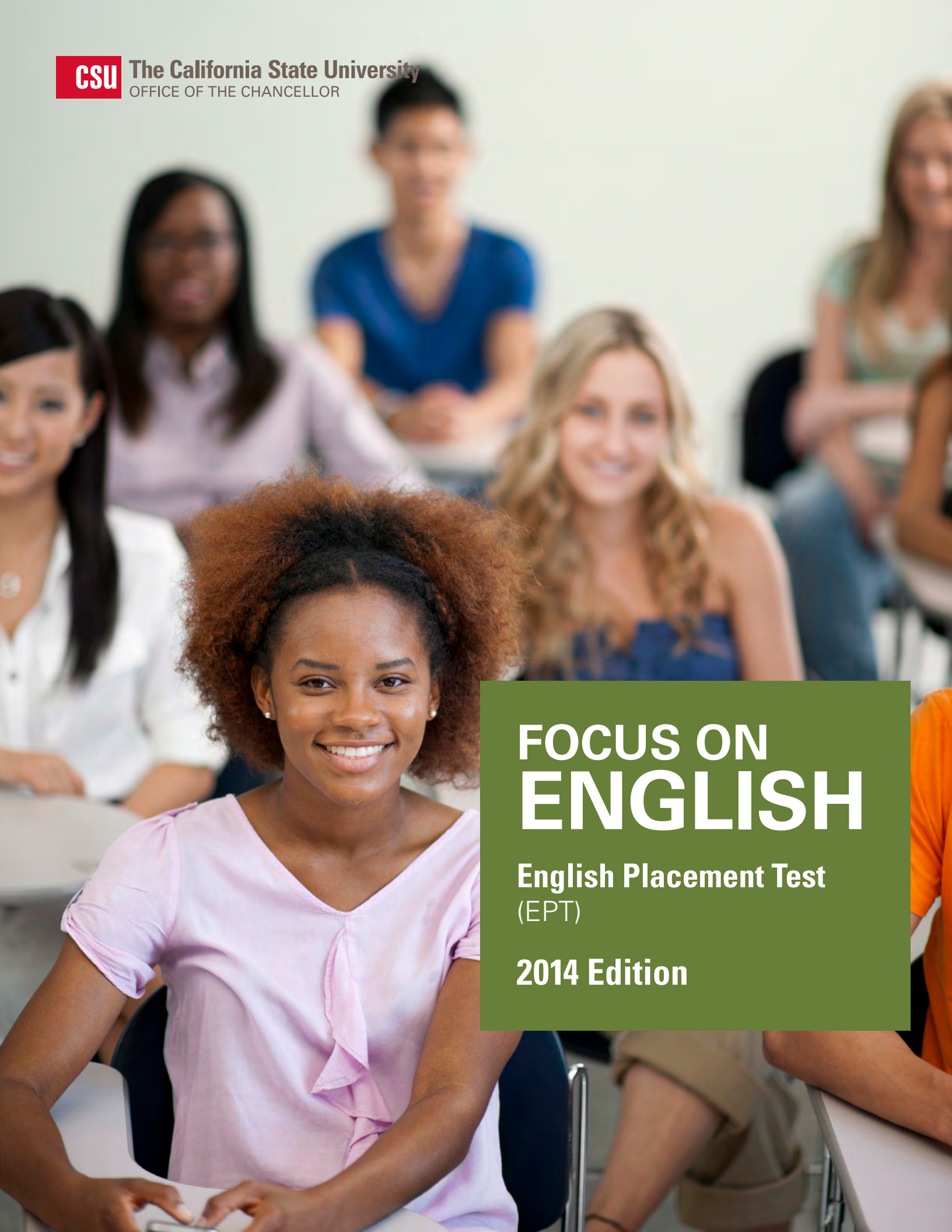




CSU

The California State University
OFFICE OF THE CHANCELLOR

FOCUS ON ENGLISH

**English Placement Test
(EPT)**

2014 Edition

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For Further Information Please See:

General Website for the Early Assessment Program (EAP): <http://www.calstate.edu/eap>
Overview of the EAP program, tests scores, and test blueprints.

CSU English Success Website: <http://www.csuenglishsuccess.org/mshome>
Information for students, parents, counselors, and teachers on the EAP, the EPT, student personalized road maps, and other advising features for all 23 CSU campuses.

This publication may be downloaded from:
<http://www.calstate.edu/sas/publications/documents/focusonenglish.pdf>

Additional questions concerning CSU admission requirements should be directed to Mr. Eric Forbes, Student Academic Support, 401 Golden Shore, Long Beach, CA 90802-4210.



College Readiness for All at the California State University

Increasing student access to and success in the California State University (CSU) system is one of the primary goals of *Access to Excellence*, the strategic plan adopted by the CSU Board of Trustees in 2008. College readiness for first-time freshmen is critical if the CSU is to meet the workforce and economic needs of the state. To ensure student success, the CSU has implemented a number of strategies, such as the Early Assessment Program (EAP), the Early Start Program (ESP), the Entry Level Mathematics Test (ELM), and the English Placement Test (EPT), to properly place students in the appropriate college courses.

The Early Assessment Program is a nationally recognized collaboration involving the State Board of Education (SBE), the California Department of Education (CDE), and the California State University (CSU). The California County Superintendent Education Services Association (CCSESA) is also a collaborator in the area of professional development. The EAP provides an opportunity for students to learn about their readiness for college-level English and mathematics in their junior year of high school, and it facilitates opportunities for them to improve their skills during their senior year.

Those students who are admitted to the CSU and have not demonstrated proficiency in English or math in their senior year of high school take the English Placement Test (EPT) and the Entry Level Math Test (ELM) as a way of ensuring they are placed in the appropriate classes upon enrollment in the university. All campuses are committed to implementing effective practices to guide and support first time freshman in attaining college level proficiency. The system has created an English Success and a Math Success website to provide students, parents, teachers, counselors, and testing coordinators further information regarding these requirements. The websites can be found at: <http://www.csuenglishsuccess.org> for English and www.csumathsuccess.org for mathematics.

This brochure provides information on how students demonstrate proficiency in English and more specifically about the English Placement Test (EPT). Another brochure, *Focus on Mathematics*, available online at www.calstate.edu/sas/documents/focusonmath.pdf, provides information about the math assessment test, the Entry Level Mathematics Test (ELM).

The English Placement Test at the California State University

Nature and Purpose of the English Placement Test

The English Placement Test (EPT), developed cooperatively by the CSU faculty and Educational Testing Service (ETS), is designed to assess the level of analytical reading, critical thinking, and writing skills of students entering the California State University. The test has no effect on admission decisions.

The CSU English Placement Test must be completed by all undergraduates who do not present proof of college readiness by one of the approved methods prior to enrollment in the CSU. Undergraduate students who do not demonstrate college-level skills will be directed to developmental English courses designed to help them attain these skills. Entering students have one year to complete required developmental courses.

The following methods have been approved as proof of college readiness:

- The Early Assessment Program (EAP) – A status of "Ready for college-level English courses.
- The Early Assessment Program (EAP) – A status of “Conditionally ready for college-level English courses” plus successful completion of a CSU-approved 12th grade English experience. An approved English experience includes:
 - Completion of Advanced Placement (AP) Language or Literature with a grade of C or better
 - Completion of an International Baccalaureate (IB) English course with a grade of C or better
 - Completion of an adopted Expository Reading and Writing Course (ERWC) with a grade of C or better.
- A qualifying score on one of the following college entrance or readiness tests (National Standardized Tests):
 - 500 or above on the SAT critical reading section, or 680 or more on the SAT writing section;
 - 22 or above on the ACT English Test; or
 - 3 or above on AP Language & Composition or Literature & Composition test.
- Community College Course – A grade of C or better in a qualifying General Education English course at a community college.

What is on the EPT?

- Essay - 45 minutes
- Reading Skills multiple-choice questions - 30 minutes
- Composing Skills multiple-choice questions - 30 minutes

When should students take the EPT?

Students should wait for the first scheduled test administration after they have been admitted unless instructed differently by the campus that admits them. Students must satisfy the EPT

Requirement before they can enroll in college level English courses. At many campuses students must satisfy the EPT Requirement before Summer Orientation.

How do students register for the EPT?

The EPT is administered at the CSU campuses. Students should refer to the EPT/ELM Information Bulletin from the Educational Testing Services at www.ets.org/csu for more information on how to register. Online registration is available.

The Early Start Initiative

The CSU has enacted the Early Start Program (ESP) requiring incoming students who do not demonstrate readiness for college level math and/or English to begin remediation during the summer before coming to the CSU. The goals of the ESP are to better prepare students in math and English before their first semester, thereby decreasing the time toward graduation. More information is available at:

http://www.csuenglishsuccess.org/students_esw/early_start

The Graduation Initiative

The CSU adopted the Graduation Initiative in 2010 with the goal of increasing the system's graduation rates by eight percent by 2016. Involving all 23 CSU campuses, the *Graduation Initiative* encourages campuses to establish graduation targets and to close the Under Represented Minority achievement gap through a series of carefully planned activities. More information is available at: <http://graduate.csuprojects.org>

English Placement Test – Design

Once admitted students who have not earned an exemption are required to take the EPT at their earliest opportunity. Students should take the exam no later than the March date of the year they are entering the University. The necessary information and registration materials will be sent by mail, usually from the admission office after the student is conditionally accepted. There is a nominal fee for the EPT and students must take the test before they will be allowed to enroll in the Fall. The test is offered on all CSU campuses a few times a year.

Students who do not demonstrate proficiency on the English Placement Test are required to enroll in the ESP the summer before their Freshman year and in an appropriate developmental program during the first term of enrollment and each subsequent term until such time as they demonstrate proficiency. Students *must* complete and pass all developmental work during the first year of enrollment in the CSU. *Such developmental work will not count toward credit for graduation.*

The EPT is designed to place students in appropriate classes that will help them succeed in college-level work. The EPT is a placement test, not an admission or achievement test. Ongoing evaluation of the EPT shows that it measures students' abilities accurately, and that it is useful to students and their advisers in selecting appropriate courses and programs to ensure college success.

Once a year, summaries of EPT aggregate student performance by high school are provided at <http://www.asd.calstate.edu/performance> for those students who took the test and enrolled in the CSU for the fall term. Companion data for the Entry Level Math (ELM) are also provided.

Essay Question—45 Minutes

The essay portion of the test requires students to read a brief passage in which an argument is made or a position is taken.

Students are asked to analyze and explain the ideas presented in the passage, and then take a position that they support by providing reasons and examples from their own experience, observations, or reading.

Because the writing assignment requires students to analyze the passage's ideas in developing their own position on the subject, it integrates the critical reading and expository writing skills that are essential to college-level work.

For example, students might first read a passage on how tobacco companies have agreed to settle a lawsuit by giving millions of dollars to the state. Students are then asked to explain how they would choose to spend the money (for example, on health care for smokers or on an anti-smoking campaign) and to support that position.

Assessment of Reading Skills—30 Minutes

Part A: Reading Comprehension

Students will be asked to analyze the ideas presented in brief passages. Students should be able to read critically in order to:

- identify important ideas
- understand direct statements
- draw inferences and conclusions
- detect underlying assumptions
- recognize word meanings in context
- respond to tone and connotation
- identify and evaluate rhetorical strategies

Students may be asked to select the answer choice that best summarizes a passage, explains the purpose of a passage, focuses on a specific detail, explains a word in context, compares/contrasts two aspects of a passage, explains the implications or suggestions made in a passage, identifies causal relationships, etc.

Directions: Each passage below is followed by questions based on its content. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Questions 1-3 are based on the following passage.

The search for a workable panacea is not new. Spanish explorers sought the Fountain of Youth. Millions of Americans used to seek health and contentment in a patent medicine called Hadacol. During the past two decades, however, more and more people have been turning to various branches of psychology for magic solutions, hoping that psychology can take care of any hang-up, cure the common cold, or solve the riddle of existence.

1. From the passage one can infer that the word “panacea” means
 - (A) utopia
 - (B) religion
 - (C) cure-all
 - (D) life style
2. According to the passage, what do the Fountain of Youth and Hadacol have in common?
 - (A) Neither really existed.
 - (B) Both brought their discoverers great fortunes.
 - (C) Both helped to end the search for magic solutions.
 - (D) Both were thought to have great power.
3. What does the passage call into question?
 - (A) People’s expectations of psychology
 - (B) People’s use of the lessons of history.
 - (C) The relationship between psychology and medicine.
 - (D) The legitimacy of the field of psychology.

Answer key: 1.C 2.D 3.A

Part B: Vocabulary in Context

Students should be able to understand the meaning of a particular word or phrase in the context of a sentence.

Students will be asked to consider grammatically similar words and choose the one that fits most logically into each sentence in place of a nonsense word, “gliff.”

Directions: For each of the following questions, choose the best word or phrase to substitute for the underlined portion containing gliff, a nonsense word.

4. Though Mr. Rivera is a gliff man and could live anywhere he chooses, he still lives in the small house in which he was born.
 - (A) a careful
 - (B) a wealthy
 - (C) an ambitious
 - (D) a strong
5. The water looked fine for swimming but, in fact, the currents in the river were gliff.
 - (A) contaminated
 - (B) soothing
 - (C) treacherous
 - (D) unnoticeable
6. Many of the problems we have with our natural resources could be gliffed if all of us did what we could to conserve those resources.
 - (A) avoided
 - (B) defined
 - (C) publicized
 - (D) understated

Answer key: 4.B 5.C 6.A

Part C: Logical Relationships

Students should be able to read two related statements and understand the relationship between them to see, for example, how

- they may contrast
- they may illustrate cause and effect
- they may contradict each other
- they may show cause and effect
- one may explain the other
- one may provide a more specific example to illustrate the other
- one may explain consequence
- one may clarify something implied by the other

Students will be asked to find exactly what the second sentence does in relation to the first and/or how the two sentences relate to each other.

Directions: In each of the following questions, the two underlined sentences have an implied logical relationship. Read each pair of sentences and the question that follows, and then choose the answer that identifies the relationship.

7. The Historic Dominguez Rancho Adobe, usually visited by those in search of tranquility,
became a political battleground.

The cities of Compton and Carson each claimed ownership of the estate.

In relation to the first sentence, what does the second sentence do?

- (A) Introduces a new subject.
- (B) It gives supporting evidence.
- (C) It provides contrasting information.
- (D) It makes an assumption.

8. Harry typically vacations in Tahoe. Two years ago, Harry spent his vacation in Madrid.

In relation to the first sentence, what does the second sentence do?

- (A) It clarifies an assumption.
- (B) It notes an exception.
- (C) It adds emphasis.
- (D) It draws a conclusion.

9. Teresa has missed the last three practices of the dance step. She cannot perform the
maneuver.

In relation to the first sentence, what does the second sentence do?

- (A) It states a consequence.
- (B) It suggests a cause.
- (C) It offers proof.
- (D) It limits a preceding idea.

Answer key: 7.B 8.B 9.A

Assessment of Composing Skills---30 Minutes

Part A: Construction Shift

Students should be able to rephrase a sentence by beginning with a different construction and producing a new sentence that does not change the meaning of the original. These questions ask students to

- find a more economical or effective way of phrasing a sentence
- find a more logical way of presenting a fact or idea
- provide appropriate emphasis
- achieve sentence variety

Students may be asked to spin out a sentence using an introductory phrase beginning with a gerund or an adverb, etc; or to avoid slow starts, they may be asked to consider a more appropriate noun phrase, or to consider a phrase that includes parenthetical information.

Directions: The following questions require you to rewrite sentences in your head. Each question tells you exactly how to begin your new sentence. Your new sentence should have the same meaning and contain the same information as the original sentence.

10. The student senate debated the issue for two hours and finally voted down the resolution.

Rewrite, beginning with Having debated the issue for two hours, . . .

The next word or words will be

- (A) the issue
- (B) it
- (C) the student senate
- (D) a vote

11. The tree fell away from the house when it was struck by lightning.

Rewrite, beginning with Struck by lightning, . . .

The next words will be

- (A) it was when
- (B) it fell when
- (C) the tree fell
- (D) and falling

12. Watson maintains that the worsening economic plight of the poor is reflected in the rising unemployment rate.

Rewrite, beginning with Watson maintains that the rising unemployment rate . . .

The next words will be

- (A) reflects the
- (B) and the plight of
- (C) is what worsens
- (D) is worse

Answer key: 10.C 11.C 12.A

Part B: Sentence Correction

Students should be able to find the best way of correcting a sentence in order to resolve problems of

- clarity
- sentence predication
- parallel structure
- subordination and coordination
- modification
- sentence boundaries

Students are asked to select the best way to phrase an underlined portion of a sentence. This question type tests the students' understanding of syntax, usage, and idiom rather than specific knowledge of grammatical rules.

Directions: In each of the following questions, select the best version of the underlined part of the sentence. Choice (A) is the same as the underlined portion of the original sentence. If you think the original sentence is best, choose answer (A).

13. Ancient Greeks ate with their fingers, wiped them on pieces of bread, and tossed them to the dogs lying under the table.
 - (A) tossed them
 - (B) tossing them
 - (C) tossed the bread
 - (D) they tossed
14. Many doctors are now convinced of a fiber-rich diet reducing the risk of colon and heart diseases.
 - (A) of a fiber-rich diet reducing the risk of colon and heart diseases
 - (B) of the risk of colon and heart diseases reduced by a fiber-rich diet
 - (C) that the reduction of the risk of colon and heart diseases caused by a fiber-rich diet
 - (D) that a fiber-rich diet reduces the risk of colon and heart diseases
15. Painters studied in Florence for the opportunity both to live in Italy and for seeing the art treasures.
 - (A) and for seeing the art treasures
 - (B) and to see the art treasures
 - (C) as well as the art treasures to be seen
 - (D) as well as seeing the art treasures

Answer key: 13.C 14.D 15.B

Part C: Missing Sentence

Students should be able to select an appropriate sentence that most logically

- begins a paragraph
- fits in the middle of a paragraph
- ends a paragraph

Students may be asked to find the most appropriate topic sentence (one that most successfully generalizes what follows); to find the most appropriate middle sentence (adds specifics or carries the paragraph forward in some way); or to find the sentence that logically concludes the paragraph.

Directions: Each of the following questions presents a passage with a missing sentence indicated by a series of dashes. Read each passage and the four sentences that follow it. Then choose the sentence that can best be inserted in place of the long dash (——).

16. ———. Scholars hold differing opinions. Some trace the roots of Mexicans in the United States all the way back to the earliest migrations across the Bering Strait. Others start with Aztec society to demonstrate the historical continuities between contemporary Chicanos and their Aztec ancestors. A third group identifies the “Spanish Borderlands” period (1540-1820) as the earliest phase of Chicano history.
 - (A) When does Chicano history begin?
 - (B) There is continuing interest in Chicano history.
 - (C) Chicano history has fascinated scholars for many years.
 - (D) Few are concerned about setting a precise date for the origin of Chicano history.
17. Many Easterners think that all California college students surf every day, wear sunglasses indoors as well as outdoors (even on rainy days), and mingle with the superstars daily. ———. A recent survey of students on a large, urban CSU campus revealed that only 2 percent had surfed, and although 40 percent did wear sunglasses, 15 percent of those were doing so on their doctors’ recommendations. As for the superstars, barely 10 percent had met a Hollywood actor.
 - (A) The possibilities of such stereotypes are endless.
 - (B) Stereotypes, however, are often misleading.
 - (C) Probably both Easterners and Californians would like to fit all of those stereotypes.
 - (D) Most California students do live up to those enviable stereotypes.
18. Accompanying the article on humor were pictures of a leering Groucho Marx and a grinning Sigmund Freud, one a brilliant humorist and the other a brilliant analyst whose own study of humor has been largely ignored. The unlikely pair attracted readers to the article, whose author made two major points. Serious studies of humor are rarely undertaken. ———.
 - (A) Comics would urge us to laugh, not soberly to study laughter.
 - (B) What a joke a Freudian analysis of the Marx Brothers would have been.
 - (C) The studies that are made are rarely taken seriously.
 - (D) Freud was interested in all aspects of the human mind.

Answer key: 16.A 17.B 18.C

Part D: Supporting Sentence

Students should be able to read a sentence and decide which of four subsequent sentences will give appropriate logical support by

- adding relevant detail
- stating a probable cause or explanation
- providing a supporting example

Students will be asked to discriminate among sentences that might all seem related to the original sentence, but only one of which provides logical support for the original.

Directions: Each of the following questions presents a topic and four sentences. Select the sentence that provides the best support for the topic presented.

19. Chester Nakamura is an expert on samurai swords.

- (A) The swords are richly decorated, and their engravings have meaning to the collector.
- (B) Collectors around the world seek his advice about swords they plan to buy.
- (C) Each samurai took pride in his sword.
- (D) Many people in the United States have extensive collections of such swords.

20. It is not true that intellectual development stops after age 17.

- (A) Older people commonly complain of poor memory.
- (B) Many older people can learn at least as well as young people can.
- (C) People in their 60s, 70s, and 80s have been studied.
- (D) Sometimes depression can cause what is assumed to be mental deterioration.

Answer key: 19.B 20.B

English Placement Test – Score Reporting

Essay Score

Each essay is scored using a scoring guide that defines levels of performance. The essay will be read by one member of the CSU English faculty. The scores range from a high of 6 to a low of 0. Students must write on the assigned topic, demonstrate an understanding of the reading passage, and support their generalizations with specific reasons and examples. Such matters as clarity of thought, fluency, careful organization, development of ideas, and the use of clear and precise language all have an important influence upon the score given by each reader.

A different topic is used each time the test is given; all students taking the test at the same time write on the same topic. Topics are designed to allow all students to display their best writing. The topics selected are of general interest and should be accessible to all groups of EPT candidates. All essay topics are pretested at CSU campuses and are given final approval by the English Placement Test Development Committee.

An Essay score of 3 or below strongly suggests that a student is not prepared for college-level writing. A low Essay score, combined with a Composing Skills score below 147, suggests that a student should have at least a one-semester (or quarter equivalent) pre-college writing course. A low Essay score combined with a Reading Skills score that is below 141 suggests that a student may need a year of developmental work before taking freshman English.

Reading Skills Score

Critical reading is essential for success in college. Students who do well in this section are ready for reading demands in college courses. Students who score below 147 on Reading Skills will benefit from courses designed to strengthen their ability to read critically and to write effectively about what they have read. All of the reading material is accessible to and appropriate for college-bound students. Much of the content is of special interest to Californians and reflects the diversity of cultural experience in the state.

Composing Skills Score

Lack of skill in sentence construction and paragraph development seriously undermines a student's ability to succeed at college-level work. This section of the test presents sentence- and paragraph-level problems that commonly occur in the writing of students not yet prepared for college-level work.

This portion of the test requires that the student understands the conventions of academic writing. The EPT is designed to assess how well students can handle the kind of language that they will encounter as college students. For this reason, the conventions of standard written English that serve as criteria for the judgment of performance on this section of the test are those found in most college reading assignments and required of students on papers and examinations.

How Teachers Can Help Students Prepare for the English Placement Test

To enhance students' performance on the **Reading Skills** portion of the test, coursework should encourage and require analytical reading of nonfiction as well as fiction. Many students are placed in developmental courses because of low Reading Skills scores.

While there are many ways to teach the skills measured by the **Composing Skills** section of the test, one of the most effective methods is to require regular writing assignments and ask students to revise frequently in response to teacher and peer feedback.

Online Practice EPT Essay Assignments

The CSU provides teachers with an opportunity to help students prepare for the essay portion of the English Placement Test (EPT). Using an online tool known as Calibrated Peer Review (CPR), students will respond to retired EPT essay prompts and engage in an online peer review process where they will learn to evaluate writing samples using the EPT scoring rubric. Listed below are the steps that teachers will need to follow to get started with CPR
http://www.csuenglishsuccess.org/practice_ept_essays.

Step 1: Learn More About How to Use CPR With Students

Read through the CPR Frequently Asked Questions to determine whether or not these EPT practice essay test assignments will work for your students.

Step 2: Take the CPR Tour

Take the 30-45 minute [Calibrated Peer Review Tour](#). This step-by-step overview of CPR will demonstrate how the online writing and peer review processes work. To begin, click the link above and select the "Tour" button below the CPR banner.

Note: in addition to the tour, each participant will be required to take a CPR pretest (questions based on the tour) one time before first accessing the CPR program.

The Expository Reading and Writing Course

A committee of high school and CSU faculty developed the Expository Reading and Writing Course (ERWC), a full-year college preparatory English course for high school seniors. The ERWC aligns with the California Common Core State Standards for English Language Arts and Literacy, addresses critical reading and writing problems identified by the CSU English Placement Test Committee, and prepares students to meet the expectations of college and university faculty. The ERWC also satisfies the senior year experience for EAP English conditionally ready students.

Course assignments emphasize the in-depth study of expository, analytical, and argumentative reading and writing. High interest topics are selected using articles that display rhetorical moves for the students to analyze. Most of the modules are based on nonfiction articles, and teachers will have three full length works to choose from. The University of California has approved the second edition of ERWC for area "b" credit (from the "a-g" requirements), and the course meets college preparatory requirements for both the UC and CSU.

To promote wide-scale adoption of the ERWC, the CSU, and County Offices of Education are collaborating to provide professional Learning for English teachers at a variety of locations across the state. The three and one half-day series includes all of the course materials, provides teachers with a theoretical understanding of the ERWC, outlines the benefits of the course for students and school personnel, and offers pragmatic strategies for using the course materials to teach each module.

The English Placement Test Online

Online EPT Practice Tests (free)

Two Online EPT Practice Tests are available to help students prepare for the multiple choice portion of the EPT.

Each practice test consists of two sections:

- Reading Skills (45 questions)
- Composing Skills (45 questions)
- Each section of the test must be taken separately
- A detailed score report is provided upon completion of each test
- All tests are free

Printed EPT Practice Test (free)

The Printed EPT Practice Test is a PDF file with 20 sample EPT questions. To take the test students will need to download and print this file. An answer key is provided to monitor the results.

www.csuenglishsuccess.org/uploads/images/w7S1E03-ldM1mD6Dm5b61Q/EPT_Practice1.pdf

English Placement Test – Essay Scoring Guide

At each of the six score points for on-topic papers, descriptors of writing performance are lettered to indicate

- a. response to the topic
- b. understanding and use of the passage
- c. quality and clarity of thought
- d. organization, development, and support
- e. sentence structure and command of language
- f. grammar, usage, and mechanics

Score of 6: Superior Response

A **6** essay demonstrates superior writing, but may have minor flaws. A typical essay in this category:

- a. addresses the topic clearly and responds effectively to all aspects of the task
- b. demonstrates a thorough critical understanding of the passage in developing an insightful response
- c. explores the issues thoughtfully and in depth
- d. is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples
- e. has an effective, fluent style marked by sentence variety and a clear command of language
- f. is generally free from errors in grammar, usage, and mechanics

Score of 5: Strong Response

A **5** essay demonstrates clear competence in writing. It may have some errors, but they are not serious enough to distract or confuse the reader. A typical essay in this category:

- a. addresses the topic clearly, but may respond to some aspects of the task more effectively than others
- b. demonstrates a sound critical understanding of the passage in developing a well-reasoned response
- c. shows some depth and complexity of thought

- d. is well organized and developed, with ideas supported by appropriate reasons and examples
- e. displays some sentence variety and facility in the use of language
- f. may have a few errors in grammar, usage, and mechanics

Score of 4: Proficient Response

A **4** essay demonstrates adequate writing. It may have some problems, but they do not interfere with understanding. A typical essay in this category:

- a. addresses the topic, but may not respond to all parts of the task thoroughly
- b. demonstrates a generally accurate understanding of the passage in developing a reasonable response
- c. provides basic analysis, but may treat the topic repetitively
- d. is adequately organized and developed, generally supporting ideas with reasons and examples
- e. demonstrates adequate control of sentence structure and language
- f. may have some errors, but generally demonstrates control of grammar, usage, and mechanics

Score of 3: Limited Response

A **3** essay demonstrates developing writing, but has some significant problems. A typical essay in this category has one or more of the following characteristics:

- a. misunderstands or does not respond to all parts of the task
- b. demonstrates a limited understanding of the passage, or makes poor use of it in developing a weak response
- c. lacks focus, sometimes fails to communicate ideas, or has weak analysis
- d. is poorly organized and developed, presenting generalizations without adequate and appropriate support or presenting details without generalizations
- e. demonstrates limited control of sentence structure and language
- f. has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning

Score of 2: Inadequate Response

A **2** essay demonstrates serious writing problems. A typical essay in this category has one or more of the following characteristics:

- a. indicates confusion about the topic or neglects important aspects of the task
- b. demonstrates very poor 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
- c. lacks focus and coherence, and often fails to communicate ideas
- d. has very weak organization, development, and support
- e. demonstrates inadequate control of sentence structure and language
- f. has numerous errors in grammar, usage, and mechanics that frequently interfere with meaning

Score of 1: Fundamentally Flawed Response

A **1** essay demonstrates fundamental writing problems. A typical essay in this category has one or more of the following characteristics:

- a. fails to respond meaningfully to the topic
- b. demonstrates little or no understanding of the passage or does not use it to respond to the topic
- c. is unfocused, illogical, or incoherent
- d. is disorganized and undeveloped, providing little or no relevant support
- e. lacks basic control of sentence structure and language
- f. has serious and persistent errors in grammar, usage, and mechanics that severely interfere with meaning

Readers should not penalize ESL writers excessively for slight shifts in idiom, problems with articles, confusion over prepositions, and *occasional* misuse of verb tense and verb forms, so long as such features do not obscure meaning.

Sample Essays and Commentaries

The sample topic below is similar to the topic students will be assigned in the Essay Section of the test. The topic is followed by six sample student essays at score points (1-6). Each essay is followed by comments on the scoring.

Directions: You will have 45 minutes to plan and write an essay on the topic assigned below. Before you begin writing, read the passage carefully and plan what you will say. Your essay should be as well organized and as carefully written as you can make it.

“Advertisers frequently use the testimony of a celebrity to support a claim: a football star touts a deodorant soap, an actress starts every day with Brand A coffee, a tennis pro gets stamina from Brand X cereal, a talk-show host drives a certain kind of car. The audience is expected to transfer approval of the celebrity to approval of the product. This kind of marketing is misleading and insults the intelligence of the audience. Am I going to buy the newest SUV because an attractive talk-show host gets paid to pretend he drives one? I don’t think so. We should boycott this kind of advertising and legislate rules and guidelines for advertisers.”

—Sue Jozui

Explain the argument that Jozui makes and discuss the ways in which you agree or disagree with her analysis and conclusion. Support your position by providing reasons and examples from your own experience, observations, or reading.

Essay Score 6

America's modern culture is unavoidably and irreversibly immersed in the media. Men, Women, grandmothers, teenagers, even children are subject to the powerful influence of media today. As Americans, we are subject to an abounding atmosphere of subliminal messages and culturally strive to be like those we see on television, in the movies, and walking down the streets of Hollywood. It is vital to realize in our hustle-bustle lives that a billboard with a favorite celebrity sprawled across it does not deserve respect and extensive praise. As Americans, we need to do future generations the duty of realizing the media's powerful hold upon us and become aware of the negative influences it holds on society as a whole in our daily lives.

Early-morning me is subject to an influential form of media advertisement even before getting out of bed: my alarm clock radio. Jessica Simpson's voice resignates in my head; she is telling me how astounding Proactive Acne Solution is, how it did wonders for her skin and essentially holds responsibility for her widespread fame. As I eat my cereal, I read the back of the box where Joe Montana is pictured; he wants me to send-in for a mail-order plush football. I pass a billboard on my way to work: Angelina Jolie is driving in a bright yellow Hummer..maybe I should too. I, like other average Americans, am subject to these seemingly indifferent, yet extremely influential advertising ploys all before 10 a.m. Without actually retracing my morning, I would never notice what advertisements I had been subject to. This is the exact effect advertisers and marketers wish to have on modern culture. This tremendous hold on Americans gives the advertisers the power to throw any kind of marketing scam at us, usually without us even noticing their negative goal: financial benefits. Advertisers and marketers producing media don't care whether their target audience is old or very young, selling denchers or cigarettes; as long as they make their money. It seems that valuable morals have been thrown out the window in our expanding pop culture of today.

The big question is, though, how effective are these marketing ploys? Am I really going to go out and buy Proactive Acne Solution because I think it will do for me what it did for Jessica Simpson? National studies say the FCC have said yes. As Sue Jozui's brilliant and accurate statement says, the audience subject to celebrity oriented advertisements is expected to relate approval of the particular celebrity with the approval of the product. This is true, and certainly insults the intelligence of the target audience. This particular form of advertising by celebrities is effectively analyzed in Maslow's Hierarchy: a pyramid structure outlining the different influential forms of advertising exercised in America. Out of all the different kinds of advertising claims and subliminal messages, it is proven that celebrity oriented advertising is more effective. Next thing we know, Tony Danza could be pictured on an ad selling semi-automatic guns. This possibility is a dangerous and jarring idea that we must prevent as a culture. The most appropriate solution at hand is to simply realize what type and what quantity of celebrity oriented ads are influencing you. This can be achieved by media and communications education, making children and adults more aware of the marketing strategies that confront them. The FCC has made regulations on what appropriate products celebrities can advertise and how that can take place.

Although Jazui recommends boycotting advertising, I find this request impossible to fulfill. We simply could not effectively boycott all celebrity-oriented advertising. It holds much too broad of an influence on culture today. Media education and an increase in the appropriate regulations by the FCC will effectively help to protect the psyche's of Americans today by the media. We must work towards a modern day America where we, as citizens, realize the influence of media upon us and acknowledge its presence. This way, future generations will be protected

from buying a weapon, just because Susan Sommers said it was a good idea. It is our responsibility as Americans to take a moment, sit back, and become one with reality instead of depending so heavily upon celebrities and the media.

Commentary for the 6 Essay

This essay illustrates the scoring guide’s criteria for a score of 6. The superior response indicates that the writer is very well prepared for the demands of college-level reading and writing.

- The writer approaches the topic with a critical analysis of the impact of advertising on our buying habits and offers an alternative to Jozui’s proposal to boycott advertisers who rely on celebrities to sell products.
- This response reflects a thorough understanding of Jozui’s argument. After discussing the widespread influence of the media, the writer specifically responds to Jozui’s argument that “approval of the celebrity” results in “approval of the product.”
- The writer extends Jozui’s argument with original analysis, explaining both the effectiveness and the dangers in these subliminal appeals.
- The writer’s essay is well organized and developed with evidence ranging from the writer’s personal experience to Mazlov’s Hierarchy of needs and rulings by the FCC.
- The essay exhibits fluent and effective use of language with sophisticated sentences and precise word choice although occasionally words are misused, such as “an abounding atmosphere,”
- Errors occur but are typical of on-demand writing such as the occasional spelling errors: “denchers” for “dentures” and “buy” for “by.”

Essay Score 5

In a country like the US, that is founded upon competitions and capitalism, producing clever television advertisements is the only way to keep up with a company’s competitors. If this means that false information must be presented by doctors, athletes, or celebrities to promote a product, then so be it. The US believes in freedom of speech, and the first amendment certainly protects the company’s right to advertise in a testimonial fashion. Secondly, it’s up to the consumer to determine whether they want to buy a certain product or even believe the ad in the first place. Without question, this country has been using such tactics like this since the beginning of its time. Sue Jozui believes that because these ads sometimes are misleading, and they don’t prove that it’s a good product being sold, that these advertisements don’t deserve the right to be shown. Whether or not testimonial propaganda is right or wrong, it should not be boycotted.

Freedom of press guarantees citizens and business the right to advertise however they like, as long as it does not contain malicious content. If a country didn’t allow harmless ads like the ones Miss Jozui speaks of, we’d be headed in the direction of turning into an overpowering totalitarian-style of government. To agree with the entirety of the first amendment, one must be able to respect the opinions of others even if they are the exact contrary to one’s own values.

It is not the company’s responsibility to warn consumers if an “A-list” celebrity is really using the product they are endorsing. One of the sole purposes of education is to ensure that people of all ages can think for themselves and determine what that individual finds true or false. In such a competitive country like the US, marketing specialists have to use anything they can to

survive in the market place. A person should be able to know that some Olympic athlete isn't actually consuming Whoppers and Big Macs, even if that person is talking about how good they are, or that's how they like to start off their day. Sue Jozui is clearly trying to avoid the responsibilities of the smart consumer.

With a simple glance through the United States history, it is easily seen that propaganda is no new strategy to persuade the common man or woman's thoughts. During elections, during war or peace, propaganda has been used by businesses and our government. Politicians like Ike Eisenhower used cartoons to try and get him elected. The cartoon diverted people's attention away from whether he was a good president or not. This nearly the same idea as having a popular person tell people that the product shown is great. They want people to think "Of if so and so uses that, it must be swell!" Denying the right to testimonial advertisements is exactly like completely shunning our country's past.

Sue Jozui may be right that it's slightly unfair to trick the buyer into purchasing something that's not of the same quality that is presented, but the world isn't fair. Boycotting these ads would be against the 1st ammendment, and it's our responsibility to see through these ploys of trickery. Lastly propaganda is a root of what makes this great nation thrive. Boycotting ads...

Commentary for the 5 Essay

This essay illustrates the scoring guide's criteria for the score of 5. The clear competence indicates that this writer is quite ready for the demands of college-level reading and writing.

- The writer addresses the topic with a strong argument in favor of a free marketplace and the responsibility of consumers to be "smart" about what they choose to believe.
- This writer demonstrates an understanding of Jozui's argument that celebrity advertisements may mislead buyers, but rejects her proposal to boycott companies or regulate ads as an infringement on freedom.
- The writer argues that it is the right of businesses and others to use "propaganda" to persuade and that educating smart consumers is the solution. However, the example of political cartoons is off the point, and the writer ignores the potential harm done by misleading ads.
- The thesis at the end of the first paragraph guides the remainder of the essay. The argument is supported with analysis and somewhat generalized references to U.S. history.
- The writer displays good control language with occasional wordiness: "this country has been using such tactics like this since the beginning of its time."
- Errors are few and not distracting.

Essay Score 4

According to Sue Jozui, advertisements use celebrities to support a claim for their product. So we as consumers of this product will automatically assume that since this celebrity uses this product so should we. I agree with Ms. Jouzi in that we should boycott this kind of advertising. This is because the claims are misleading, these celebrities are not the type of role models we should look to in order to buy a product, and it insults us as viewers.

We all know, thanks to tabloids, the type of live celebrities are living. They are party going people who really don't have a handle on their own life. Why would we as consumers

want to follow in their footsteps? Just because “so-and-so” uses coffee X does not mean that so should we. If they can’t handle to control their own life then why should the people believe what they are saying? The fact is, is that we should not. There is no point in looking to celebrities for guidance on what to buy when we have minds of our own to decide what we like and dislike.

This type of advertising does in fact insult the American people. Making us out to be mindless people who will believe whatever we see or hear. We are not gullable individuals we all have different likes and different dislikes and for advertisers to assume that we will buy a product based off of what we see celebrities using is insulting. It is also insulting because it makes people believe that if they don’t buy this product then we are not “normal” we as a whole need to stand-up for what we like and not conform to what we view, through advertisements, to what celebrities are using. We need to decide for ourselves what we like & want to buy.

We as advertisement viewers are walking blind. Can we not see that advertisements are misleading? We all no that when we see a celebrity, in an advertisement, eating cereal Z, that does not mean that on a regular basis they are eating it. So then why do we believe that it is not a product that he/she actually enjoys. They are getting paid to use it, and getting paid to tell us how “amazing” that product is. We need to remember in our minds that all that celebrities say may not be true, it is misleading.

To boycott this kind of misleading advertisements would be very effective in helping viewers make decisions of a product based on their own personal views and not what they see celebrities doing. Let us as a people set rules and guidelines for these advertisers. Why should we follow these celebrities who’s own lives are not under controll? We are intelligent people and we should not let advertisement s impune that. There most deffinately should be rules and guidelines that advertisers should have to follow.

Commentary for the 4 essay

This essay illustrates the scoring guide’s criteria for the score of 4. The adequate response to the topic suggests that this writer should be able to handle college-level reading and writing.

- The writer responds to the topic by completely agreeing with Jozui that consumers should boycott celebrity advertising but only minimally analyzes her argument.
- The essay demonstrates understanding of Jozui’s position and addresses her arguments that celebrity advertising is insulting and misleading, but fails to address the proposal to boycott celebrity advertising and provide legislation and guidelines for advertisers.
- The writer oversimplifies the issue of celebrity advertising by failing to consider, for example, the role of advertisers in a consumer society and the responsibility of individuals to critically evaluate advertisements.
- The essay is clearly but formulaically organized. Examples are hypothetical and the writer over-generalizes about both celebrities and consumers.
- The language of the essay is adequate, but errors and imprecision occur throughout: “If they can’t handle to control their own life then why should the people believe what they are saying?”
- Sentence fragments, punctuation, and spelling errors occur with some frequency.

Essay Score 3

Advertisers have a difficult job of marketing products; making products appear to be the best solution. Sometimes, using celebrities in commercials help to sell the product. Today, the population of America is infatuated with celebrities. We all know who is dating who in Hollywood, which dress did the hottest movie star wear, and so on. Therefore, it is understandable to see how advertising a product endorsed by a celebrity can be easier to sell.

Some may say that this type of advertising is misleading. I disagree because advertisements and commercials are not solely based on the celebrities use. They are based on the products ability, information on how the product functions, and recommendations of how and why this product is the best for you. Consumers, then, could go out and purchase a product with the information given to them. And while there may be trial and error involved, it is hardly misleading.

Consumer need to use their own judgement when purchasing products. The advertiser is there to promote and sell the product, but also to give information as well. No, I wouldn't purchase a diet pill simply because my favorite singer has endorsed it. I would do a little research before making the purchase. Would I try a new soda promoted by a celebrity? Yes, if I like the taste, that soda will be a regular purchase, and if not I'll buy a different soda! I feel advertisers have the right to promote their product by using whatever appeals to the public, and in turn the public should use their own judgement in purchasing the product.

Commentary for the 3 essay

This essay illustrates the scoring guide's criteria for a score of 3. The essay demonstrates developing writing, but has some significant problems that suggest the writer needs additional preparation before succeeding in a college-level composition course.

- The writer responds to the topic by disagreeing that the use of celebrities in advertising is misleading and argues that consumers must use their own judgment.
- However, the essay fails to address the proposal to boycott or legislate about celebrity advertisements and the writer's position is not clearly articulated: "I disagree because advertisements and commercials are not solely based on the celebrities use."
- The organization of the essay is confusing and development is lacking.
- The assertion that buyers can make sound judgments in spite of being misled by celebrity endorsements is not explored, and the only evidence is the hypothetical example of selecting soda based on trial and error.
- The writer exhibits some fluency but lacks precision: "Some may say that this type of advertising is misleading." "They [advertisements] are based on the product's ability, . . .".

Essay Score 2

If a football star touts a deodorant soap, an actress starts everyday with brand. A coffee, a tennis pro get stamina from Brand X cereal and if a talk show host drives a certain car it does not mean that your going to do that. I agree with Jozui if an attractive talk-show host gets paid to pretend to drive a car, it does not mean that your going to go buy one.

It would be good boycotting this kind of advertisement but theres always a positive &

negative side to the advertisements. Boycotting this advertisement will be good so it won't be misleading or insulting anyone's intelligence. If a celebrity wants to be advertised with a product or something of their own I think they have the right to. On my positive side of it I see it that it's okay to be advertised, one thing is to be advertised & get known or get the product known, and another thing is buying the product.

Some examples are for May 1st there's been a law trying to pass people, news reporters, and radio stations were saying that on May first no one should go out & boycott by not buying anything that day, and not even going to work. That was getting known, so that point was to do a lot of people's ears but not everyone did it about sixty to seventy percent of people I bet did not listen to them, if they were not going to work who was going to pay them for those hours lost no one, but, the other thirty to forty percent of people did do the boycott. They did not care about it they want the law to pass.

Everyone has the right to advertise. But it's not like your going to go buy something just because someone else did. You have to follow your thought do what you want do not do what you see other people do.

Commentary for the 2 essay

This essay illustrates the scoring guide's criteria for a score of 2. The serious flaws indicate the writer will need considerable preparation to be ready for college-level reading and writing.

- The writer begins by responding to the topic of celebrity advertising and the proposal to boycott it, but then goes off topic and writes about another kind of boycott entirely.
- The essay reflects a lack of understanding of Jozui's arguments and seems instead to be discussing the right of celebrities to be in advertisements and the consequences for people who participate in boycotts.
- The essay has no apparent focus or organization. After agreeing with Jozui, the writer tries to mount a pro and con argument, and by the third paragraph resorts simply to a stream of consciousness.
- The lack of command of language makes it difficult to understand what the writer is saying: "If a celebrity wants to be advertised with a product or something of their own I think they have the right to."
- A variety of serious errors occur throughout the essay. The third paragraph is composed almost entirely of a single run-on sentence.

Essay Score 1

Joe's argument discusses something that is going on everywhere in the world. In this day's we advertise every thing with the celebrity's support. That's why I don't agree with Joe's. We should not do a boycott to try to stop this kind of advertising.

Everybody has the right to make their economy grow by capitalizing. The celebrities are just doing a job and it's up to you if you want to buy their products. Advertising is just economy. This depends on you. When, how, and are you going to produce. For example whatever it goes it comes back. The Invisible Hand", sellers use the thing that a lot, they use to say that their own customers were going to come by their self. That's true if only thing that you had to do was you put it.

Commentary for the 1 essay

This essay illustrates the scoring guide's criteria for a score of 1. Its fundamental problems indicate the writer will need a great deal of preparation to be ready for college-level reading and writing.

- The writer appears to understand the topic but is unable to respond to it meaningfully.
- The writer is unable to explain Jozui's arguments and why a boycott should not be used against advertisers who use celebrities. The attempt to relate economic theory-- "the Invisible Hand"--to the topic is unsuccessful.
- The essay is too underdeveloped to demonstrate organization or to provide support for the writer's position that "Every body has the right to make their economy grow by capitalizm."
- The connections between sentences are unclear, making the argument difficult to follow: "Advertising is just ecomony. This depend on you. Whom, How, and are you going to produce."
- Errors in verb form, plurals of nouns, omitted subjects, and pervasive spelling and punctuation errors all interfere with meaning.

Sample Essay Prompts

1. “Because of cell phones, hiking in wilderness areas may be safer than before, but it is also noisier than ever. Although people might bring cell phones with them to use in case of an emergency, emergencies are rare. More often, people receive incoming business and even social calls. Technology seems to be following us everywhere: into the wilderness, and then back into civilization. Anywhere at any time, everyone else present can be disturbed by one person’s call. Because more people in these circumstances are bothered by cell phones than are helped, these gadgets should not be permitted in certain public places or designated natural areas.”

—Lois Quaide

Explain the argument that Quaide makes and discuss the ways in which you agree or disagree with her analysis and conclusion. Support your position by providing reasons and examples from your own experience, observations, or reading.

2. “The purpose of public universities should be to train the appropriate number of people for the professions. In order to fulfill this purpose, the number of students admitted to each field of study should be pre-set, as in Sweden, so that no more people are trained than will be needed to fill the estimated number of openings in each profession.”

—Phyllis Stein

Explain the argument that Stein makes and discuss the ways in which you agree or disagree with her analysis and conclusion. Support your position by providing reasons and examples from your own experience, observations, or reading.

3. “Two-thirds of adolescent and adult Americans drink alcohol, and of those, 8 to 12 percent will become alcoholics or problem drinkers. To combat this huge public-health crisis, we should begin a national system of licensing, with appropriate penalties. Applicants for a drinking license would first be required to study a manual containing basic information about alcohol and the law, much like the driver’s manual we all memorized in high school. Next they would have to pass a written test, after which they would receive a drinking license. License holders, and only license holders, would then be able to buy alcoholic beverages (including beer). Most of the problem drinkers would, at some point, probably face arrest on alcohol-related offenses. If convicted, they would lose their license. A liquor store or bar caught selling to an unlicensed drinker would lose its license as well.”

—Earl Rochester

Explain the argument that Rochester makes and discuss the ways in which you agree or disagree with his analysis and conclusion. Support your position by providing reasons and examples from your own experience, observations, or reading.

4. “Ours is an open, fast-moving society—equipped with cars, trains, planes—that makes it too easy for us to move away from the people and places of our past. Not too many families live together in the same neighborhood; generally, we travel long distances in order for grandchildren and grandparents to spend time together, and often we lose track of old friends we never see again. As a result, we tend to lack the close, supportive relationships that people in former generations enjoyed. The advantages to living in such a highly mobile society are thus outweighed by the disadvantages.”

—Perry Patetic

Explain the argument that Patetic makes and discuss the ways in which you agree or disagree with his analysis and conclusion. Support your position by providing reasons and examples from your own experience, observations, or reading.

5. “For many Americans, the concept of success is a source of confusion. As a people, we Americans greatly prize success. We are taught to celebrate and admire the one who gets the highest grades, the one voted most attractive or most likely to succeed. But while we often rejoice in the success of people far removed from ourselves—people who work in another profession, live in another community, or are endowed with a talent that we do not especially want for ourselves—we tend to regard the success of people close at hand, within our own small group, as a threat.”

—Margaret Mead

Explain the argument that Mead makes and discuss the ways in which you agree or disagree with her analysis and conclusion. Support your position by providing reasons and examples from your own experience, observations, or reading.

Appendix A: Alignment of EPT and Content Standards

Comparison of the CSU Multiple-Choice Section of the English Placement Test and the California's Common Core State Standards for English Language Arts and Literacy (CA CCSS for ELA/Literacy)

CSU EPT Multiple-Choice	CA CCSS for ELA/Literacy for Grades 11-12
Reading Skills Section 1A <i>This section tests the ability to understand and analyze prose (nonfiction) reading passages.</i> • identify important ideas • understand direct statements • draw inferences and conclusions • detect underlying assumptions • recognize word meanings in context • respond to tone and connotation • identify and analyze rhetorical strategies.	Reading Standards for Informational Text 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis. 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in Federalist No.10). 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Reading Skills Section I B <i>This section tests the ability to choose the best word or phrase to substitute into a sentence.</i> • recognize word meanings in context	Language a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Reading Skills Section I C <i>This section tests the ability to see logical relationships between sentences.</i> • identify logical relationships	Reading 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Composing Skills Section II A <i>This section tests the ability to rewrite a sentence.</i> • Grammar, Usage, and Idiom	Written and Oral English Language Conventions 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Composing Skills Section II B <i>This section tests the ability to choose the best version of a given sentence.</i> • Grammar, Usage, and Idiom	<i>Written and Oral English Language Conventions</i> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Composing Skills Section II C <i>This section tests the ability to understand sentence relationships within a passage and to provide a necessary missing sentence.</i> • Sentence Clarity and Control	<i>Writing</i> 1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 1e. Provide a concluding statement or section that follows from and supports the argument presented.
Composing Skills Section II D <i>This section tests the ability to select a sentence that provides the best support for the topic presented.</i> • Development and Support	<i>Writing</i> 2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Comparison of the English Language Arts Content Standards and the CSU Essay Section of the English Placement Test

<i>CSU EPT Essay</i>	<i>CA CCSS for ELA/Literacy for Grades 11-12</i>
Response to the topic	<i>Writing</i> 1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. 1f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). 2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
Understanding and use of the assigned reading	<i>Reading</i> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text, including determining where the text leaves matters uncertain.
Quality and clarity of thought	<i>Writing</i> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Organization, development, and support	<i>Writing</i> 1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. 1f. Provide a concluding statement or section that follows from and supports the argument presented. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Syntax and command of language	<i>Writing</i> 1d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaims. <i>Language</i> 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grammar, usage, and mechanics	<i>Language</i> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Appendix B: Sample Score Report and Interpretation of Results

SAMPLE

English Placement Test

What do my English Placement Test (EPT) scores mean?

The EPT Total Score is reported on a scale of 120-180. The CSU has determined that a Total Score of 147 or higher indicates that you are ready to undertake coursework that requires college-level writing. However, there may be some slight variation in the way campuses use scores to establish preparedness for college-level coursework. You can find out what the campus of your choice does by consulting the campus catalog or course schedule.

Your EPT subscores may help your campus's writing faculty focus instruction where it is most needed. Essay subscores range from 1, the lowest score, to 6, the highest. A score of 0 means the essay did not address the assigned topic. Subscores in Reading Skills and Composing Skills are reported on the same scale (120-180) as the EPT Total Score.

If you took the EPT before January 13, 2008, essay subscores ranges were from 2, the lowest score, to 12, the highest.

Entry Level Mathematics Test

What do my Entry Level Mathematics (ELM) scores mean?

The ELM Total Score is reported on a scale of 0-80. The CSU has determined that a Total Score of 50 or higher indicates that you are ready to undertake college-level coursework in mathematics. However, there may be some slight variation in the way campuses use scores to establish preparedness for college-level coursework. You can find out what the campus of your choice does by consulting the campus catalog or course schedule.

For more information about EPT and ELM scores and what they mean, you can consult the *EPT/ELM Information Bulletin* at www.ets.org/csu.



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