and below: You are unlikely to pass the speaking section of the ECCE under examination conditions and should spend more time improving your English before taking the examination.

The ECCE speaking section is scored analytically. Your speaking performance is awarded a numeric score derived from scores assigned to each of the three ECCE speaking scoring criteria: Overall Communicative Effectiveness, Language Control & Resources, and Delivery/Intelligibility. The teacher or expert user of English who conducted your sample speaking test for you may be able to help you evaluate your competence in spoken English. Use the ECCE Speaking Rating Scale and the speaking score table on page 6 as a guide for scoring your performance. You should assign eight individual scores in stages 2, 3, and 4 of the ECCE Speaking Test.

If you have followed the instructions for taking the sample speaking test and your speaking meets the scoring criteria of at least at 3 in each of the scoring sections or a total score of at least 24, then you have a chance of passing the ECCE speaking section under exam conditions.

Passing the ECCE Overall

ECCE section scores are reported in five bands. The levels of performance, from highest to lowest, are:

ECCE Reporting System Band Scores	
	Scaled Score Per Section
Honors (H)	840–1000
Pass (P)	750–835
Low Pass (LP)	650–745
Borderline Fail (BF)	610–645
Fail (F)	0–605

ECCE test takers who achieve an average score of 650 or higher will be awarded a certificate. Additionally, those who achieve a score of 840 or higher in all four sections will be awarded a Certificate of Competency with Honors.

Look at all your scores on the sample test sections.

- If your score is 28 or higher on the speaking and writing sections and 38 or above on the listening section and 65 or above on the GVR section, you are likely to pass the ECCE under exam conditions.
- If your score is 24 or higher on the speaking and writing sections and 32 or higher on the listening section and 60 or higher on the GVR section, you have a chance at passing the ECCE under exam conditions.

If you are able to meet the passing standards on the sample test, then you are probably ready to take the ECCE.

Important Points to Note

1. Although the sample materials are designed to be similar in difficulty to the ECCE and will give you a reasonable idea of how you should expect to score on the exam, there is no guarantee that your score on the sample materials will be the same as the score you receive when you take the ECCE.
2. The writing section and speaking section scores you receive when you take an ECCE under examination conditions are determined by raters trained and certified according to standards established by CaMLA. It is possible that when you review your own writing and speaking performance, the scores assigned might be different from those that would have been assigned by certified raters and examiners.

Appendix 1: Writing Section Sample Responses

Writing Prompts

The two writing prompts on which the samples were written are below. Please refer back to these prompts when reviewing the samples.

Prompt 1

Ancient Ruins Controversy

ACME Construction Company recently began building the city's new football stadium. When they started digging, they discovered the remains of ancient buildings. Some people want to stop building the stadium and restore the ruins. However, because this is the only piece of land in the city large enough for a stadium, other people say the building project should continue. They say the ruins are not historically important.

Task 1: Letter

Write a letter to the mayor of the city explaining what you think should be done. Should construction of the stadium continue? Give reasons to support your opinion. Begin your letter, "Dear Mayor."

Task 2: Essay

Some people say that our culture spends too much time and money on sports. They say that more resources should be spent on arts and on science. Do you agree? Why or why not? Explain, giving specific reasons to support your view.

Prompt 2

Reader Survey of the Week

Next week, the Superheroes Comic Book Convention will be held in our city. In connection with this, our Survey of the Week question is: Superheroes in comic books have many different superpowers. If you could have any one superpower, what would it be and why? What would you do with this power? Submit your responses to Gary Goodwin, Special Features editor.

Task 1: Letter

The City Times will publish readers' responses to the question of the week. Write a letter stating which superpower you would like to have. In your letter, be sure to explain why you would like to have this power and what you would do with it. Begin your letter, "Dear Mr. Goodwin."

Task 2: Essay

Superhero comic books have been popular for many years. Why do you think so many people, both children and adults, like this type of literature? Give detailed reasons to support your opinion.

Dear Mayor,

The reason I'm writing this letter is because I'm deeply concerned about this controversial problem the city is dealing with. Like I've been studying logical methods to resolve problems in my philosophy class at school, I suggest to analyze this issue together. First of all we have to see what is the main problem: The discovery of ancient buildings has stopped temporary the construction of the city's new football stadium. Now we have to get all the details about it like for example that there's not another piece of land in the city large enough for a stadium, so if you decide to stop the construction, it will not be another space to build the stadium, knowing this let's go with the people's opinion: first the one that is agree with continue of the project, they say that the ruins are not historically important, but they can't know it. because they are not experts on history, art, or architecture, so the first thing I recommend you to do is to hire some experts on the field to examine the ancient ruins, if they tell you that the ancient buildings are historically important, you should stop completely the project, and restore the ruins and transform them in a museum.

But if they tell you that the ruins are not historically important or they can not be restored, you could then continue with the stadium construction, because we also have to think that sport is important for the citizens not just as a way of being healthy, also as part of our culture.

Now we have already analyzed everything, I can give you my personal opinion our culture and our history are very important things for me, so please think that the past affect the present and the future.

Yours Faithfully

Scores and Commentary on Writing Sample 1

Content and Development	Organization and Connection of Ideas	Linguistic Range and Control	Communicative Effect
5	5	4	4

Content and Development: 5

The introduction clearly states the purpose for writing and provides background about the author, creating the thesis of the letter and giving context to the argument. The unique analytical approach to the issue and the written development of the writer's thinking process provides original and rich content. Additionally, the author supports stated opinions and offers suggestions about how to proceed with the decision.

Organization and Connection of Ideas: 5

The author effectively uses connectors to transition from one idea to the next. Secondly, the writer organizes thoughts and supporting arguments in a way that connectors are not necessary in each paragraph.

Linguistic Range and Control: 4

Oftentimes the language is more conversational than academic, for example, "Like for example . . ."; "to get all the details about it"; or "let's go with the people's opinion." Minimal errors with prepositions and demonstrative adjectives show that the writer makes errors that do not impede meaning. Most of the writing is accurate and the range of vocabulary is good (i.e. experts, architecture, examine, recommend, transform, restored).

Communicative Effect: 4

The register is somewhat informal and more conversational which gives the letter less credibility; use of 'like' would be less noticeable if spoken than written. The author has a clear understanding of the task and awareness of the audience, appropriately addressing the mayor of the city and asserting a final opinion after analyzing the issue. The text is easy to follow and written effectively. Due to the small deficit in the linguistic control, the overall communicative effect is rated as a 4.

It is a big truth that our culture has a tendency to develop sports and sports life generally. That is, because, sports are really attractive and interesting for most people of the world, regardless of their nationality, or male, or age, or global personality. Therefore, I totally agree with real fact of spending enough time and money on sports.

On the other hand, the importance of sports, can not in any way, eliminate the necessity to develop some other aspects of life, as are arts and science. When we say that our government gives a lot of money on sports and we have some dissatisfaction about it; we profoundly want and expect the same amount of time and money to be also spent on arts and science.

First and foremost, arts are the mirror of our spiritual lives, of our feelings and thoughts. By expressing ourselves through painting, music, literature, photography, theater we actually become better people, we manage to find the right balance among our spirit and body.

In the same way, science needs to be organized with better methods and projects if we want to have useful results for humanity from it. That's why it needs for economical help and supply.

In conclusion, everything is useful and necessary in our lives; sports, arts and science. Let's develop each one as it really needs and be happy for its presence in human world.

Scores and Commentary on Writing Sample 2

Content and Development	Organization and Connection of Ideas	Linguistic Range and Control	Communicative Effect
5	4	4	5

Content and Development: 5

The introduction clearly addresses the prompt and appropriately establishes the author's opinion on the argument. The thesis is apparent and well-supported. The second paragraph offers another opinion; the writer acknowledges that people would support art and science equally to sports. Ideas are richly developed and original. Supporting details about the value of sports, art, and science are provided, ultimately strengthening the argument.

Organization and Connection of Ideas: 4

Connectors such as, "Therefore," "On the other hand," "First and foremost," and "In the same way," are present and appropriately organize the simple transitions within the text. More time is spent developing the idea that art and science are important, but this plays a valid role in connecting the author's opinion to the final statement of supporting all three areas equally. The conclusion supports the details of the previous paragraphs; the overall argument is clear and easy to follow.

Linguistic Range and Control: 4

Ambitious vocabulary, usually used correctly (i.e. tendency, regardless, global, eliminate, profoundly, spiritual, presence) demonstrates a good grasp of English vocabulary. Occasional errors in word choice or confusion with the appropriate part of speech do not distract the reader. At times the writer is unnecessarily verbose: "When we say that our government gives a lot of money on sports and we have some dissatisfaction about it; we profoundly want and expect the same amount of time and money to be also spent on arts and science." The text demonstrates mostly accurate grammar and good command of vocabulary.

Communicative Effect: 5

The essay is given the score of a 5 because overall, the author shows an absolute understanding of the task and fully responds to the prompt with relevant content. The errors are not distracting and the organization allows the reader to understand the writer's points. The writer is aware of the audience and only infrequently uses contractions, indicating appropriate awareness of the required register.

Dear Mr. Goodwin,

I have read your article, in *The City Times*, and I would like to response. If a could chose one superpower it would be flexibility. I would chose this superpower because I could saves peoples lives by running fast and getting what they need. I would also like this superpower because it allows me to do more things. For example, going up a mountain easier. Anon, I could become famous and rich. I could also be awarded awards for breaking world records. Mostly, I could go and explore new things I could never afford before. Then, I would pay money to people who my family or relatives owe to.

Unfortunately, though my friends wont like me and they will tell me to make friends with the rich. So, for this not to happen I would give money to their parents to buy them things.

I hope readers will enjoy reading responses and that questions of the week can carry on, because readers read people thoughts and it may solve their problem.

Yours sincerely

Scores and Commentary on Writing Sample 3

Content and Development	Organization and Connection of Ideas	Linguistic Range and Control	Communicative Effect
4	3	4	3

Content and Development: 4

The main argument of the letter is well developed with supporting details. The content is relevant to the topic, but some of the supporting information is not very detailed. For instance, the writer says that she/he would like the power of flexibility but does not specify how exactly it would help her/him save people, become rich, or go places.

Organization and Connection of Ideas: 3

The points presented by the writer (despite some pieces being written out of sequence) are clearly and adequately organized. The writer uses “Unfortunately” to clearly set up the description of some negative feelings she/he would have about having a superpower. Connectors like “also” and “Then” are used somewhat mechanically.

Linguistic Range and Control: 4

A good range of grammar and vocabulary is used by the examinee. There are occasional morphological errors, such as “I would like to response” or “I would chose this superpower” in the first paragraph, or “people thoughts” in the last paragraph. Generally, the language is mostly accurate, with the writer employing a good variety of syntactic structures and lexical items.

Communicative Effect: 3

The writer has an adequate sense of audience and purpose for writing. The letter uses an appropriate register that is not too formal or informal. However, the introduction and conclusion are rather standard for the letter task: in the first paragraph, the writer explains that she/he is writing in response to the City Times article, and the concluding paragraph illustrates the writer’s wish for her/his message to be read.

Dear Mr. Goodwin,

As next week The Superheroes Comic Book Convention is having place in our city, I will be glad to answer the question of the Survey of the Week.

If I must choose a superpower, I believe it would be the ability to freeze things. Personally, I would live to have this superpower because I have always wished to be as the Superhero of the comic "Iceman", who has this superpower. In addition, I would also live to show other people what I would do with it.

Having the superpower of freezing would allow me to prevent any type of car accident or crime. Imagine that an old woman cross the street and a bus suddenly appear. If I had that superpower I could stop the bus and let the woman cross the street.

Yours sincerely,

Scores and Commentary on Writing Sample 4

Content and Development	Organization and Connection of Ideas	Linguistic Range and Control	Communicative Effect
3	4	4	4

Content and Development: 3

The writer adequately develops her/his argument. The content seems to dwindle near the end, so the letter lacks a clear conclusion. The main ideas that are present, however, are supported by relevant details. In the second paragraph, the test taker explains why she/he would want that power, and the third paragraph contains some details about what would be done with it.

Organization and Connection of Ideas: 4

Details are organized clearly and appropriately. Connective markers such as “As” (the first word in the letter body) and “In addition” are used accurately and not mechanically. However, the letter does not rely on the traditional cohesive devices. Despite this, the flow of ideas is easy for the reader to follow.

Linguistic Range and Control: 4

The examinee uses a good range of grammar and vocabulary throughout the letter. The first (“As. . .”) and last (“If . . .”) sentences each accurately use a dependent clause with an independent one. Also, the beginning of the letter’s third paragraph contains a subject with an embedded clause. There are some missing past-tense morphemes on verbs in the second-to-last sentence (“Imagine . . .”) but these sorts of errors are only occasional.

Communicative Effect: 4

The test taker does a good job of establishing the context for writing. The register is appropriate, and the writer seems to have an awareness of the audience. A letter at the 5 level for this component of the rubric would likely have more of a concluding paragraph; therefore, this sample receives a 4 for Communicative Effect.

Superhero comic books have been popular for many years. Many people, both children and adults like reading this type of literature.

In my opinion, I think that the children like reading this of books because Superhero comic books have many beautiful pictures with many colours. In addition, i believe that the children who read this books, want to become a Superhero and they think that the story of this farytail is true.

Furthermore, i think that children think if they help a person to solve their problems, they will become a superhero.

In addition, I believe that the adults read comic books because this kind of books are very funny and interesting. Also, I want to add that if you read superhero comic books, you will learn more things about the life and if you become a superhero, you will become a popular person! To sum up, I think that everybody wants to become a Superhero, and I think that you can manage to become a Superhero if you help people to get over their problems. . .

Scores and Commentary on Writing Sample 5

Content and Development	Organization and Connection of Ideas	Linguistic Range and Control	Communicative Effect
3	4	4	3

Content and Development: 3

The first paragraph is entirely based on a rephrasing of the prompt, which shows no original development. To support the initial claim, the author states that children are attracted to the images in comic books. When the writer addresses why adults enjoy comic books, there is no substantial reason or content; the minimal support provided could be describing why children like comic books. Overall, the content is developed adequately but the lack of original content keeps this essay from receiving a 4.

Organization and Connection of Ideas: 4

The writer uses connectors such as, “In my opinion,” “In addition,” “Furthermore,” “Also,” and “To sum up.” The organization is clearly separated into an introduction, paragraphs discussing children and adults, followed by a conclusion. The ideas flow because of the content of each paragraph as well as the appropriate use of connectors.

Linguistic Range and Control: 4

The few errors in agreement with the noun and demonstrative adjectives, such as “this kind of books” and “this books,” are not distracting. Other instances of correct demonstrative adjective usage include, “i think that children think if they help a person . . .” The language used is simple and not ambitious, but accurate with only occasional errors.

Communicative Effect: 3

The communicative effect is strengthened by the linguistic control but weakened by the lack of content and development. During the course of the essay, the reader is not confused and the errors do not impede understanding. The writer communicates simple ideas adequately, with an appropriate sense of audience and purpose for writing the text.

Some people say that our culture spends too much time and money on sports. They say that more resources should be spent on arts and on science. Nowadays, the "king of sports" is the football because millions people go to the stadium every year.

First of all, around the world many countries have a traditional sport. And all people who lived in this country spend money and time for this sport. In Greece the football and basketball are the best sport because many people are going to the stadiums.

On the other hand, many people say that more resources should be spent on arts and on science. I agree with it, because arts and science are the need more resources than sports. Because science and arts are useful for people and they building many theaters and TV channels. In my country has eight big theater and 1 topic TV channel.

To conclude, I hope my suggestions are useful for you!

Scores and Commentary on Writing Sample 6

Content and Development	Organization and Connection of Ideas	Linguistic Range and Control	Communicative Effect
2	3	3	2

Content and Development: 2

In the introductory paragraph, the author simply copies the prompt then suggests that one sport is more popular than any other. There is no thesis or development in these sentences. The second paragraph is unrelated to the topic in that the information does not address the task. Here, the author claims that sports are popular and people spend money to see sporting events but it does not discuss the money spent to develop the industry. The remaining parts of the essay lack development and original content.

Organization and Connection of Ideas: 3

Some connectors are used, although mechanically, at the start of the second, third, and fourth paragraphs. They are used appropriately and help organize the ideas presented in each section.

Linguistic Range and Control: 3

The writer demonstrates sufficient control of grammar and vocabulary; however, each sentence that is not copied from the prompt has an error. For example, "I agree with it, because arts and science are the need more resources than sports." For the most part, the errors are basic and do not change the meaning of the intended point.

Communicative Effect: 2

Overall, the essay is not particularly communicatively effective. Due to the prevalence of errors and the lack of original content, the reader must make an effort to infer meaning from some of the sentences.

Dear Mr. Goodwin,

The reason why I am writing this letter is that I saw your article in the newspaper and I want to express my opinion on what superpower I would wanted to have and what I could do after with it.

A superpower that I would like to have is one that can cure people from all the . I think that with this I could make all people happier and feel better on their life without concerning about their health.

This superpower may have negative effect. For example without having anyone who will suffer from health problems may cause people to be more selfish and with the believe that they are immortal.

Scores and Commentary on Writing Sample 7

Content and Development	Organization and Connection of Ideas	Linguistic Range and Control	Communicative Effect
2	2	3	3

Content and Development: 2

The argument is inadequately developed. The introduction is mainly based on the prompt, and there is no clear conclusion. In the letter, the examinee says that she/he would like to have a power that could cure people from disease but does not specify how she/he would do that or how such a power would work.

Organization and Connection of Ideas: 2

Ideas are organized in a simple way. Basic connectors such as “also” and “For example” are appropriately used, but the themes presented in paragraphs two and three are not clearly connected back to the first paragraph. The use of this in “This superpower” at the beginning of the final paragraph helps refer back to previously introduced information, but overall the letter is somewhat lacking in organization.

Linguistic Range and Control: 3

The examinee uses a sufficient linguistic range to fulfill the letter task. Errors such as “would wanted to have” in the first paragraph do not impede meaning. When the test taker attempts to write more complex sentences, they are long and run-on (first sentence) or may show an attempt to use an embedded clause (last sentence).

Communicative Effect: 3

The purpose for writing is generally clear, and the test taker has an adequate sense of audience. The register is suitable for the letter task. The writer tries to set up the context for writing in the opening paragraph but then does not follow that through to a clear conclusion.

At first, I agree. My opinion is that all this culture, for sports is wrong. People spends much money on sports, and some other people in the world didn't have food or water or clothes for them and for children.

In the naturalist countries should be spent money on arts and on science. It's very important for a country to make big name of art, of science. The education at school should be learn these lessons, give money for books.

Scores and Commentary on Writing Sample 8

Content and Development	Organization and Connection of Ideas	Linguistic Range and Control	Communicative Effect
1	1	2	1

Content and Development: 1

Within the two paragraphs, the writer does not develop a cohesive argument. The content relies entirely on the prompt with the exception of mentioning poverty. The one original idea presented, about poverty, is unsupported and not connected through transitions or content development.

Organization and Connection of Ideas: 1

The two paragraphs are not connected and lack basic organizational connectors. The one connector used is misleading and does not contribute to the organization.

Linguistic Range and Control: 2

Initially, the writer states, “At first, I agree.” which leads a reader to believe that an opposite opinion will later be explained and the author will switch sides of the argument. A range of structures are attempted but are generally unsuccessful. The significant frequency of errors interferes with the reader’s comprehension of the essay. Additionally, the last word of the first sentence (“rown”) is undecipherable; the context could suggest that sports are important but not as important as food or that sports are overvalued.

Communicative Effect: 1

A very sympathetic reader may be able to draw some conclusions from the text. The writer attempts to connect a culture’s zealous support of sports to a lack of attention focused on people’s basic needs being ignored, but falls short. Secondly, the author ineffectively tries to explain the value of art, science and education. The link between the two ideas is missing, as is support for the two arguments. Errors in grammar and vocabulary cause significant confusion and force the reader to connect the ideas.