

Guide for UML placement readers—Please note the major change to the placement options!

Readers score placement essays holistically into one of four categories:

IWL—Students will be **required** to take the Intensive Writing Lab (2 cr.) **simultaneously** with CWI

101—College Writing I (standard placement, no IWL required)

ESLA—College Writing A ESL (**preparatory** for College Writing I ESL, 3 cr.)

ESL 111—College Writing I ESL (equivalent to College Writing I)

The following descriptions should be considered when determining the student's placement. Borderline essays which meet most of the criteria for "passing" but which demonstrate some significant weaknesses should be passed on to additional readers and discussed by the group. Any essays with pervasive errors related to ESL difficulty (e.g. subject/verb agreement, confusion of tenses, misuse of articles, idiom) should be referred to the ESL Coordinator.

Students scoring into IWL and ESLA are invited to write a re-test before the beginning of classes.

Thoughtful and detailed content responsive to the prompt

Essays placed into CWI:

Demonstrate solid comprehension of the passage (some portions of the passage might go unaddressed, or minor misinterpretations which do not interfere with the student's overall comprehension of the passage might be present)

Demonstrate an understanding of the rhetorical tasks of the prompt (some analysis or argument might be weak or implicit, but the essay should reflect an awareness of the task)

Provide examples as indicated in the prompt (appropriately chosen and developed)

Develop the essay with detail and specificity

Provide some insight into the student's perspective on the topic

Essays placed into IWL:

Demonstrate a significant misinterpretation of the passage

Fail to address the rhetorical tasks as directed (essay might be presented in a rhetorical mode other than what is specified, e.g. student has written a narrative rather than an argument)

Fail to provide examples as indicated in the prompt (might lack specific examples,

Include irrelevant examples, or include significantly underdeveloped examples)

Contain little development, might be repetitive or consistently vague

Demonstrate a lack of critical thinking about the topic

Strong focus, essay structure and organization

Essays placed into CWI:

Employ a thesis (in some cases, the thesis might be implied rather than explicit)

Demonstrate sustained unity (reflect a protracted consideration of the material and are of acceptable length with a minimum of five paragraphs)

Reflect strong paragraph structure (use topic sentences and organize coherent paragraphs around a single idea)

Include an introduction and a conclusion (though these might be somewhat redundant)

Attempt clear and logical transitions between ideas

Essays placed into IWL:

Lack a thesis, or have a weak or irrelevant thesis

Lack unity

Demonstrate incoherence or lack of development within paragraphs (weak use of five-paragraph essay formula)

Employ excessive repetition in structure

Move unpredictably or illogically between ideas

Proper grammar and use of Standard English

Essays placed into CWI:

- Demonstrate a solid grasp of sentence structure (one or two errors in this category might be present)
- Employ a variety of sentence structures
- Might include few major grammatical errors (though some might be present, they are infrequent)
- Might have a number of minor errors, including spelling (persistent error demonstrating a lack of conceptual understanding of grammar principles should not be present)

Essays placed into IWL:

- Demonstrate poor comprehension of basic sentence structure (include multiple fragments, run-ons, or mixed constructions)
- Demonstrate a lack of variety in sentence structure (few complex sentences, lack of coordination and subordination)
- Present significant grammatical error (may have a number of various, minor errors or may have major, persistent errors)

Appropriate college-level vocabulary and usage

Essays placed into CWI:

- Use appropriately sophisticated vocabulary with accuracy
- Show control over tone and awareness of audience
- Refrain from the use of conversational, slang, or nonstandard English

Essays placed into IWL:

- Repeatedly misuse words
- Employ a limited or simplistic vocabulary
- Fail to make a distinction between academic and informal English