

RIO HONDO COLLEGE
Communications & Languages Division

English 030, English 035, ENLA 100: Common Final Topic (Exam Day Version)

Fall 2012

Date _____

Student ID Number: _____

1. You may handwrite or type your essay. If handwriting, please use a blue or black ink pen.
2. You will have 75 minutes to plan and write your composition.
3. You may use a dictionary.
4. Do not re-copy. Make corrections right on your composition.

Important: Students are ***not*** allowed to bring notes or electronic storage devices to the Common Final.
Students who violate the college's policy on academic honesty will automatically fail the final exam.

Directions:

Read the topic carefully. Write an essay on the topic below.

Include:

- An introductory paragraph
- A body paragraph that answers part (a) below
- A body paragraph that answers part (b) below
- A concluding paragraph

Using details and examples:

Writing Topic:

People may claim that a little rebellion now and then is a good thing. What do you think? Is rebellion an appropriate response to certain situations? Some may rebel against peer-pressure or family traditions. Others rebel against policies at school, work or in local government. Some may choose not to rebel. Think of one incident when you had to choose whether to rebel against something or someone.

Using details and examples:

- a. Describe the situation and why you chose to rebel or not to rebel, and
- b. Explain what you learned from this experience. Has it changed the way you respond to similar situations today?

| OFFICE USE ONLY | | | |
|------------------|------------------|------------------|-------------|
| <u>Reader #1</u> | <u>Reader #2</u> | <u>Reader #3</u> | |
| Score | Score | Score | Final Score |
| | | | |

Common Final Topic (Student Version)

Fall 2012

Below is the topic for the English 030, English 035, and ENLA 100 Common Final Exam.

ONE WEEK PRIOR TO THE FINAL EXAM:

- Students are encouraged to use brainstorming strategies in preparation.
- Students are allowed to pre-write and/or discuss the prompt during class.
- Students are *not* allowed to draft or peer edit essays during class.
- Students *cannot* receive a workshop conference on the topic.

DURING THE FINAL EXAM:

- Students will *not* be allowed to bring their *own* dictionaries. Dictionaries will be available in the testing room during the Common Final.
- Students will *not* be allowed to bring notes or electronic storage devices to the Common Final.
- The final exam must be written on the paper provided or printed in the testing room.

Reminder: Students who violate the college's policy on academic honesty will automatically fail the final exam.

Directions:

Read the topic carefully. Write an essay on the topic below. Include:

- An introductory paragraph
- A body paragraph that addresses part (a) below
- A body paragraph that addresses part (b) below
- A concluding paragraph

Writing Topic:

People may claim that a little rebellion now and then is a good thing. What do you think? Is rebellion an appropriate response to certain situations? Some may rebel against peer-pressure or family traditions. Others rebel against policies at school, work or in local government. Some may choose not to rebel. Think of one incident when you had to choose whether to rebel against something or someone.

Using details and examples:

- a. Describe the situation and why you chose to rebel or not to rebel, and
- b. Explain what you learned from this experience. Has it changed the way you respond to similar situations today?

Assessment Memo

To: English Faculty
From: Lorraine Sfeir, Assessment Coordinator
Subject: **Important Questions about the Common Final**

Q: What happens if the student satisfactorily completes all the requirements for my course but does not pass the Common Final?

A: If you think the student is ready for the next level, you may advance the student up. (In this event, you must raise the student's Common Final score; otherwise, the computer system will block the student from the next level. To raise the score, please fill out the form that is included in the envelope and return it to **Elvira Aguilar or Chris Soto in the Writing Center**). You may not, however, lower a student's score unless you suspect foul play, in which case you need to speak with the Division dean and be prepared to deal with the student accordingly.

Q: What do I do with the student who passes the Final but hasn't done enough work to pass my class?

A: You may give the student "No Credit." The student can advance to the next course, but will not receive any unit credit for your class.

Q: What about the student who worked diligently but didn't improve enough to pass either my course or the Final?

A: You must give the student "No Credit." If you give the student credit, he/she will not be able to take the course again. The ideal situation is to intervene, when possible, before the 14th week and counsel the student to drop so that he/she may repeat the course. A student can only receive "No Credit" twice. Then they become stuck in "No Composition Course Land."

Q: What do I do about persistent students who insist their papers are better than scored?

A: Send the students to the Division dean or me. The paper will be reviewed with the student, pointing out the errors. If the student still persists, we'll recommend he/she take the Placement Test to see if he/she can score higher.

Q: What about the students who keep scoring 7's or 9's and can't repeat the course anymore?

A: In order to receive an AA degree from Rio Hondo, students must pass English 101. A "D" is considered passing.* Sometimes, it is necessary to explain to students that they will be academically at risk in the next level, but if they are willing to take that risk, you may wish to advance them.

*For transfer students, a "C" is required in English 101.

INSTRUCTOR: _____

CLASS DAY & TIME: _____

ENGLISH LEVEL: _____

Please return this form to **Eva Menchaca in the Assessment Center** with the information entered below for those scores you changed. Remember that we need the student's **9-DIGIT ID NUMBER** in order to change their scores, **not providing the complete ID number may delay student's registration**. Please remember that you may **NOT** lower a student's score. If you have any questions, contact Lorraine Sfeir at extension 3124. Thank you.

| SSN (Student Secure Number) | STUDENT NAME | PREVIOUS SCORE | NEW SCORE | NEXT CLASS |
|-----------------------------|-------------------|----------------|-----------|------------|
| (correct) 000-67-8910 | Acosta, Christina | 8 | 10 | 101 |
| (incorrect) 3456 | Acosta, Christina | 8 | 7 | 30 |
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Instructor Signature: _____

Date: _____

To: Instructors/Proctors of the Common Final
Fall 2012
From: Lorraine Sfeir
Assessment Coordinator
Subject: Common Final Reminders

Enclosed are the common finals for your class. A few reminders before you get started:

**PLEASE FOLLOW THE PROCTOR INSTRUCTIONS
ENCLOSED WITH YOUR COMMON FINAL EXAMS!**

- ✓ Remind students to be careful **NOT** to write on the back of the permit since doing so makes the permit illegible.
- ✓ Since students must remain anonymous during the scoring process, please make sure that the students do **NOT** put their name on the lined paper, or if using the computer, on their printed copy. In addition, we do **NOT** want their instructor's name or English level on their final exams. **This information should appear only on the permit.** Students should, however, put their student ID number on each page of their exams.
- ✓ Also, please make sure that your students fill the permit out **completely** with their full name, their ID number (**all** digits), their English instructor's name, and the day and time of their English class.

Please bring the completed finals to my office, A219A, or give them to the staff in the Writing Center, whichever is closest to your examination room.

Make-up exams: Make-up exams should happen rarely and only because of extenuating circumstances. However, if you decide to allow a student who has missed the scheduled time for a final exam to make it up at another time, **it is your responsibility** to find a time and place where and when you can proctor the student taking the exam. It also is your responsibility (and I can help) to have the exam read and scored and to report the final score appropriately.

If you have any questions, please email me or call me at extension 3124.

Proctor/Instructor Common Final Exam Script

Fall 2012

Please follow these instructions and read to the students *verbatim*. Thanks!

I. Students, please listen carefully to the following instructions.

- A. Make sure all personal belongings are placed at the front of the room except for a pen. You will be provided with any other materials that you will need for the exam.
- B. TURN OFF (not just silence) all cell phones and other electronic devices.
- C. Raise your hand for any requests (paper, pen, dictionary, questions, etc.). **DO NOT GET UP FROM YOUR SEAT!**

(Hand out **PERMIT.**)

II. Fill out the permit using a blue or black ink pen. Do not use pencil.

1. Write your last name and first name, English instructor's last name and first initial (if known), your Student ID Number (ALL digits), your English class day and time, today's date, circle the English level (English 30 or English 35 or ENLA 100), and check your exam type (computer or handwritten).
2. When completed, turn the permit over and place it at the upper-right hand corner of your work area.
3. **Be sure not to write over the permit**, as it is a carbon sheet.

(Hand out **FINAL PROMPT.**)

III. On the FINAL PROMPT sheet: Write today's date and your complete Student ID Number (ALL digits).

IV. Students taking the exam on the computer: Listen carefully.

- A. You may now open Microsoft Word.
- B. Type your entire **Student ID Number** (ALL digits) in the upper right hand corner. **Do not type your name.**
- C. Do not open any other windows. All other programs (except spell-check) should remain closed. **Students who open more than one window will have their exam confiscated and disqualified.**
- D. Dictionaries are available for students who may wish to use them.
- E. Wait quietly, please.

V. Students **handwriting** the exam: Listen carefully.

- A. Write your entire Student ID Number (ALL digits) in the upper right corner of **each** page you use.
- B. Write on **both sides** of the paper.
- C. Raise your hand if you need extra lined paper; return any unused sheets at the end of the exam.
- D. Do not “white-out” any mistakes; simply cross-out your error, make your correction, and move on. You will not lose points for this self-editing.

VI. **All** students: Listen carefully to the following procedures.

- A. Use the **back side** of your Common Final prompt for **scratch paper**.
- B. If you have any questions or problems during testing, quietly raise your hand for assistance. **Do not leave your seat.**
- C. When finished with the exam, raise your hand. Your instructor will send your paper to print, retrieve your printed paper, and then return it to you.
- D. **Do not attempt to save the exam to any kind of storage device (like a memory stick). This will be grounds for immediate disqualification.**
- E. Leave your exam on the screen. **You are not to delete your text; doing so will disqualify your exam.** After you leave the testing room, your instructor will delete your exam and empty the trash.
- F. Prepare your exam to turn it in.
 - 1. Staple the following in this order: Permit on top (first); then the copy of the common final writing topic sheet (second); finally, the copy of your typed or hand-written paper (last). If you have more than one page for your final exam, make sure that the pages are arranged in the correct order before you staple them.
 - 2. Fold the permit in half, and paper-clip it together to the Common Final writing topic sheet.

VII. I will now read the final directions out loud; these directions are printed on the Common Final writing topic sheet. Read along with me.

VIII. Keep track of the time; I will make announcements **15 and 5 minutes** before the exam period ends.

- A. Are there any questions?
- B. It is now (Announce time.) . Take a deep breath and relax.
YOU MAY BEGIN. (Write **both** **START** **and** **END** times on the board--if available or on a piece of paper.)

**RIO HONDO COMMUNITY COLLEGE
COMMUNICATIONS & LANGUAGES DEPARTMENT
HOLISTIC SCORING CRITERIA: FACULTY EDITION**

A “6” paper will be well-developed with specific details in addressing both parts of the writing topic, and demonstrate thoughtful analysis or reflection. It will also include interesting introductory and concluding remarks, exhibit strong organization, and make use of appropriate transitions. Although it may have occasional errors common to first drafts, it will show a variety of sentence structure and good command of language.

A “5” paper will demonstrate adequate development with some specific details, although it may not develop both parts of the writing topic evenly. It will include some analysis or reflection, open and close with adequate remarks, and exhibit good organization. It may have some errors but will demonstrate enough conventional fluency of grammar and mechanics to show “readiness” for Freshman English.

A “4” paper may address both parts of the topic but rather generally with few specific details, and demonstrate weak analysis or reflection. It may exhibit insufficient opening and closing remarks, weak organization, and simple sentence structure and language. Additionally, it may have some patterns of grammatical and mechanical errors. Evaluators may feel that the writer could use a semester of writing practice before tackling the college-level course.

A “3” paper may not address both parts of the topic, demonstrate poor development and lack of detail, and show no analysis or reflection. It may have little or no opening or closing remarks, exhibit weak organization, and wander away from the topic. It may also contain serious patterns of grammatical and mechanical errors.

A “2” paper will have very limited development and have no opening or closing remarks. The writer may also appear to misunderstand the writing topic.

A “1” paper may have only a rewrite of the writing topic or not have anything written on it at all.

ESL note: Bilingual students should not be confused with ESL students. Many bilingual speakers write in a way that sounds somewhat like non-native speakers; however, bilingual students exhibit control over the use of articles and prepositions. They may also omit verb suffixes, but they generally do not mix verb tense forms.

HOLISTIC SCORING GUIDELINES

1. Read quickly for an impression of the whole paper and score immediately.
2. Read the entire paper; the writing sometimes improves dramatically as the writer goes on.
3. Take everything in the paper into account—development, organization, sentence structure, grammar, spelling, diction.
4. Read supportively: look for and reward what is done well, rather than what has been done badly or omitted.
5. Try to ignore bad handwriting.
6. Do not judge a paper by its length; some short papers are good, and some long papers are weak.
7. Remember that each score category represents a range (a high 3, a solid 3, and a low 3; for example).
8. Remember that to the writer of the paper, the ideas expressed are fresh and original. (Unlike the readers, the writer has not already read a hundred papers just like the one being scored now.)
9. Remember that the standards are set by consensus and that individual readers are expected to accept and to follow those standards.

Adapted from Educational Testing Service, 1982.

Revised by Barbara Salazar

Edited by Ralph Velazquez (07/06)

RIO HONDO COLLEGE
Communications and Languages Division
HOLISTIC SCORING CRITERIA

| | Development: Narrative and Analysis | Organization | Introduction/Conclusion | Grammar |
|---|---|---|---|---|
| 6 | <i>well-developed</i> with specific details in addressing <i>both</i> parts of the writing topic; demonstrates <i>thoughtful analysis</i> or reflection | <i>strong</i> organization, makes use of appropriate transitions | includes <i>interesting</i> introductory and concluding remarks | occasional errors common to first drafts, but shows a <i>variety of sentence structure</i> and <i>good command of language</i> |
| 5 | demonstrates <i>adequate</i> development with some specific details; <i>may not</i> develop both parts of the writing topic evenly; includes <i>some analysis</i> or reflection | exhibits <i>good</i> organization | opens and closes with <i>adequate</i> remarks | some errors but demonstrates enough <i>conventional fluency</i> of grammar and mechanics to show "readiness" for Freshman English |
| 4 | may address both parts of the topic but rather <i>generally</i> with few specific details; may demonstrate <i>weak analysis</i> or reflection | <i>weak</i> organization | exhibits <i>insufficient</i> opening and closing remarks | <i>simple sentence structure</i> and language; <i>some patterns</i> of grammatical and mechanical errors; writer could use a semester of writing practice before tackling the college-level course. |
| 3 | <i>may not</i> address both parts of the topic; demonstrates <i>poor</i> development and lack of detail; shows <i>no analysis or reflection</i> | exhibits <i>weak</i> organization; <i>wanders</i> away from the topic | <i>little or no</i> opening or closing remarks | contains <i>serious patterns</i> of grammatical and mechanical errors |
| 2 | writer may appear to misunderstand the writing topic | <i>very limited</i> development | <i>no</i> opening or closing remarks | |
| 1 | may have only a rewrite of the writing topic or not have anything written on it at all. | | | |

Recognizing ESL Markers in Writing

Lynette Nyaggah

ESL writers share some features with inexperienced native-speaker writers, such as mistakes in verb tense, third person singular endings and noun plurals. However, nearly all writers who should be placed in ESL classes will demonstrate problems in two areas: articles and prepositions.

ARTICLES

- Use of the indefinite article with non-count nouns:
 - *an advice*
 - *an information*
- Omission of an article with singular concrete nouns:
 - *Some of class was unable to attend.*
 - *When I was child.*
- Use of the definite article with abstract nouns:
 - *The education was very important.*
 - *We did not have the freedom in my country.*

PREPOSITIONS

- *Everything was perfect in that day.*
- *My husband arrived to Mexico*
- *I went to mountain in there.*

ESL Writers do exhibit problems with verbs, but their problems differ from those of native speakers.

VERB COMPLEMENTS

- *I wanted be a stewardess*
- *I'm enjoying to do it*
- *The ministers recommended the president to explore peace talks.*
- *They wanted that the new policy would begin immediately.*

GERUNDS

- *By stop the destruction of trees, we can slow down global warming.*
- *Cut down more trees creates hotter conditions.*
- *We need forests for increase the world's oxygen.*

PRESENT PROGRESSIVE IN PLACE OF SIMPLE PRESENT (PRESENT HABITUAL)

- *I am reading the newspaper every day.*
- *What are you wanting?*
- *I am owning a small car.*

PRESENT VS. PAST PARTICIPLE

- *I am quite interesting in this matter.*
- *It was the most excited day of my life.*