The background is a solid dark blue with rounded corners. In the top-left and bottom-left corners, there are several short, parallel diagonal lines in white, light blue, green, and orange. In the bottom-right corner, there are three short, parallel diagonal lines in white, orange, and yellow.

A Student Guide to Using Criterion for Self-Evaluation, Goal Setting, and Writing Improvement

Using *Criterion*® Feedback

Review all *Criterion*® features and interpret your *Criterion*® results.

- Go through the rubric and compare your score to the top rubric score. What is your essay missing? What do you need to do better?
- Review the rollover notes from Criterion and your reviewers. What corrections and additions do you need to make to your essay?
- Use the *Writer's Handbook* for more information on identified errors in your essay. Read the lessons and examples and put them to use.
- Use Dialogue to communicate with your instructor and peer reviewers.
- Remember that *Criterion*® doesn't score your content. Is your thesis clear? Are your main ideas clear and do they support your thesis statement? Have you used the best reasons, details and facts to develop your ideas?
- Review the "Before You Click Submit" checklist. Carefully consider each question and how you can improve your essay.

Go through this checklist before submitting each attempt.

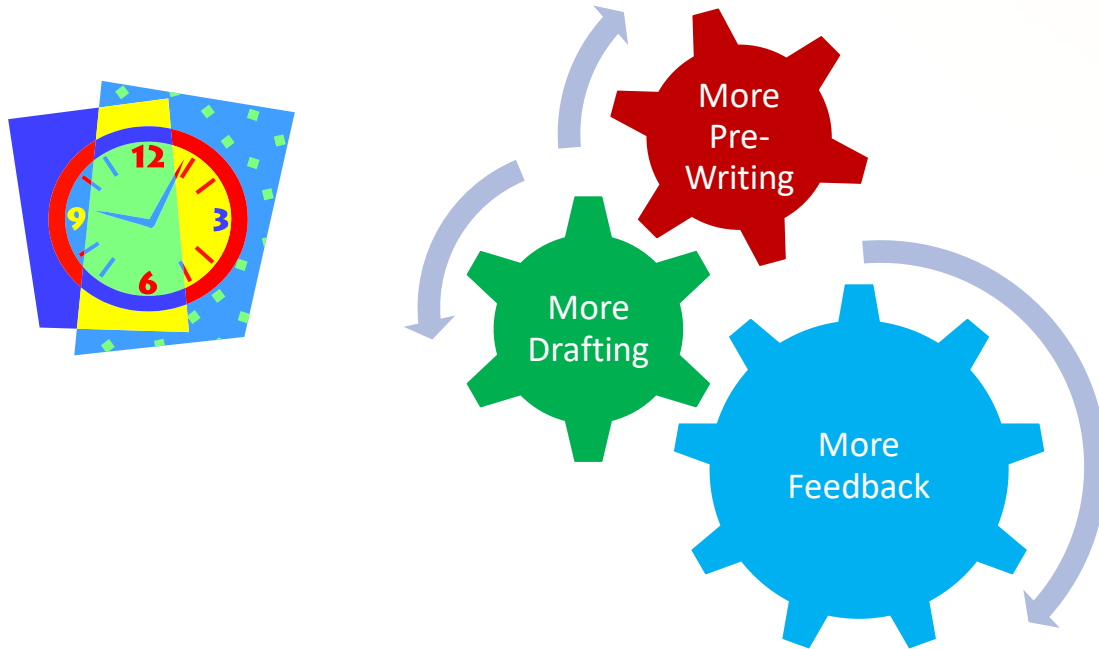
Before you click Submit

Submit

Recheck the content of your essay by asking yourself these questions:

1. *Do I have an introductory paragraph that creates interest in the essay, lets the reader know the general topic and tells the reader the main idea (thesis) of the essay?*
2. *Have I used topic sentences to address each of my main ideas and to announce the idea of each paragraph, tell the reader where the essay is going or to make a bridge between two paragraphs or main ideas?*
3. *Do my supporting ideas help to convince the reader that my main ideas are good ones? Have I told a story, given examples, reasons, details, or used metaphors or analogies to help the reader understand my ideas?*
4. *Do I have a concluding paragraph that restates my thesis, summarizes my main points and leaves the reader thinking about my topic?*
5. *Did I use transitional words and phrases to take the reader smoothly from one idea to the next?*

What does it take to become a better writer?



Practice! Practice! Practice!

Reviewing Your *Criterion*[®] Score

Carefully consider your *Criterion*[®] Score feedback. Use the rubric button to compare your score to the highest possible score and evaluate what elements of your essay need improvement to gain that highest score. Record your greatest strength and greatest weakness in the essay in the Dialogue box on your essay for future reference and to share in the dialogue with your reviewers.

Score Analysis [Feedback Analysis](#)

The Criterion score reflects the overall quality of the writing. It is a single numerical score given to the essay as a whole. Scores range from 1 to 6 or 1 to 4, with 1 being the lowest score. The Criterion score is aligned to each grade/level based on models built from essays previously scored by human readers. The Criterion score should never be equated with a grade or mark which takes into account everything about the essay, including content.

Criterion Score

5/6

You are doing well. Your essay may be ready for your teacher (or a peer) to review, but before you decide you are finished

- 1) Think about what you have written. Is the content as good as it could be? Criterion doesn't evaluate your content, only your writing style.
- 2) Think about your language. Have you chosen your words carefully? Have you made sure that the sentences are clear and easy to understand? Is there any way you could make your essay shorter without losing any important content?
- 3) Proofread! At this level, you especially need to look for errors Criterion may have missed.



Rubric



Reviewing Your Trait Levels

Review your Trait Levels for the essay. Open and read the Trait Level Handbook for more information on these scores. Set goals to move each of these scores to Proficient and then Advanced by the end of the term or year. Focus on these areas one at a time.

Trait Levels

[Trait Level Handbook](#)

Word Choice
Proficient
Acceptable: Your word choices mostly make sense. You might want to consider using a thesaurus and a dictionary to find the strongest possible words to express your intended meaning.

Grammar, Usage and Mechanics - Conventions
Proficient
Acceptable: Check any issues that Criterion has identified in your essay. It may benefit from careful editing.

Organization, Development and Style
Proficient
Acceptable: You have made a good start, but there is room for improvement. Make sure that you have provided all the elements that Criterion expects in a well-developed essay.

Viewing your feedback

The screenshot displays the 'RESULTS' tab of the Criterion Score Analysis interface. At the top, there are tabs for 'PLAN', 'RESPONSE', and 'RESULTS', with 'RESULTS' selected. An 'Export' button is in the top right corner. Below the tabs, the page is titled 'Score Analysis' with a sub-link for 'Feedback Analysis'. A paragraph explains that the Criterion score reflects the overall quality of the writing, ranging from 1 to 6 or 1 to 4, and is aligned with grade/level models. Below this, the 'Criterion Score' is prominently displayed as '5/6' in a large blue box. To the right of the score are buttons for 'Writer's Sample', 'Score Guide', and 'Rubric'. Below the score box, a summary of the writing is provided: 'You have solid writing skills and something interesting to say. Your essay: Responds more effectively to some parts of the topic or task than to other parts'. A bulleted list of traits follows: 'Shows some depth and complexity in your thinking', 'Organizes and develops your ideas with reasons and examples that are appropriate', 'Uses the range of language and syntax available to you', and 'Uses grammar, mechanics, or sentence structure with hardly any error'. Below the score section, the 'Trait Levels' are shown in three columns: 'Word Choice', 'Grammar, Usage and Mechanics - Conventions', and 'Organization, Development and Style'. Each column shows a 'Proficient' score. A 'Trait Level Handbook' button is located to the right of the trait levels. Three callout boxes with red arrows point to specific elements: one points to the '5/6' score, another points to the 'Rubric' button, and a third points to the 'Proficient' score under 'Word Choice'.

PLAN RESPONSE RESULTS [Export](#)

Score Analysis [Feedback Analysis](#)

The Criterion score reflects the overall quality of the writing. It is a single numerical score given to the essay as a whole. Scores range from 1 to 6 or 1 to 4, with 1 being the lowest score. The Criterion score is aligned to each grade/level based on models built from essays previously scored by human readers. The Criterion score should never be equated with a grade or mark which takes into account everything about the essay, including content.

Criterion Score [Writer's Sample](#) [Score Guide](#)

5/6 [Rubric](#)

You have solid writing skills and something interesting to say.
Your essay:
Responds more effectively to some parts of the topic or task than to other parts

- Shows some depth and complexity in your thinking
- Organizes and develops your ideas with reasons and examples that are appropriate
- Uses the range of language and syntax available to you
- Uses grammar, mechanics, or sentence structure with hardly any error

Trait Levels [Trait Level Handbook](#)

Word Choice	Grammar, Usage and Mechanics - Conventions	Organization, Development and Style
Proficient	Proficient	Proficient
The Proficient level contains simple words used correctly with some specific word choices.	Writing at the Proficient level contains some errors, but they do not generally prevent understanding.	Writing at the Proficient level provides a clear sequence of pieces of information that are related to each other. Sentences are simple, but some sentence variety is demonstrated.

View your Criterion® Score.

Click to view the full rubric.

View your Trait Level scores.

View the Feedback Analysis Chart

Examine the graph for the number of potential errors identified in the essay. By clicking on each bar and drilling down, you can view the Writer's Handbook Section on the error. Examine what the assignment stats say about your word choice and sentence variety and length.

[Score Analysis](#) [Feedback Analysis](#)

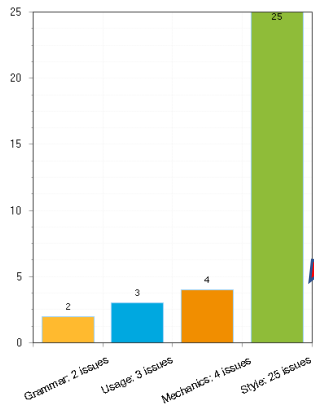


Click here.

Trait feedback is provided in five key categories: Organization & Development, Grammar, Usage, Mechanics, and Style. The feedback is used to guide the process of revision. The graphic summary of error types shows the number of errors for each type. The roll-over message gives a brief description of the error and guidance for its correction. The context-sensitive section of the Writer's Handbook pertains to the error and provides a more complete "lesson" on the error and its correction.

All Feedback

Trait Feedback Analysis



Average Number of Words per Sentence: 19.1
Total Number of Sentences: 22
Unique Words Count: 134
Total Number of Words: 420

Writer's Handbook
Section: Grammar

Purpose of this section

This section provides information on the following grammar errors:

- Fragments
- Run-on Sentences
- Garbled Sentences
- Subject-Verb Agreement Errors
- Verb Form Errors
- Pronoun Errors
- Possessive Errors
- Wrong or Missing Words
- Proofread This!

Criterion can provide feedback on many grammatical and sentence structure errors, but not all of them. Use this section to help you correct errors. Check with your instructor if you do not understand how to revise the errors that are highlighted.

Some grammar errors are caused by misspelling or mistakes in typing. When *Criterion* identifies a typing or spelling error that might be causing a grammar error, the feedback message will let you know. The feedback in *Proofread This!* points out errors that are difficult to name or classify. Often these errors occur when a word is missing, an extra word is added, or the wrong form of the word is used.

Bars indicate the number of errors in each trait category. Click the bar to see a breakdown by specific error types.

View the stats for your assignment. How many unique words have you used in this essay?

Writer's Handbook

View the
Writer's
Handbook.

View specific trait feedback for your essay

Check the color coding in your essay. Are there missing elements—**yellow**- introduction, **red**- thesis, **blue**- main ideas, **green**- supporting details and **orange**- conclusion? Go carefully through the organization and development tab and read and think about the rollover notes for each of the building blocks of your essay. Use the Writer's Handbook for more information. Read all dialogue comments from your reviewers.

From the Response tab, click on each of the categories to view specific feedback on your essay. Errors will be highlighted and roll over notes will provide information on each error.

Click the Writer's Handbook for more information on any identified error.

Review your errors



HO

Jan 5

Class: CWET-Strohl, J

Criterion Training

ACTIVITY ASSIGNMENTS REPORTS

Plan: Review saved plans, edit or save a new plan.
Response: Review trait feedback highlights to review rollover feedback messages. Re
Results: Review available results, for score and feedback analysis for the submitted

PLAN RESPONSE RESULTS

3 Students Working

Many students work part-time while going to school. For example, they may baby

Reviews (1) Organization & Development Grammar Usage (1)

- Spelling
- Capitalize Proper Nouns
- Missing Initial Capital Letter in a Sentence
- Missing Question Mark
- Missing Final Punctuation
- Missing Apostrophe (1)
- Missing Comma
- Hyphen Error
- Fused Words
- Compound Words
- Duplicates
- Extra Comma
- Mechanics (1)
- Style (20)

Feedback category popup.



Rich text editor toolbar with icons for undo, redo, bold, italic, underline, list, and link.

Missing Apostrophe (1)

Do you think that students should work during high school? I believe that it is a good idea if they do. Some reasons that I believe that students should work are they can learn responsibility. They can be more dependable. This possibly changes the attitudes of working parents. Some people believe that a student having a job is a bad idea. I must disagree with them.

First, learning responsibility is something everyone should go through. Responsibility is one of the most needed characteristics that any person should have. Also, it is good for a young person to have a job or attending a college. Any employer or school would look down on a person who is not responsible.

Remember to use an apostrophe when you write a contraction.

Rollover note.



Secondly, a majority of students are going to receive a scholarship and will need money. If a student were to work as a student, they would not have to pay for tuition. However, if a student were to work as a student, they would have to pay for tuition. It would be an extra expense for the student to have to pay for tuition. It would be an extra expense for the student to have to pay for tuition.

Highlighted error.



Click the blue **Revise** button at the lower left of your screen to begin revising your essay.



Instructor and Peer Review

The screenshot shows a web interface for reviewing student work. At the top, there are three tabs: 'Plan', 'Response', and 'Results'. Below the tabs, the text '3 Students Working' is displayed. A main text area contains a prompt: 'Many students work part-time while going to school. For example, they may baby sit, have a paper route, mow lawns, or pet sit. Explain whether or not you think working while going to school is a good idea. Give several reasons and examples.' Below this is a 'Comments' section with a 'Reviewer:' dropdown menu currently set to 'Jan Strohl'. A red arrow points from a callout box to this dropdown. To the right of the 'Comments' section is a 'Dialogue' button, with a red arrow pointing from a callout box to it. A 'View Comment' panel is open on the right, showing a comment: 'Avoid generalized you and stay in third person.' A red box highlights the bottom of this panel. A callout box on the left points to a highlighted word 'Some' in the student's text, with the instruction 'Roll your cursor over highlighted text to view comments.'

Plan Response Results

3 Students Working

Many students work part-time while going to school. For example, they may baby sit, have a paper route, mow lawns, or pet sit. Explain whether or not you think working while going to school is a good idea. Give several reasons and examples.

Comments Reviewer: Jan Strohl

Dialogue

View Comment

Comment:

Avoid generalized you and stay in third person.

Do you think that students should work during high school? I believe that it is a good idea if they do. Some reasons that I believe that students should work are they can learn responsibility. They can earn money for college and learn to be more dependable. This possibly changes the attitudes of working parents. Some people believe that a student having a job is a bad idea. I must disagree with them.

Everyone should go through. Responsibility always has been one of the most needed characteristics that any person should have. Also, it is a young age because as soon as a student gets out of high school they will need to have this characteristic for having a job or attending a college or university, but not all students are going to receive a scholarship and will need money. If a student were to work as a job to earn their money for book rentals or tuition fees in college. Today, many parents don't have much money to send their child all the way through college and for the child to have money, would be an extra bonus for them.

Finally, there are two other good things that would occur if a student had a job in high school. One of them are being more dependable. When any person has a job they are usually

Revise your essay

Review all error feedback provided in the left screen and make your corrections to the clean copy of your essay on the right. When all errors have been corrected, review the content of your essay for further needed improvement. Check the rubric for guidelines. If you still have questions, leave a note for your instructor or peer reviewers by clicking the Dialogue button. Remember to review “Before you click Submit” and to Save before you Submit a new attempt.

The screenshot displays a writing software interface with two main panels. The left panel, titled "Organization & Development", shows an essay draft with several error messages highlighted in yellow and red. The right panel shows a clean copy of the essay with the same text. A red arrow points to the "Submit" button in the bottom right corner.

Organization & Development

To me, there are many characteristics that make a good leader. Most people do not show all of the leadership qualities. If any of them. Yet I know one person who has all the qualities of a good leader- she is my cousin, Anna Camero. Here are the qualities that a good leader must show, and that Anna shows.

To be a good leader, you must first be able to handle criticism in a mature, respectful manner and a leader is likely to face criticism when they are leading, being that it is likely some one will find fault with their decisions. Once when Anna was ridiculed by some of her peers about her height, she simply walked away, telling herself that some day, they would be the same height as her. She handled it in a mature manner by respecting her peers, but not putting her self down in the process.

Secondly, a good leader will pursue their dreams without backing down. When Anna was taking a dance class, she could not seem to get a certain step in one of her dances. Even though she became very frustrated over this, she kept on trying, until eventually she succeeded. She showed courage to go on, and a strong will to keep going til the very end, even with the frustration, not to mention the physical and emotional strain, she kept pushing to the very end, ever so determined to accomplish her goal.

The last quality a leader must possess is selflessness. A leader must be able to make good decisions regarding the welfare of those around them, and when necessary, themselves. When making a good decisions, they have to put others before themselves. Even if the circumstances are horrid, they must always think about others and then think about themselves.

Words: 420 Characters: 2284

Save

Submit

Before you click Submit

Submit

Recheck the content of your essay by asking yourself these questions:

1. *Do I have an introductory paragraph that creates interest in the essay, lets the reader know the general topic and tells the reader the main idea (thesis) of the essay?*
2. *Have I used topic sentences to address each of my main ideas and to announce the idea of each paragraph, tell the reader where the essay is going or to make a bridge between two paragraphs or main ideas?*
3. *Do my supporting ideas help to convince the reader that my main ideas are good ones? Have I told a story, given examples, reasons, details, or used metaphors or analogies to help the reader understand my ideas?*
4. *Do I have a concluding paragraph that restates my thesis, summarizes my main points and leaves the reader thinking about my topic?*
5. *Did I use transitional words and phrases to take the reader smoothly from one idea to the next?*

Analyze Your Results

- What improvements have you made in the current attempt? Be specific.
- What improvements are still needed? Identify improvements you will make before your next attempt is submitted.
- Are there missing details that could make any of your main ideas clearer?
- Did you leave the reader thinking or smiling with your final comment?
- Set a goal for your next attempt or next essay. What score would you like to earn? What will you have to do earn that score?