

Writer's Workbench

Assessment Scores Module

Dear Writer's Workbench Enthusiast,

No, this release does not eliminate the need for writing instructors to read students' papers. A computer is great at finding mechanical errors and providing generic mechanical improvement suggestions but is not able to look into the content and "read between the lines" as an English teacher can. However, we are very excited about the "Assessment Scores" module. This module can be used to help the student discover where to get started in revising his or her composition using some of the other 25 Writer's Workbench analyses.

In the Assessment Module, 22 quantifiable statistics are identified from the writer's composition. If the writer does not meet a threshold for a statistic, he or she gets "fingering" or flagged to improve that area of writing. With administrative permissions, a teacher or user can "tune" the thresholds and associated suggestions for each of the statistics to meet the requirements for a given grade level, for an assignment, or for an individual student or user.

Suggested thresholds and corresponding suggestions (if the threshold was not met) are provided in the "Assessment Statistics Configuration" menu, shown below.

| Writer's Workbench Assessment Statistics Configuration | | |
|--|-----------|--|
| Statistic | Threshold | Suggestion if above or below acceptable threshold |
| Number of Sentences | 30 | Not enough sentences; keep working. |
| Average Sentence Length | 18 | Be more descriptive and perhaps combine sentences to increase the average sentence length. |
| Number of Words | 500 | Not enough words; keep working. |
| Average Word Length | 4 | Use longer words. |
| Average Content Word Length | 6 | Use longer content words. |
| Flesch Readability Score | 9 | Increase the average sentence length and average syllable length. |
| % Diction Problems (<) | 10 | Run analysis 5.1 and follow suggestions to minimize or eliminate problematic words and phrases. |
| % "To Be" vs. total verbs (<) | 25 | Run analysis 3.1 and follow instructions from MoreInfo to minimize "to be" verbs. |
| % Subject Beginnings (<) | 75 | Increase the number of transitions at the beginning of sentences to help tie ideas together. |
| % Vague Words (<) | 3 | Run analysis 1.3 and follow instructions from MoreInfo to minimize vague words. |
| % Abstract Words (<) | 2 | Run analysis 1.3 and follow instructions from MoreInfo to minimize abstract words. |
| % Negative Words (<) | 2 | Run analysis 5.3 and follow instructions from MoreInfo to minimize negative words. |
| % Sentences with Transitions | 35 | Run analysis 5.5 and follow instructions from MoreInfo to find where transitions could further link ideas. |
| % Sentences w/ Intro Elements | 25 | Run analysis 6.1 to verify correct punctuation with introductory elements. |
| % 1st Person Pronouns (<) | 0 | Run analysis 4.2 and follow instructions from MoreInfo to identify and to eliminate use of first person pronouns. |
| % 2nd Person Pronouns (<) | 0 | Run analysis 4.2 and follow instructions from MoreInfo to verify that third person pronouns are used clearly. |
| % 3rd Person Pronouns (<) | 5 | Run analysis 4.2 and follow instructions from MoreInfo to identify and to eliminate use of second person pronouns. |
| % Helping Verb Errors (<) | 0 | Run analysis 3.2 to identify and to help eliminate helping verb errors. |
| % Split Infinitives (<) | 0 | Run analysis 5.4 to identify and to help eliminate split infinitives. |
| % Article Errors (<) | 0 | Run analysis 5.4 to identify and to help eliminate article errors. |
| High Diversity (Focus) threshold | 60 | The focus score indicates that the topic might be too broad or that this text might not stay focused on the topic. |
| Low Diversity (Focus) threshold | 30 | The focus score indicates that the topic might be too narrow or that this text is too redundant. |

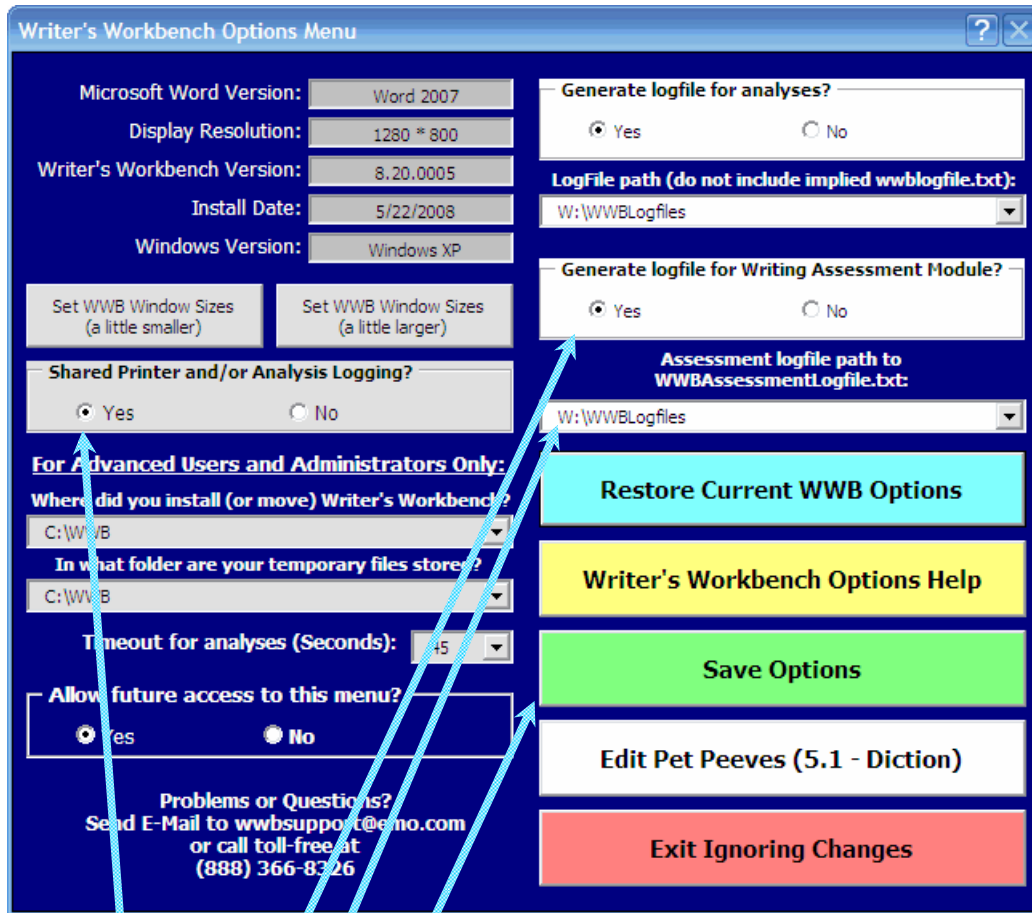
Using the sample composition, “The Tempest,” and using the default settings from the menu above, the analysis provided to the writer would be as follows. The writer is greeted with **acceptable** when he or she meets the preset threshold but **10** **Goal (less than 10%) - Suggestion** is displayed when that statistic does not the preset threshold. **Note:** The first “threshold not met” flag indicates that this text should have less than 10% problematic words and phrases and then suggests a strategy to minimize those problematic words and phrases.

WWB Assessment Scores

- 43 - The number of sentences in your text **acceptable**
- 19 - Average sentence length **acceptable**
- 818 - The number of words in your text **acceptable**
- 4.73 - Average word length **acceptable**
- 6.38 - Average content word length **acceptable**
- 10.4 - Flesch readability (average sentence length and average syllable length) **acceptable**
- 65.1% - Percentage of sentences with Diction Alerts **Goal (less than 10%) - Suggestion** - Run analysis 5.1 and follow suggestions to minimize or eliminate problematic words and phrases.
- 30% - "To Be" verbs vs. total verbs **Goal (less than 10%) - Suggestion** - Run analysis 3.1 and follow instructions from MoreInfo to minimize "to be" verbs.
- 53% - Subject beginnings in your sentences **acceptable**
- 4.86% - Vague words in your text **Goal (less than 3%) - Suggestion** - Run analysis 1.3 and follow instructions from MoreInfo to minimize vague words.
- 3.99% - Abstract words in your text **Goal (less than 2%) - Suggestion** - Run analysis 1.3 and follow instructions from MoreInfo to minimize abstract words.
- 1% - Negative words in your text **acceptable**
- 54.3% - Sentences with transitional words or phrases in your text **acceptable**
- 30.4% - Sentences begin with introductory elements **acceptable**
- 2.32% - First person pronouns vs. number of sentences **Goal (zero) - Suggestion** - Run analysis 4.2 and follow instructions from MoreInfo to identify and to eliminate use of first person pronouns.
- 2.32% - Second person pronouns vs. number of sentences **Goal (zero) - Suggestion** - Run analysis 4.2 and follow instructions from MoreInfo to identify and to eliminate use of second person pronouns.
- 5.25% - Third person pronouns vs. number of words **acceptable**
- 8.69% - Sentences with helping verb errors **Goal (zero) - Suggestion** - Run analysis 3.2 to identify and to help eliminate helping verb errors.
- 4.34% - Sentences with split infinitives **Goal (zero) - Suggestion** - Run analysis 5.4 to identify and to help eliminate split infinitives.
- 4.34% - Sentences with article errors **Goal (zero) - Suggestion** - Run analysis 5.4 to identify and to help eliminate article errors.
- 71.9% - Diversity of content vocabulary score (Focus) **Goal** - The focus score indicates that the topic might be too broad or that this text might not stay focused on the topic.
- To improve punctuation, run analysis 6.5 and follow instructions from MoreInfo to eliminate unbalanced and/or misplaced punctuation.

WWB Assessment Scores - Print these suggestions. Click on "Close Analysis!" Then, follow suggestions to improve your text.

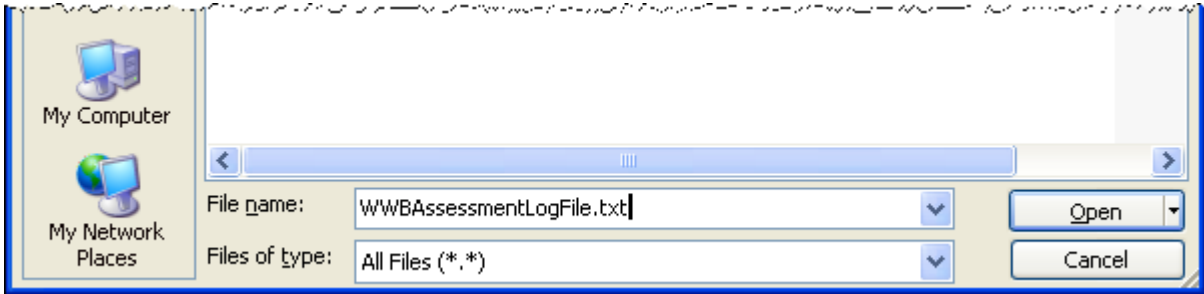
You can, also, log each of these statistics to a comma-delimited text file for import into Excel. Those thresholds that can be set with the “Assessment Statistics Configuration” menu do not affect the results; only the statistics from the students’ compositions are logged to that file.



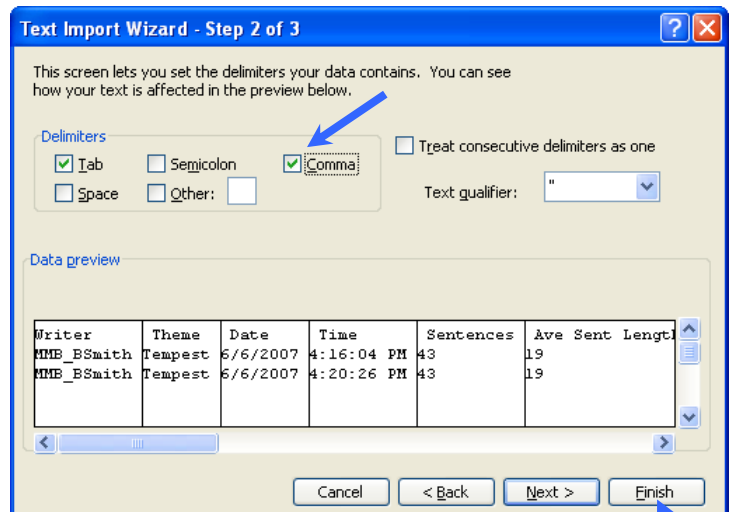
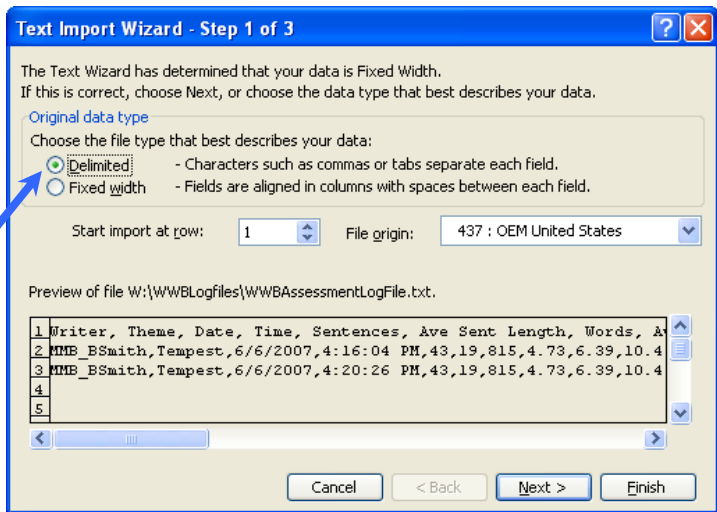
1. To enable logging of the statistics coming from the Assessment module, on your keyboard, hold <Alt>-<Ctrl>-<Shift>O (for Options) to open the Writer’s Workbench Options Menu.
2. Set the “Shared Printer and/or Analysis Logging?” button to “**Yes.**”
3. Set the “Generate Logfile for Writing Assessment Module” to “**Yes.**”
4. Now think about the **path** to the file that will collect your writers’ statistics. The WWBAssessmentLogfile.txt file in that directory must be writable by the WWB user. When logging statistics using the “Assessment Scores” module, this process is completely transparent to the user.
5. Click on the green “**Save Options**” button. Your settings will be displayed. Click “OK” to accept the changes.
6. Now, open a document or use the keyboard shortcut <Alt>B to open the sample composition, “The Tempest”)
7. Run the Assessment Scores module. Close the analysis and run the Assessment Scores module one more time. Close that analysis. Close Word.
 - a. The first time you run the Writing Scores module, the WWBAssessmentLogfile.txt file (**path** specified above) will be created and the heading line and statistics from the composition will be added to the file.
 - b. The second time you run the Writing Scores module, statistics from the composition were appended to the end of the logfile.

To open the WWBAssessmentLogfile.txt file in Excel, which will provide sorting by student, statistic, or date, follow this procedure.

1. Open Excel
2. Click **F**ile, **O**pen, Files of **t**ype, (Use the pull-down at the bottom to select) All Files (*.*)
3. Browse to that directory that you designated as the “Assessment Logfile Path.”



4. Open WWBAssessmentLogFile.txt and go through the dialogues to select “comma-delimited text file,” as shown below.



5. When you click **F**inish, a new spreadsheet will open.

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V |
|---|---------|---------|----------|-------|----------|----------|-------|----------|-----------|--------|---------|----------|---------|------------|------------|------------|-----------|---------|----------|---------|-------------|---|
| 1 | Writer | Theme | Date | Time | Sentence | Ave Sent | Words | Ave Word | Ave Conte | Flesch | To Be % | Subj Beg | Vague % | Abstract % | Negative % | Transition | IntroElem | First % | Second % | Third % | Focus Score | |
| 2 | MMB_BSR | Tempest | 6/6/2007 | ##### | 43 | 19 | 815 | 4.73 | 6.39 | 10.4 | 30 | 53 | 4.88 | 4 | 1 | 56.8 | 31.8 | 2.32 | 2.32 | 5.27 | 72 | |
| 3 | MMB_BSR | Tempest | 6/6/2007 | ##### | 43 | 19 | 815 | 4.73 | 6.39 | 10.4 | 30 | 53 | 4.88 | 4 | 1 | 56.8 | 31.8 | 2.32 | 2.32 | 5.27 | 72 | |
| 4 | | | | | | | | | | | | | | | | | | | | | | |

6. Adjust the column widths so that the full text in each heading cell and each statistic is readable.

Then, your new Excel spreadsheet with your students’ statistics can be sorted and used in any way that you find useful. Data and statistics from this spreadsheet can be sorted to meet your needs and saved in Excel format (.XLS). You can also easily import this data into other database management programs.

If you have any problems, suggestions, or just don’t feel like reading this technical jargon, please feel free to call me personally.

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Documentation also available by visiting www.writersworkbench.com and clicking on the **Documentation** button (upper-left corner of homepage).