

# Welcome to *Criterion*

*A New Generation Has Arrived*

# Instructor Basics

Getting Started with *Criterion*

# Registering as a new user

Go to: <http://criterion.ets.org>

# Log In Screen



Click here to begin. Once your account is created, you will return to this screen to log in.



[Create User Account](#)

## Sign In

User name:

Password:

Sign In


[Forgot User Name?](#)

[Forgot Password?](#)

ETS Criterion® Online Writing Evaluation Service is a web-based application that provides faculty, writing instructors and administrators at community colleges, universities and other institutions of higher education with a reliable writing assessment tool for their students. Students draft and submit essays and receive immediate feedback in the form of a holistic score and diagnostic annotations within each essay that guide writing instruction.

[Learn more about ETS Criterion®](#)






# Register


 CLIENT SERVICES

---

## Create User Account Cancel

Enter the access code that was provided by your institution or class instructor. This code will connect your account to the appropriate services available to you within the Criterion system. For non-students, the password that you provide must meet the following complexity requirements. The password must be at least 8 characters. The password must contain 3 of the following 4 types of characters: capital letter, lower case letter, number, or special symbols !@#\$\$%^&\*(). Passwords cannot be reused within a span of 5 password changes.

Access Code:	<input type="text"/> - <input type="text"/>	Confirm Access Code:	<input type="text"/> - <input type="text"/>	 Enter the access code you were provided.		
Title:	<input type="text"/>	First Name:	<input type="text"/>	Middle initial:	<input type="text"/>	 Enter your title, name and email address.
Last Name:	<input type="text"/>	Email Address:	<input type="text"/>	Confirm Email Address:	<input type="text"/>	
User Name:	<input type="text"/>					 Enter a user name that is unique to your school.
Password:	<input type="text"/>	Confirm Password:	<input type="text"/>			 Create a password. (Your password must contain a minimum of 8 characters and include 3 of these 4 elements: upper case letter, lower case letter, number, symbol.)
Security Question:	<input type="text" value="(Make a selection)"/>	Create a Custom Question:	<input type="text"/>			
Security Question Answer:	<input type="text"/>					 Enter and answer a security question answer.

 Click Submit.

# Success Message

## Create User Account

[Cancel](#)

Enter the access code that was provided by your institution or class instructor. This code will connect your account to the appropriate services available to you within the Criterion system. For non-students, the password that you provide must meet the following complexity requirements. The password must be at least 8 characters. The password must contain 3 of the following 4 types of characters: capital letter, lower case letter, number, or special symbols !@#\$%^&\*(). Passwords cannot be reused within a span of 5 password changes.

User Account Created Successfully

[OK](#)

Click here

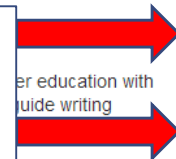
# Log In Screen



ETS Criterion® Online Writing Evaluation Service is a web-based application that provides faculty, writing instructors and administrators at colleges and universities with a reliable writing assessment tool for their students. Students draft and submit essays and receive immediate feedback in the form of a holistic writing instruction.

[Learn more about ETS Criterion®](#)

Enter your newly  
created user name  
and password.



[Create User Account](#)

## Sign In

User name:

Password:

[Sign In](#)

[Forgot User Name?](#)

[Forgot Password?](#)

# Home Page

[HOME](#) | [CLIENT SERVICES](#) | [RESOURCES](#) | [HELP](#)

Janis Strohl | Instructor | [Sign Out](#)

---

Welcome note and instructions to user from the Criterion system. This message may be edited by the ECA at any time and speaks individually to each role of Student, Instructor, or Client Admin.  
 Connect to an additional institution, a higher role in your institution, or a new class as an instructor or student. [Enter Access Code](#)

**Notices**

No records to display.

**Classes**

Add instructions how to Classes tabs for instructors below...

View
 Add
 Edit
 Announcements
 Get Access Code
 Reset Access Code
 Connect
 Disconnect

Class	Grade	Instructors
A Demo Client, DFriedman School		
<input type="checkbox"/> test class	Grade 11	Dev Student1 Mr. Test Instructor2 Instructor Account Joe KingTeacher Instructor AJAST Ms. Janis Strohl

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←

As you create classes and add assignments, they will be listed under notices.

From the row of icons you can perform the following tasks:

**View** – Check the box in front of the name of the class and you can view current activity within the class.

**Add** – Create a class. Criterion automatically generates the access ids for instructors and students.

**Edit** – Edit class information.

**Announcements** – Generate an announcement to be sent to all class members.

**Get Access Code** – Generate an access code for adding an additional instructor.

**Reset Access Code** – Generate a new code. Prior codes or those entered under them will no longer be connected.

**Connect** – Search for an additional instructor by name.

**Disconnect** – Disconnect an instructor currently registered to your class.



# Add a Class

# Add a Class

Welcome note and instructions to user from the Criterion system. This message may be edited by the ECA at any time and speaks individually to each role of Student, Instructor, or Client Admin.

Connect to an additional institution, a higher role in your institution, or a new class as an instructor or student. [Enter Access Code](#)

## Notices

No records to display.

## Classes

[Print](#)

Add instructions how to Classes tabs for instructors below...

Click here to add a new class.

Class	Grade	Instructors	Active Students	Students with Submissions	Used Submissions	End Date	Status
<input type="checkbox"/> <a href="#">test class</a>	Grade 11	Dev Student1 Mr. Test Instructor2 Instructor Account Joe KingTeacher Instructor AIAST Ms. Janis Strohl	6	2	3	Jul 09, 2013	Active

# Enter Class Description

ETS Criterion

HOME | CLIENT SERVICES | RESOURCES | HELP

Janis Strohl Instructor Sign Out

### Add / Edit Class

To create a new class select the following options and add the class.

\* School:  **1**

\* Class Name:  **2**

\* Class Grade Level:  **3**

\* Writer's Handbook:  **4**

\* Spellcheck Dictionary:  
 American  
 British **5**

Class End Date:  **6**


\* Timezone:  **7**

Instructor: Janis Strohl  
Courtesy Name:  **8**

1. Select your **school** from the drop down.
2. Enter a **class name**. This must be unique to your school.
3. Select the **grade level** of the class.
4. Select the **writer's handbook** that best meets the needs of the entire class.
5. Check the appropriate **dictionary**.
6. Add an optional **Class End Date**.
7. Check your **time zone**. This should come through by default.
8. Enter a **courtesy title**.
9. Click **Save** when all information is complete.

# Create Assignments

# Choose a Class

HOME | CLIENT SERVICES | RESOURCES | HELP  
Janis Strohl Instructor Sign Out

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Connect to an additional institution, a higher role in your institution, or a new class as an instructor or student. [Enter Access Code](#)

### Notices

*No records to display.*

### Classes


Add instructions how to Classes tabs for instructors below...

View Add Edit Announcements Get Access Code Reset Access Code Connect Disconnect

Class	Grade	Instructors	Active Students	Students with Submissions	Used Submissions	End Date	Status
A Demo Client, DFriedman School <input type="checkbox"/> <b>test class</b>	Grade 11	Dev Student1 Mr. Test Instructor2 Instructor Account Joe KingTeacher	6	2	3	Jul 09, 2013	Active

Check the box in front of the name of the class.

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# Add an Assignment

Click the Assignments tab.

Click Add.

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HOME | CLIENT SERVICES | RESOURCES | HELP

Janis Strohl Instructor Sign Out

Strohl Sample Class: Strohl Sample, A Demo Client, DFriedman School Go

Testing Announcement

Assignments Roster Reports

Add a new assignment. Select an existing assignment to edit, copy or delete. Copy will duplicate a separate version of the assignment to another class. Delete will remove the assignment from the student page instantly. Print

Add Edit Copy Delete

Assignment Name	Prompt	Standard	Plan	Peer Review	Creator	Start Date	Due Date	Status
No records to display.								

# Create an Assignment

[HOME](#) | [CLIENT SERVICES](#) | [RESOURCES](#) | [HELP](#)

Janis Strohl | Instructor | [Sign Out](#)

Strohl Sample Class: Strohl Sample, A Demo Client, DFriedman School [Go](#)

Testing Announcement

Activity
Assignments
Roster
Reports

### Add / Edit Assignment

Add instructions for how to build an assignment.

---

Select an Administrator Assignment:

No     Yes

Assignment Type:  
Topic Library

\*Level: Select    \*Mode: Select    \*Prompt: Select    [View Topic Library](#)

\* Assignment Name:

\* Assignment Text:

Additional Material:

Reference Link:     Display Name:     [Add](#)

- Choose whether or not to select an **administrator assignment**.
- Choose an **assignment type** from the drop down menu: topic library, scored instructor topic or text editor. (DWS will be released in January)
- Choose **Level, Mode, and Prompt** from the dropdown menus. Click **View Topic Library** to view full text of library prompts.
- If you choose a prompt from the topics library dropdown, the text of the prompt will appear.
- Type or paste in the assignment text **for Scored Instructor Topic or Text Editor** assignments OR copy, paste, and edit a topic from the Topics Library.
- Add up to 7 **URL reference links** to any assignment for multi-media prompts, custom plan templates, etc.

# Select Plan and Assignment Options

## Plan Options:

Allow All Plans       No Plan       Assign a Plan

## Assignment Options:

Spell Check

Thesaurus

Save Draft

Limit Students to  Attempts

Time Limit default or Set Limit:  minutes

By default the time limit is checked. As long as it remains checked, the number of attempts is locked at 1. Uncheck the time limit box to set the number of attempts. Although it will allow you to enter a number greater than 10, 10 is currently the maximum number of attempts.



# Enable Peer Review

## Peer Review

Yes  No

### Include:

- Peer Group Dialogue
- Peer Group Comments

## Peer Group

### Peer Groups:

Select a student name from the roster list and add it to create a peer group. Choose a name and create the new peer group.

### All Students:

King, Joe  
AlAST, Instructor  
Test, Uat  
Test, Demo  
Test, Uat  
Strohl, Janis



### Selected Students:

### Group Name:

Create

Select the name of a peer group listed below and edit them above by adding and removing students from the list. Save changes. Select the name of a peer group and delete to remove that peer group.

### Edit a Group:

Select Group

Save Changes

Delete

Choose whether or not to allow **Peer Review**.

When **Yes** is selected, additional options will be shown.

**Enable peer dialogue and peer comments.**

Create **peer editing groups**. A student can be a member of more than one group. Not all students must be included in a group to use this option. Be sure to **Save** your changes.

# Feedback and Result Options

Show Trait Feedback:

- Organization Development
- Grammar
- Usage
- Mechanics
- Style
- Sample Essays

Show Results to Student:

- Criterion Score
- Trait Feedback Analysis Chart
- Trait Levels

When Advisory Present:

- Yes  No
- Yes  No

Deadline:


- Yes  No

Save

Select trait feedback categories to display for students. Be sure to click **Save** when all selections are made.



# Enter an Announcement

HOME | CLIENT SERVICES | RESOURCES | HELPJanis Strohl Instructor Sign Out

### Announcements

Cancel


Enter a text for a announcement that will appear at the top of the student class page. You may display both a default and a dated announcement, one announcement or neither. View Announcements.


**DFriedman School**  
**test class**

1. Dated Announcement:

Display On  Display Off

Text area for dated announcement

Begin Date:  

End Date:  

2. Default Announcement:

Display On  Display Off

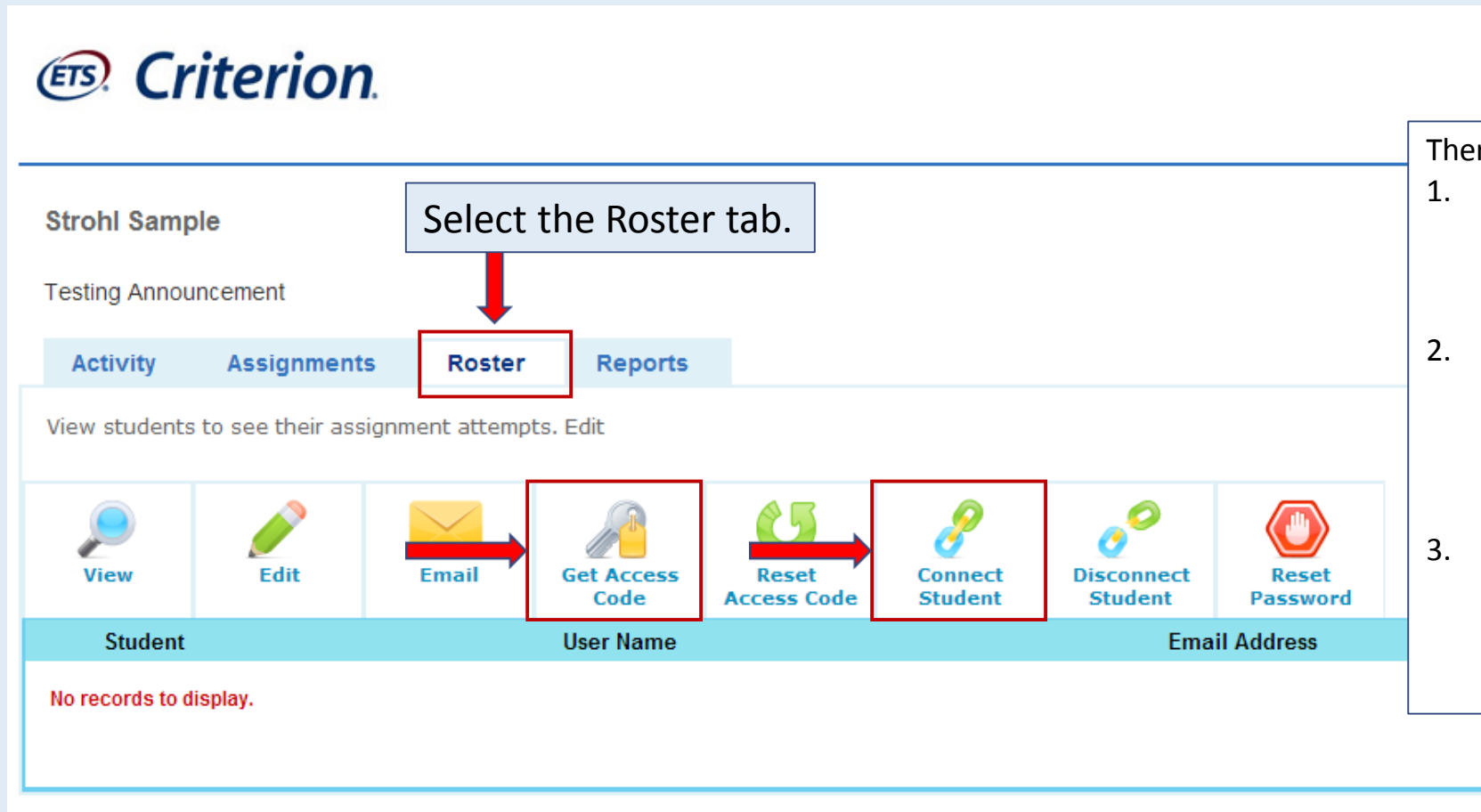
Text area for default announcement

View

Click on the class name from your home screen, then click on the Announcements tab.  
Enter the text for your announcement and Start and End dates.  
You may enter both a default announcement and a dated announcement that will appear at the top of the student home page.

# Registering Students

# Register Students



The screenshot shows the ETS Criterion interface for a class named "Strohl Sample". The "Roster" tab is selected and highlighted with a red box. A callout box above it says "Select the Roster tab." with a red arrow pointing to the "Roster" tab. Below the tabs, there is a row of action buttons: "View", "Edit", "Email", "Get Access Code", "Reset Access Code", "Connect Student", "Disconnect Student", and "Reset Password". The "Get Access Code" and "Connect Student" buttons are highlighted with red boxes. A red arrow points from the "Email" button to the "Get Access Code" button, and another red arrow points from the "Reset Access Code" button to the "Connect Student" button. Below the buttons, there is a table header with columns for "Student", "User Name", and "Email Address". The table content is empty, with the text "No records to display." below it.

- There are three ways to register students:
1. To allow students to self-register, click Get Access Code. This generates a student access code for the class. Provide this to students so that they can self-register.
  2. If students are already registered for another class or have been imported into the school, click connect student. You will then choose the student's same from a list to connect him to your class.
  3. By contacting the account manager, a local administrator can obtain a template for uploading students to the Criterion system.

# Work with Student Portfolios

# Select a Class

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HOME | CLIENT SERVICES | RESOURCES | HELP

Janis Strohl Instructor Sign Out

Welcome note and instructions to user from the Criterion system. This message may be edited by the ECA at any time and speaks individually to each role of Student, Instructor, or Client Admin.  
Connect to an additional institution, a higher role in your institution, or a new class as an instructor or student. [Enter Access Code](#)

**Notices**

No records to display.

**Classes** [Print](#)


Add instructions how to Classes tabs for instructors below...

[View](#) [Add](#) [Edit](#) [Announcements](#) [Get Access Code](#) [Reset Access Code](#) [Connect](#) [Disconnect](#)

Class	Grade	Instructors	Active Students	Students with Submissions	Used Submissions	End Date	Status
A Demo Client, DFriedman School <b>test class</b>	Grade 11	Dev Student1 Mr. Test Instructor2 Instructor Account Joe KingTeacher Instructor AIAST Ms. Janis Strohl	6	2	3	Jul 09, 2013	Active

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Click on the class name to select a class.



# Select an Assignment

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HOME | CLIENT SERVICES | RESOURCES | HELP

Janis Strohl | Instructor | Sign Out

test class

Class: test class, A Demo Client, DFriedman School | Go

**Activity** | Assignments | Roster | Reports

Most recent activity is displayed below. Choose alternate selections to view activity by assignment and activity period. Sort activity by comments or dialogue. [Print](#)

Student: All Students | Assignment: Most Recent | Activity Period: Most Recent | Go

[View Comments](#) | [View Dialogue](#)

Student	Assignment	Activity	Reviewer
AI/AST, Instructor	Open Assignment	Saved Draft - Jun 14, 2013 03:23:51 PM EDT	
Student, Test	Open Assignment	Saved Draft - Jun 13, 2013 10:43:56 AM EDT	
Test, Demo	Acceptable Teen Behavior	Attempt 1 - Jun 06, 2013 02:40:30 PM EDT	Ms. Strohl - Jun 10, 2013 03:05:46 PM EDT
Strohl, Janis	Career Decisions	Saved Draft - Jun 11, 2013 09:17:31 AM EDT	

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Click the Activity tab.  
Choose the student(s), assignments and activity period you would like to view.  
Click the name of a draft or an attempt to open it.



# Review Criterion Results

The screenshot shows the ETS Criterion interface. At the top, there is a navigation bar with 'HOME', 'CLIENT SERVICES', 'RESOURCES', and 'HELP'. Below this, the user 'Janis Strohl' is logged in as an 'Instructor'. The page title is 'test class' and the class is 'test class, A Demo Client, DFriedman School'. The main content area is titled 'Demo Test' and shows 'Roster: Demo Test'. There are tabs for 'Assignments', 'Response', and 'Results'. The 'Results' tab is active, showing 'Acceptable Teen Behavior Attempt # 1'. Below this, there is a text box with the prompt: 'In an effort to set guidelines for acceptable teenage behavior, parents and other adults in authority often make rules that restrict the freedoms of the individual. How much freedom and responsibility should teenagers have in making their own decisions? Explain your position by using evidence from your own experience or the experiences of other people.' There are buttons for 'Comments', 'Export', and 'Dialogue'. A red arrow points to a horizontal bar containing five categories: 'Organization & Development', 'Grammar (1)', 'Usage (4)', 'Mechanics (7)', and 'Style (16)'. The 'Organization & Development' category is highlighted with a red box. Below this bar, the essay text is displayed with color-coded feedback. The 'Organization & Development' section is highlighted in grey, and the text is color-coded: green for good, yellow for needs work, and red for errors. The text reads: 'The day that I got my license was a day that I will never forget. Before the test, my dad gave me a hug and a kiss, wishing me success on one of the many events that would could actually classify me as a teenager. From then on, I was given much respect and freedom from my parents. Driving on the road has also given me respect from other adult drivers, because they know the amount of responsibility that comes along with having a license. But, this individual attention has not always come so easily. Teenagers should be given more freedom and respect from parents and other adults. For one thing, parents and other adults were once teenagers themselves. Having a license to drive also represses teenagers in ways, because there are certain restrictions for beginning drivers. The teenage years should be a time for going out and having a great time; living life to the fullest before we progress into the stages of adulthood, We are the future adults of the world, and what we have learned we will pass on to the future generations of our children and their children. The old cliché "Do unto others and they will do unto you" applies to the fluctuating relationships between adults and the adolescents of this world. Everyone the age of 20 and older was a teenager once, maybe even in the previous year. It's most likely that in high school they partied heavily. This is the case of my sister Chris, who will turn 30 years old this December. In high school, she was wild, basically out of control, so Chris and my father would argue about that almost nightly. She was so bad that my dad kicked her out of the house when she was only a freshman in high school. Sure she was wild during her teenage years, but now that she is an adult, she has been married for 5 years, has 2 children, a house, 2 cars, and a steady job with a City Water District. Even for her, obtaining her drivers license was an obstacle, and she finally passed after the third try.'

By default, the Results page opens to the feedback for Organization and Development. The component parts of the essay— introduction, thesis, main ideas, supporting details and conclusion are all color coded. Next to each trait feedback category, the number in parentheses shows how many errors the student made in the category. Click on the category to choose.

# Feedback Drop Down Menus

The screenshot displays the ETS Criterion interface for a student named Janis Strohl. The page shows a student essay titled "Acceptable Teen Behavior" with a score of 4. A feedback drop-down menu is open, listing various error categories with counts in parentheses: Usage (4), Mechanics (7), Grammar (1), Confused Words (1), Wrong Form of Word, Faulty Comparisons, Preposition Error, Nonstandard Word Form, and Negation Error. The "Usage (4)" category is highlighted, and a red arrow points to it with a callout box stating: "Any trait category followed by a number in parentheses, indicates feedback is present." Another callout box points to a specific error message: "冠詞を削除する必要があるかもしれません。 You may need to remove this article." This message is shown over a red box highlighting the word "the" in the student's essay: "...the future generation".

ETS Criterion

HOME | CLIENT SERVICES | RESOURCES | HELP

Janis Strohl | Instructor | Sign Out

test class | Class: test class, A Demo Client, DFriedman School | Go

Demo Test | Roster: Demo Test

Assignments

Instructions for viewing responses, and revise, export, etc...

Acceptable Teen Behavior | Attempt # 1

Response | Results

Acceptable Teen Behavior

In an effort to set guidelines for acceptable teenage behavior, parents and other adults in authority often m...  
How much freedom and responsibility should teenagers have in making their own decisions? Explain your p...

Comments

Organization & Development | Grammar (1) | Usage (4) | Mechanics (7)

Wrong Article

Missing or Extra Article (3)

Confused Words (1)

Wrong Form of Word

Faulty Comparisons

Preposition Error

Nonstandard Word Form

Negation Error

The day that I got my license was a day that I given much respect and freedom from my pare attention has not always come so easily.

Teenagers should be given more freedom and r certain restrictions for beginning drivers. The t we have learned we will pass on to the future g world.

Everyone the age of 20 and older was a teenage school, she was wild, basically out of control, s during her teenage years, but now that she is an adult, she has been married for 5 years, has 2 children, a house, 2 cars, and a steady job with a City Water District. Even for her, obtaining her drivers license was an obstacle, and she finally passed after the third try.

Click on the category, and the error is highlighted in the student essay, and a roll-over note is provided.

Any trait category followed by a number in parentheses, indicates feedback is present.

冠詞を削除する必要があるかもしれません  
You may need to remove this article.

the future generation

https://criterionng-dev.ets.org/criterionuat/Assignment.aspx?IsRoster=AYes&Display=1&ClassId=102743&assgn=69722&attpt=1653961&UserID=764201#

# Review Feedback

**Assignments**

Instructions for viewing responses, and revise, export, etc...

**Acceptable Teen Behavior Attempt #1**

**Response Results** [Export](#)

**Acceptable Teen Behavior**

In an effort to set guidelines for acceptable teenage behavior, parents and other adults in authority often make rules that restrict the freedoms of the individual. How much freedom and responsibility should teenagers have in making their own decisions? Explain your position by using evidence from your own experience or the experiences of other people.

Additional Material:

**Comments** **Click each tab to view the feedback for that trait.**

**Organization & Development** **Grammar (1)** **Usage (4)** **Mechanics (7)** **Style (18)**

**Organization & Development**

The day that I got my license was a day that I will never forget. Before the test, my dad gave me a hug and a kiss, wishing me success on one of the many events that would could actually classify me as a teenager. From then on respect and freedom from my parents. Driving on the road has also given me respect from other adult drivers, because they know the amount of responsibility that comes along with having a license. But, this individual attention I come so easily.

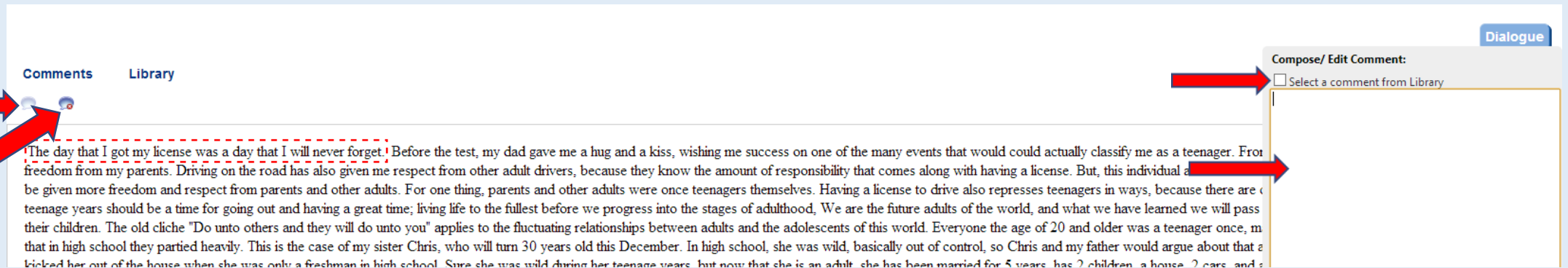
Teenagers should be given more freedom and respect from parents and other adults. For one thing, parents and other adults were once teenagers themselves. Having a license to drive also represses teenagers in ways, because the restrictions for beginning drivers. The teenage years should be a time for going out and having a great time; living life to the fullest before we progress into the stages of adulthood, We are the future adults of the world, and what v will pass on to the future generations of our children and their children. The old cliché "Do unto others and they will do unto you" applies to the fluctuating relationships between adults and the adolescents of this world.

Everyone the age of 20 and older was a teenager once, maybe even in the previous year. It's most likely that in high school they partied heavily. This is the case of my sister Chris, who will turn 30 years old this December. In hi wild, basically out of control, so Chris and my father would argue about that almost nightly. She was so bad that my dad kicked her out of the house when she was only a freshman in high school. Sure she was wild during her tee now that she is an adult, she has been married for 5 years, has 2 children, a house, 2 cars, and a steady job with a City Water District. Even for her, obtaining her drivers license was an obstacle, and she finally passed after the th

Last July, a law was passed stating that in order to earn a Driver's License in the State of California, you must be at least 16, have had a learner's permit for six months, and have completed at least 50 hours behind the wheel prac night. Unfortunately many teenagers are reckless drivers. but that doesn't mean that every other young driver on the road is. That is where the freedom should be. because as young people busy with school and other things. we s

# Add Comments

Add  
Comment  
  
Remove  
Comment



The screenshot shows a document with a comment box on the left and a 'Compose/Edit Comment' dialog on the right. The comment box has two buttons: 'Add Comment' and 'Remove Comment'. A red dashed box highlights a portion of the text in the document. A red arrow points from the 'Add Comment' button to the highlighted text. Another red arrow points from the 'Compose/Edit Comment' dialog to the highlighted text. The dialog has a checkbox labeled 'Select a comment from Library' and a text area.

Click and drag to highlight a word or phrase about which a comment is to be made. A red box will be placed around the selected text. Click the Add Comment button and a comment box will appear on the right. Check the Select a comment from library button to add a stored comment.

# Enter Dialogue

Note that from this page, you can view the student plan, response and results.

Click the dialogue button on the right hand side.

Enter your feedback for the student and click Send. The student will be able to view the feedback by clicking the dialogue button from his Response screen. A scrolling list of all dialogue from the teacher and peer reviewers appears in this window.

Acceptable Teen Behavior

Plan Response Results

Dialogue

Export

Acceptable Teen Behavior

In an effort to set guidelines for acceptable teenage behavior, parents and other adults in authority often How much freedom and responsibility should teenagers have in making their own decisions? Explain your

Additional Material:

Comments Library

The day that I got my license was a day that I will never forget. Before the test, my dad gave me a hug and a kiss, wishing me success on one of the many events that would could actually classify me as a teenager. From freedom from my parents. Driving on the road has also given me respect from other adult drivers, because they know the amount of responsibility that comes along with having a license. But, this individual attention has not be given more freedom and respect from parents and other adults. For one thing, parents and other adults were once teenagers themselves. Having a license to drive also represses teenagers in ways, because there are teenage years should be a time for going out and having a great time; living life to the fullest before we progress into the stages of adulthood, We are the future adults of the world, and what we have learned we will pass on to their children. The old cliché "Do unto others and they will do unto you" applies to the fluctuating relationships between adults and the adolescents of this world. Everyone the age of 20 and older was a teenager once, making that in high school they partied heavily. This is the case of my sister Chris, who will turn 30 years old this December. In high school, she was wild, basically out of control, so Chris and my father would argue about that all the time. I kicked her out of the house when she was only a freshman in high school. Sure she was wild during her teenage years, but now that she is an adult, she has been married for 5 years, has 2 children, a house, 2 cars, and a steady job with a very water closet even

Discussion

Refresh

Clear History

Send

No records to display.

# View Reports

# Select a Class

Welcome note and instructions to user from the Criterion system. This message may be edited by the ECA at any time and speaks individually to each role of Student, Instructor, or Client Admin.

Connect to an additional institution, a higher role in your institution, or a new class as an instructor or student. [Enter Access Code](#)

## Notices

No records to display.

## Classes

[Print](#)

Add instructions how to Classes tabs for instructors below...

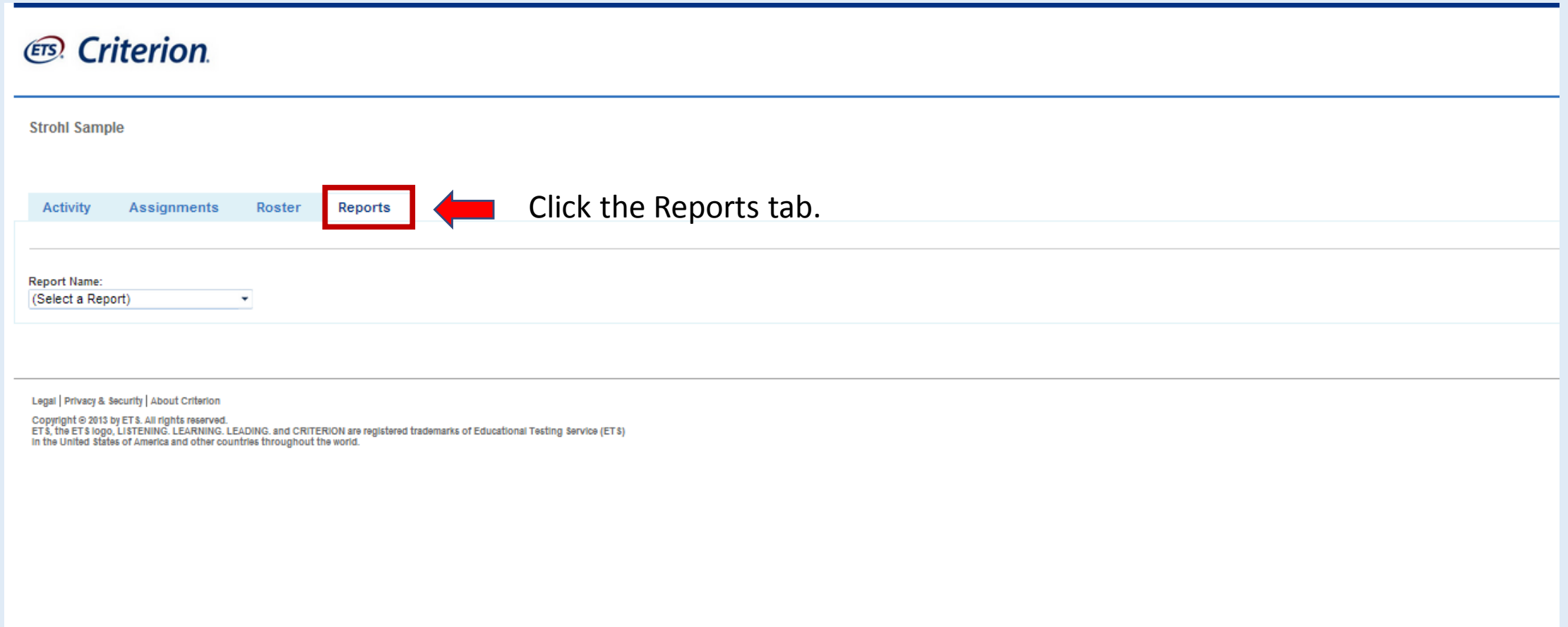
View Add Edit Announcements Get Access Code Reset Access Code Connect Disconnect

Class	Grade	Instructors	Active Students	Students with Submissions	Used Submissions	End Date	Status
A Demo Client, DFriedman School							
<a href="#">test class</a>	Grade 11	Dev Student1 Mr. Test Instructor2 Instructor Account Joe KingTeacher Instructor AIAST Ms. Janis Strohl	6	2	3	Jul 09, 2013	Active

Click on the class name to select a class.



# Choose the Reports Tab



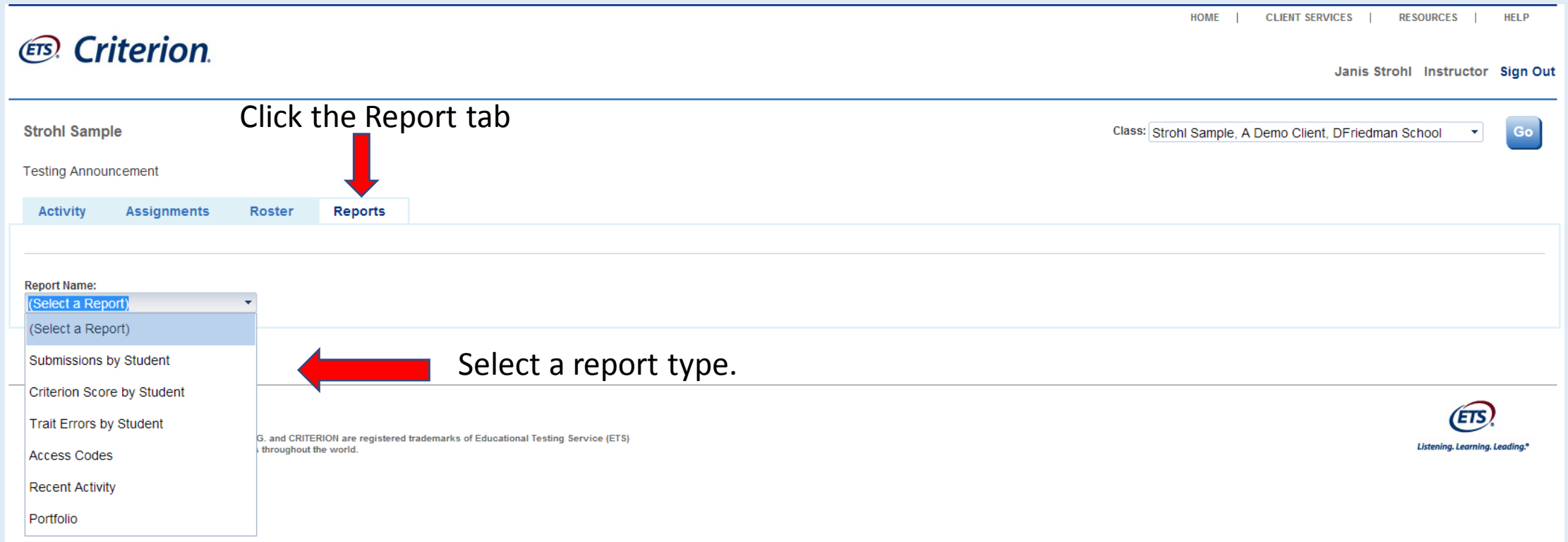
The screenshot shows the ETS Criterion interface for a 'Strohl Sample'. At the top left is the ETS Criterion logo. Below the logo, the text 'Strohl Sample' is displayed. A navigation bar contains four tabs: 'Activity', 'Assignments', 'Roster', and 'Reports'. The 'Reports' tab is highlighted with a red border, and a red arrow points to it from the text 'Click the Reports tab.' located to its right. Below the navigation bar is a 'Report Name:' label and a dropdown menu with the text '(Select a Report)'. At the bottom of the page, there is a footer with the text: 'Legal | Privacy & Security | About Criterion' and 'Copyright © 2013 by ETS. All rights reserved. ETS, the ETS logo, LISTENING. LEARNING. LEADING. and CRITERION are registered trademarks of Educational Testing Service (ETS) in the United States of America and other countries throughout the world.'



# Report Types

- **Submission by Student**—shows all submissions made by the student to date
- **Criterion Score by Student**—shows student Criterion scores for designated assignments
- **Trait Errors**—shows how many errors and what types from the diagnostic trait feedback
- **Access Codes**—shows current access codes for classes
- **Recent Activity**—set a date range, view user information or enter a new temporary password for a student
- **Portfolio**—Links to the student portfolio and assignments

# Select a Report Type



The screenshot shows the ETS Criterion web interface. At the top right, there are navigation links: HOME | CLIENT SERVICES | RESOURCES | HELP. Below this, the user is identified as 'Janis Strohl Instructor' with a 'Sign Out' link. The main content area shows a breadcrumb trail: 'Strohl Sample' > 'Testing Announcement'. A 'Class:' dropdown menu is set to 'Strohl Sample, A Demo Client, DFriedman School' with a 'Go' button. A horizontal menu contains 'Activity', 'Assignments', 'Roster', and 'Reports'. A red arrow points to the 'Reports' tab with the text 'Click the Report tab'. Below the menu, a 'Report Name:' dropdown is open, showing options: '(Select a Report)', 'Submissions by Student', 'Criterion Score by Student', 'Trait Errors by Student', 'Access Codes', 'Recent Activity', and 'Portfolio'. A red arrow points to this dropdown with the text 'Select a report type.'. At the bottom, there is a small disclaimer: 'ETS and CRITERION are registered trademarks of Educational Testing Service (ETS) throughout the world.' and the ETS logo with the tagline 'Listening. Learning. Leading.'.

# Select Report Criteria

ETS Criterion

HOME | CLIENT SERVICES | RESOURCES | HELP

Janis Strohl | Instructor | Sign Out

test class | Class: test class, A Demo Client, DFriedman School | Go

Activity | Assignments | Roster | **Reports**

Select report name and all available report options. View report. Select report type to view charts. Export report.

Report Name:  
Criterion Score by Student

Report Options:

Report Type:  
Table

Dates Between: and  
Select Date | Select Date

Student:  
All Students

Assignment Creator:  
 All  Admin Assignments Only  Instructor Assignments Only

Assignment Type:  
All Topics

Level: Standard: Mode: Prompt:  
All Levels | All Standards | All Modes | All Prompts

Assignment:  
All Assignments

Criterion Scale:  
6

Criterion Scores:  
All Scores

Number of Attempts Made:  
Any Number

View Report

Criteria will vary by the report chosen.  
For the report you've selected, choose the features you would like to display.  
Click View Report.



# View and Print Reports

ETS Criterion

HOME | CLIENT SERVICES | RESOURCES | HELP

Janis Strohl | Instructor | Sign Out

test class | Class: test class, A Demo Client, DFriedman School | Go

Activity | Assignments | Roster | **Reports**

Select report name and all available report options. View report. Select report type to view charts. Export report.

Report Name:  
(Select a Report)

**Trait Errors by Student**  
 Instructor: Dev Student1  
 Instructor Report Accessed: 14 Jun, 2013 3:45 PM US:Eastern

Student: All Students  
 Assignment: All Assignments  
 Errors: All Errors

Export

Print Print

Report type →

Report →

Category	Error Type	Responses	Errors	Responses with Errors #	Responses with Errors %
Grammar	Fragment or Missing Comma				
	Run-On Sentences				
	Garbled Sentences				
	Subject-Verb Agreement				
	Ill-formed Verbs		4	2	50%
	Pronoun Errors				
	Possessive Errors		1	1	25%
	Wrong or Missing Word				
Proofread This!					
<b>Grammar Total:</b>			<b>4</b>	<b>5</b>	<b>2</b> <b>50%</b>
Usage	Wrong Article				
	Missing or Extra Article		9	4	100%
	Confused Words		7	4	100%
	Wrong Form of Word				
	Faulty Comparisons				

# Explore the Roster Tab

ETS Criterion

test class

Testing Announcement

Activity Assignments **Roster** Reports

View students to see their assignment attempts. Edit

View Edit Email Get Access Code Reset Access Code Connect Student Disconnect Student Reset Password

Student	User Name	Email Address
<input type="checkbox"/> Instructor , AIAST	aiastinst	syetman@ets.org
<input type="checkbox"/> Chrystal , Anderson	isaac223	cxanderson@ets.org
<input type="checkbox"/> Joe , King	joeking	aking@ets.org
<input type="checkbox"/> Janis , Strohl	jan strohl	jkstrohl@comcast.net
<input type="checkbox"/> Uat , Test	uat	uat@ets.org
<input type="checkbox"/> Demo , Test	teststu	Dhall@ets.org
<input type="checkbox"/> Uat , Test	uatdee	uat@ets.org

The Roster tab provides a view of basic student information. The student name, user name, email address, writer’s handbook version and status are displayed.

**View** - Check the box in front of the name of any student and click **View**. This will display the student’s progress on each available assignment.

**Edit** – Check the box in front of the name of any student and click **Edit**. This will allow you to customize the writer’s handbook for the student.

**Email** – Check the boxes in front of names of students to email all students selected.

**Get Access Code** – This option generates a student access code and creates a default email message for sending it to students with simplified instructions for self-registration.

**Reset Access Code** – generates a new student code for the class. Students already registered for the class with the previous code will no longer have access.

**Connect Student** – Add students to your class by choosing their names from a list.

**Disconnect Student** – Remove a student from your class, but not from the client.

**Reset Password** – Allows you to issue a new temporary password to a student. He will then be prompted to change it to a new secure password.

# Adding Yourself as a Student

# Getting the Student Access Code

HOME | CLIENT SERVICES | RESOURCES | HELP

Janis Strohl Instructor Sign Out

Welcome note and instructions to user from the Criterion system. This message may be edited by the ECA at any time and speaks individually to each role of Student, Instructor, or Client Admin.

**Something**  
Connect to an additional institution, a higher role in your institution, or a new class as an instructor or student. [Enter Access Code](#)

**Notices**

- ngCriterion UAT
- Criterion Help
- Criterion Resources

**Classes**

Add instructions how to Classes tabs for instructors below...

View Add Edit Announcements **Get** Reset Access Code Connect Disconnect

Class	Grade	Instructors						
A Demo Client, DFriedman School								
<input checked="" type="checkbox"/> Strohl Sample	Grade 08	Instructor AIAST Ms. Janis Strohl	0	0	0	Jan 17, 2020	Active	
<input type="checkbox"/> test class	Grade 11	Dev Student1 Mr. Test Instructor2 Sample Instructor Joe KingTeacher Instructor AIAST Ms. Janis Strohl	7	4	4	Jul 09, 2013	Active	

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If you have already created a class and recorded or printed the access code, you can easily connect to a class as a student. This makes it easy to experiment with Criterion from a student point of view and to demonstrate for your students.

If you do not know the access code for your class, check the box in front of the name of your class and click the Get Access Code button. From the top of your Instructor Screen, click Enter Access Code.

# Connecting as a Student

## Connect

Enter the access code provided to you. Confirm you are connecting to the correct institution and role.

Get Access Code:  -

Confirm Access Code:  -

Enter and confirm your student access code and click Connect.

Connect

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# Moving Between Instructor and Student

The screenshot shows the Criterion system interface. At the top right, a user profile for 'Janis Strohl' is displayed with a dropdown menu. The dropdown menu is open, showing 'Instructor' (selected) and 'Student' options. A red arrow points to the 'Student' option. Below the profile, there is a 'Sign Out' link. The main content area includes a welcome message, a 'Notices' section with several entries, a 'Classes' section with a table of class information, and a footer with legal information and the ETS logo.

[HOME](#) | [CLIENT SERVICES](#) | [RESOURCES](#) | [HELP](#)

**ETS Criterion**

Welcome note and instructions to user from the Criterion system. This message may be edited by the ECA at any time and speaks individually to each role of Student, Instructor, or Client Admin.

**Something**

Connect to an additional institution, a higher role in your institution, or a new class as an instructor or student. [Enter Access Code](#)

**Notices**

- Jun 12, 2013 07:35:14 PM EDT A new assignment Open Assignment is added for you in test class
- Jun 12, 2013 07:35:14 PM EDT A new assignment Open Assignment is added for you in test class
- Jun 10, 2013 03:03:24 PM EDT A new assignment Career Decisions is added for you in test class
- Jun 10, 2013 03:03:24 PM EDT A new assignment Career Decisions is added for you in test class
- Jun 10, 2013 02:47:18 PM EDT You are now connected to test class class.

More notices...

- ngCriterion UAT
- Criterion Help
- Criterion Resources

**Classes**

Add instructions how to Classes tabs for instructors below...

[View](#) [Add](#) [Edit](#) [Announcements](#) [Get Access Code](#) [Reset Access Code](#) [Connect](#) [Disconnect](#)

Class	Grade	Instructors	Active Students	Students with Submissions	Used Submissions	End Date	Status
A Demo Client, DFriedman School							
<input type="checkbox"/> Strohl Sample	Grade 08	Instructor AIAST Ms. Janis Strohl	0	0	0	Jan 17, 2020	Active
<input type="checkbox"/> test class	Grade 11	Dev Student1 Mr. Test Instructor2 Sample Instructor Joe KingTeacher Instructor AIAST Ms. Janis Strohl	7	4	4	Jul 09, 2013	Active

[Print](#)

[Legal](#) | [Privacy & Security](#) | [About Criterion](#)

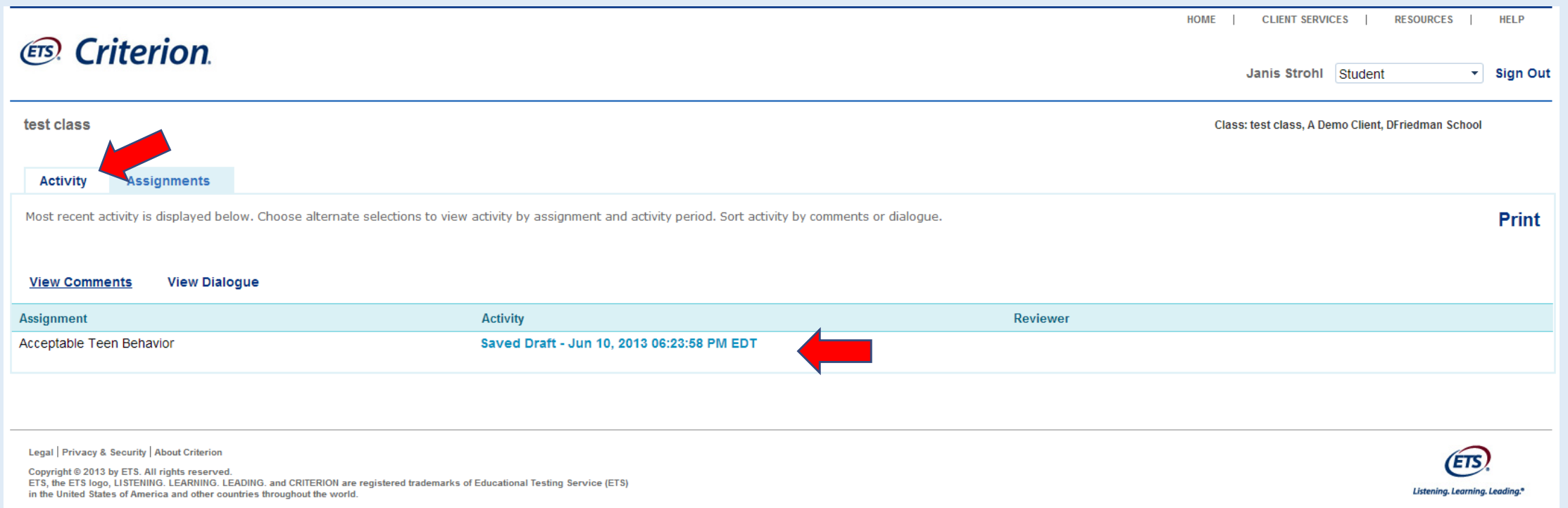
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To switch from instructor to student (or vice versa), simply choose your role from the drop down menu at the top right of your home screen.

# The Student View

# View Class Activity



ETS Criterion

HOME | CLIENT SERVICES | RESOURCES | HELP

Janis Strohl Student Sign Out

test class Class: test class, A Demo Client, DFriedman School

Activity Assignments


Most recent activity is displayed below. Choose alternate selections to view activity by assignment and activity period. Sort activity by comments or dialogue. Print

[View Comments](#) [View Dialogue](#)

Assignment	Activity	Reviewer
Acceptable Teen Behavior	Saved Draft - Jun 10, 2013 06:23:58 PM EDT	

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When students click the Activity Tab, a list of current work will be displayed.

# The Student View

ETS Criterion

HOME | CLIENT SERVICES | RESOURCES | HELP

Janis Strohl Student Sign Out

Welcome note and instructions to user from the Criterion system. This message may be edited by the ECA at any time and speaks individually to each role of Student, Instructor, or Client Admin.

**Something**  
Connect to an additional institution, a higher role in your institution, or a new class as an instructor or student. [Enter Access Code](#)

**Notices**

Jun 12, 2013 07:35:14 PM EDT A new assignment Open Assignment is added for you in test class

Jun 12, 2013 07:35:14 PM EDT A new assignment Open Assignment is added for you in test class

Jun 10, 2013 03:03:24 PM EDT A new assignment Career Decisions is added for you in test class

Jun 10, 2013 03:03:24 PM EDT A new assignment Career Decisions is added for you in test class

Jun 10, 2013 02:47:18 PM EDT You are now connected to test class class.

- ngCriterion UAT
- Criterion Help
- Criterion Resources

The Notices section of the student home page will display open assignments that are now available to the student.

[Print](#)

**Classes**

Add instructions how to Classes tabs for instructors below...

Class	Grade	Instructors	End Date	Account Owner	Status
A Demo Client, DFriedman School					
test class	Grade 11	Dev Student1 Mr. Test Instructor2 Sample Instructor Joe KingTeacher Instructor AIAST Ms. Janis Strohl	Jul 09, 2013	A Demo Client	Active

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# Open the Class

ETS Criterion

HOME | CLIENT SERVICES | RESOURCES | HELP

Janis Strohl Student Sign Out

test class Class: test class, A Demo Client, DFriedman School

Test Default

Activity **Assignments**

Add a new assignment. Select an existing assignment to edit, copy or delete. Copy will duplicate a separate version of the assignment to another class.

Assignment	Plan	Response
<a href="#">Open Assignment</a>	<a href="#">Start Plan</a>	<a href="#">Start Response</a>
<a href="#">Career Decisions</a>	<a href="#">Start Plan</a>	<a href="#">Saved Draft - Jun 11, 2013 09:17:31 AM EDT</a> <a href="#">Start Response</a>
<a href="#">Music</a>	<a href="#">Start Plan</a>	<a href="#">Start Response</a>
<a href="#">A+ Professor</a>	<a href="#">Start Plan</a>	<a href="#">Start Response</a>
<a href="#">AIAST Scored Instructor</a>	<a href="#">Start Plan</a>	<a href="#">Start Response</a>
<a href="#">Text Editor Test</a>	<a href="#">Start Plan</a>	<a href="#">Start Response</a>
<a href="#">Acceptable Teen Behavior</a>	<a href="#">Start Plan</a>	<a href="#">Saved Draft - Jun 10, 2013 06:23:58 PM EDT</a> <a href="#">Start Response</a>

Print

Attempts Available

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By clicking on the class name from the Home page, a student can view the activity and assignments for the class.

To begin a plan or response, the student first clicks on the Assignment tab.

All open assignments will be listed as hyperlinks.

To begin a plan or an assignment, the student will click the link.

# View Assignments

ETS Criterion

HOME | CLIENT SERVICES | RESOURCES | HELP

Janis Strohl  Sign Out

test class Class: test class, A Demo Client, DFriedman School

Activity **Assignments**

Add a new assignment. Select an existing assignment to edit, copy or delete. Copy will duplicate a separate version of the assignment to another class. Delete will remove the assignment from the student page instantly. Print

Assignment	Plan	Response	Results	Peer Review	Start Date	End Date	Status
Career Decisions	Start Plan	Start Response		Instructor AIAST	Jun 10, 2013 03:02:49 PM EDT	Jul 10, 2013 12:00:00 AM EDT	Active
Music	Start Plan	Start Response			Jun 10, 2013 02:30:00 PM EDT	Jul 10, 2013 12:00:00 AM EDT	10 of 10 Attempts Available
A+ Professor	Start Plan	Start Response			Jun 07, 2013 08:22:21 AM EDT	Jul 10, 2013 12:00:00 AM EDT	Active
AIAST Scored Instructor	Start Plan	Start Response			Jun 05, 2013 11:39:33 AM EDT	Jul 10, 2013 12:00:00 AM EDT	Active
Text Editor Test	Start Plan	Start Response			Jun 05, 2013 11:34:52 AM EDT	Jul 10, 2013 12:00:00 AM EDT	Active
Acceptable Teen Behavior	Start Plan	Saved Draft - Jun 10, 2013 06:23:58 PM EDT Start Response			Jun 05, 2013 11:25:00 AM EDT	Jul 10, 2013 12:00:00 AM EDT	Active

By clicking the Assignments tab, a student can see a list of all assignments currently available. Results from submitted work, peer review, start and end dates and status are displayed.

# Creating a Plan

The screenshot shows the ETS Criterion interface for a 'Career Decisions' assignment. The 'Plan' tab is highlighted in a red box, and the 'Outline' option in the navigation menu is also highlighted in a red box. The assignment prompt asks the student to write an essay on factors for choosing a career. The 'Outline' plan type is selected, showing a structure with main ideas (A, B, C, D) and sub-points (1, 2, 3).

To begin an assignment, the student clicks on the Plan tab.

- By default, the Outline plan will open unless you have specified a plan.
- A student can choose a different plan, by clicking on any of the other hyperlinks.
- Students type directly into the plan.

# Saving the Plan

Persuasive

Is your essay "persuasive" -- does it explain your opinion or view about the topic? This type of plan can help you list and organize your main ideas or arguments. Be sure to include examples and/or reasons that support each argument. Think about how you would answer arguments against your position.

[Clear All](#) [Start a New Plan](#)

Thesis	Argument	Reasons
		Examples
	Argument	Reasons
		Examples
	Argument	Reasons
		Examples
	Argument	Reasons
		Examples
	Argument	Reasons
		Examples

[Save](#) [Start Response](#)

Students type directly into the plan.  
Notice buttons that allow them to Clear All or Start a New Plan.  
Once the Plan is complete, the student clicks the Save button in the lower right corner. Only one plan can be saved.



# Saved plan

**Leadership**

**Plan**   **Response**   [Export](#)

Leadership

*A leader is defined as a person who directs, commands or guides a group or activity. Think about someone you know who has proven to be a great leader, either in leading a country or team or organization. Write an essay about this leader, explaining the characteristics they have which would encourage people to follow them. Be as specific as possible in illustrating the attributes that this leader has exhibited which would lead others to respect, admire and follow them.*

**Additional Material:**

**Outline**   List   Idea Tree   Free Writing   Idea Web   Compare & Contrast   Cause & Effect   Persuasive

Using an outline is a good way to help organize your ideas about the topic. You can plan your main ideas first and then, under each main idea, you can list some examples, reasons, or details that help support this main idea.

[Edit](#)   [Start a New Plan](#)

**Outline**

Abraham Lincoln was a great leader of our country.

- He was a good listener.
  - He listened not only to his fellow politicians of the time but to common people.
  - He sought other opinions.
  - He thought deeply about issues.
  
- He set a great example.
  - He bore personal sacrifices and grief with dignity.
  - He encouraged cooperation.
  - He was a father figure for the country.
  
- He took action.
  - He made and executed difficult decisions about the war.
  - He took necessary steps to end the war.
  - He worked with compassion to bind the nation's wounds.

Students can toggle between the **Plan** and **Response** tabs to view, copy and paste from the plan.

# Student Assignment View

Activity Assignments

Instructions for viewing responses, and revise, export, etc...

Acceptable Teen Behavior Attempt #

Plan Response

Acceptable Teen Behavior

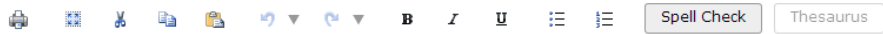
In an effort to set guidelines for acceptable teenage behavior, parents and other adults in authority often make rules that restrict the freedoms of the individual. How much freedom and responsibility should teenagers have in making their own decisions? Explain your position by using evidence from your own experience or the experiences of other people.

Additional Material:

Instructions

**ENTERING YOUR ESSAY**  
 When you are ready to write your essay, you can type it directly into the Essay Entry Screen, or you can write the essay in a word-processing application and copy and paste it into the Essay Entry Screen. Paragraphing is essential. Paragraph breaks are indicated by using the ENTER key to create double-spacing. Using the Tab key to indent will not work, since it has been deactivated. If you are copying and pasting from an external source, paragraph breaks of the original. Do not put anything into the Essay Entry Screen except the text of the essay. Do not add your name, date, section, subject, course name or number, or any other information that is not a part of your essay. The scoring engine will strip out any text that is not part of the essay. Do not add any text fragments which will negatively impact the final score. You can save your essay and complete it later if you are not finished writing during a writing session. When you are completely finished, click <Submit> to have your essay evaluated and retained in your portfolio. If your instructor has made the Spell Checker available, please click the Spell Checker button to check your spelling before submitting your essay. If your instructor has made the Thesaurus available, you may use this option.

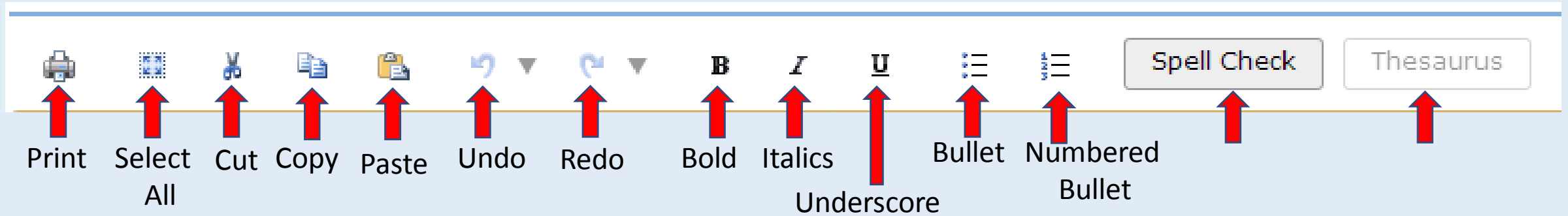
**TIMED ESSAYS**  
 If your instructor has chosen to have your essay timed, a timer will appear. You will have the time specified on the timer to plan and complete your essay. Be sure and leave sufficient time for writing the essay after you have finished your plan.



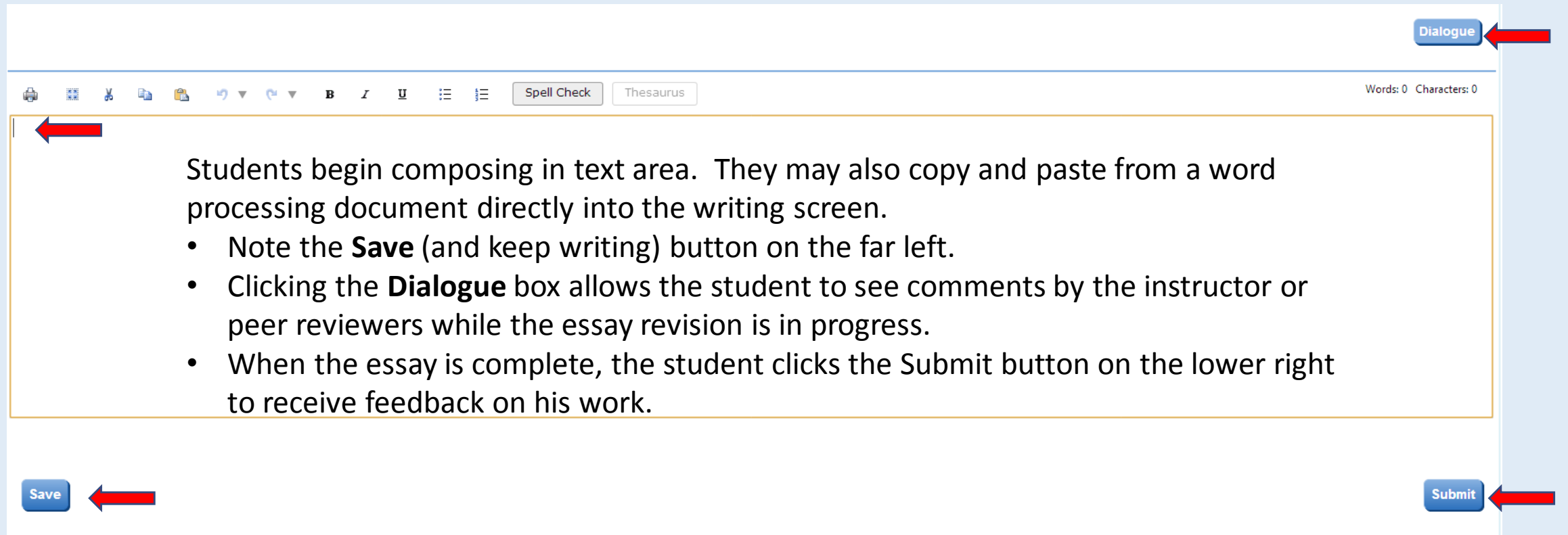
Once the Plan has been saved, the student is ready to construct his response.

- Click on the Response Tab. The full text of the prompt and a list of hyperlinks for additional material are shown under the assignment name.
- Instructions are provided at the top of the screen.
- Students may then enter text directly into the prompt box, or copy and paste from another source. Paragraphing may be stripped out during copy and paste, so students will need to check this after pasting text.
- Note the formatting tools bar.

# Format an Essay



# Start Response



The screenshot shows the ETS Criterion writing interface. At the top right, there is a blue button labeled "Dialogue" with a red arrow pointing to it. Below this is a toolbar with various icons for editing and a "Spell Check" button. The main writing area contains the following text:

Students begin composing in text area. They may also copy and paste from a word processing document directly into the writing screen.

- Note the **Save** (and keep writing) button on the far left.
- Clicking the **Dialogue** box allows the student to see comments by the instructor or peer reviewers while the essay revision is in progress.
- When the essay is complete, the student clicks the Submit button on the lower right to receive feedback on his work.

At the bottom left, there is a blue button labeled "Save" with a red arrow pointing to it. At the bottom right, there is a blue button labeled "Submit" with a red arrow pointing to it. The status bar at the top right indicates "Words: 0 Characters: 0".

# View feedback

[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 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

[Score Guide](#)

Trait Levels

Word Choice	Grammar, Usage and Mechanics - Conventions	Organization, Development and Style
<b>Level 5 - Advanced</b>	<b>Level 5 - Advanced</b>	<b>Level 5 - Advanced</b>
Writing at the Advanced level exhibits specific words choices.	Writing at the Advanced level contains few errors, and they do not prevent understanding.	Writing at the Advanced level is well organized with clear transitions and a maintained focus. It sustains sentence variety.

View Criterion Score.



Click to view the full scoring guide.



View Trait Level scores.



# View specific trait feedback for an essay

Click on each of the five categories to view specific feedback on the essay. Errors will be highlighted and roll over notes will provide information on each error.

Leadership Attempt # 1

Plan Response Results Export

**Leadership**

A leader is defined as a person who directs, commands or guides a group or activity. Think about someone you know who has proven to be a great leader, either in leading a country or team or organization. Write an essay about this leader, explaining the characteristics they have which would encourage people to follow them. Be as specific as possible in illustrating the attributes that this leader has exhibited which would lead others to respect, admire and follow them.

Dialogue Writer's Handbook

Organization & Development Grammar (1) Usage (3) Mechanics (1) Style (17)

**Organization & Development**

Some people have a charisma or a strength of character that encourages others to follow them. They display confidence, compassion, and can work cooperatively with others. In its brief history our country has had a number of great leaders. Among them, Abraham Lincoln stands out as a man of integrity, a man of action, a man of the people.

One of Lincoln's important personality traits was his ability to listen actively to other people. Not only did he seek the ideas of his fellow politicians, but he made time to listen to the common people both in person and through thoughtfully reading and responding to their letters. History books are filled with letters he received during his time in office and with his thoughtful responses. He was known as a quiet man who would listen with interest to what others had to say and weigh their ideas carefully in making decisions.

The ability to lead by example was another of Lincoln's outstanding leadership traits. He watched his own son march off to battle in the Civil War though it would have been in his power to spare his son from the war. He was a savvy politician who understood that compromise would be necessary to achieve the nations goals and to bind the nation's wounds. Lincoln is remembered as a father figure, who pulled his small son to his lap, and took time to talk with him, play with him, and guide him. He also bore a parent's grief in the loss of a child with great dignity. Sharing the common experiences of the masses made others feel that he was "one of them." He withstood great sadness, great loss, and great challenge with strength, and dignity.

Lincoln was a man of action. As president during the Civil War, he was presented with extremely difficult choices that would affect the history of our country. As a politician, he issued the highly unpopular Emancipation Proclamation, knowing that it might lead to the secession of the South. As commander-in-chief he was responsible for calls that resulted in the loss of lives for both the North and the South in the bloodiest and most costly war in our history. When the war ended, he took action to bind the nation's wounds by allowing Southern soldiers to return to their homes and proposing plans to rebuild the country. He wore the yoke of responsibility for the fate of our country.

Revise

Clicking the Writer's Handbook provides more information on any identified error.

# View the Feedback Analysis Chart

Plan Response **Results** Export

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 Writer's Handbook

**Trait Feedback Analysis**

Trait Category	Number of Errors
Grammar	1
Usage	3
Mechanics	1
Style	17

**Writer's Handbook**  
Section: Grammar

Purpose of this section

This section provides information on the following grammar errors:

- Fragment or Missing Comma
- 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.

View the Writer's Handbook. →

← Bars indicate the number of errors in each trait category.

# Reviewing errors

The screenshot displays the ETS Criterion interface for a writing task titled "Leadership Attempt # 1". The interface includes tabs for "Plan", "Response", and "Results", with "Response" being the active tab. A "Leadership" prompt is shown, followed by a "Dialogue" button and a "Writer's Handbook" link. A navigation bar at the bottom of the prompt area includes "Organization & Development", "Grammar (1)", "Usage (3)", "Mechanics (1)", and "Style". A dropdown menu is open under "Grammar (1)", listing error categories such as "Fragment or Missing Comma", "Run-on Sentences", "Garbled Sentences", "Subject-Verb Agreement", "Ill-formed Verbs", "Pronoun Errors", "Possessive Errors (1)", "Wrong or Missing Word", and "Proofread This!". A red box highlights this dropdown menu, with a callout box labeled "Feedback category dropdown." pointing to it. The main text area shows a paragraph about Abraham Lincoln, with the word "nations" highlighted in yellow. A callout box labeled "Highlighted error." points to this word. A red box also highlights a tooltip that says "You may need to use an apostrophe to show possession." with a callout box labeled "Rollover note." pointing to it. At the bottom left, a "Revise" button is highlighted with a red box and a callout box labeled "Click here begin revising an essay." pointing to it.

Leadership Attempt # 1

Plan Response Results Export

Leadership

A leader is defined as a person who directs, commands or guides a group or activity. Think about someone you know who has proven to be a great leader, either in leading a country or team or organization. Write an essay about this leader, explaining the characteristics they have which would encourage people to follow them. Be as specific as possible in illustrating the attributes that this leader has exhibited which would lead others to respect, admire and follow them.

Dialogue

Organization & Development Grammar (1) Usage (3) Mechanics (1) Style Writer's Handbook

Some people have a charisma number of great leaders. Am encourages others to follow them. They display confidence, compassion, and can work cooperatively with others. In its brief history our country has had a out as a man of integrity, a man of action, a man of the people.

One of Lincoln's important pe listen actively to other people. Not only did he seek the ideas of his fellow politicians, but he made time to listen to the common people both in person and through thoughtfully reading a tory books are filled with letters he received during his time in office and with his thoughtful responses. He was known as a quiet man who would listen with interest to what others had to in making decisions.

The ability to lead by example ding leadership tra in his power to spare his son from the war. He was a savvy politician who un be necessary to achieve the nations goals and to bind the nation's wounds. Lincoln is remembered as a father figure, who pulled his small son to his lap, and took time to talk with him, pla so bore a parent's grief in the loss of child with great dignity. Sharing the common experiences of the masses made others feel that he was "one of them." He withstood great sadness, strength, and dignity.

Lincoln was a man of action. As president during the Civil War, he was presented with extremely diffic y. As a politician, he issued the highly unpopular Emancipation Proclamation, knowing that it might lead to the secession of the South. As commander-in-chief he wa for both the North and the South in the bloodiest and most costly war in our history. When the war ended, he took action to bind the nation's wounds by allowing Southern soldiers to return to their homes and proposing plans to rebuild the country. He wore the yoke of responsibility for the fate of our country.

Revise Click here begin revising an essay.



# Making corrections

The screenshot displays the Criterion writing interface. At the top, there are tabs for 'Plan' and 'Response', and an 'Export' button. Below this is the 'Leadership' prompt: 'A leader is defined as a person who directs, commands or guides a group or activity. Think about someone you know who has proven to be a great leader, either in leading a country or team or organization. Write an essay about this leader, explaining the characteristics they have which would encourage people to follow them. Be as specific as possible.' Below the prompt are 'Comments' and 'Dialogue' buttons, with a red arrow pointing from the 'Comments' button to a text box and another red arrow pointing from the 'Dialogue' button to the same text box.

The main editing area is split into two panes. The left pane shows the original draft with error feedback: 'His choices and decisions weren't popular, and he served at a time of great decisiveness. He served his country with honesty, integrity and character. How many politicians today have a nickname like "Honest Abe."'. The right pane shows the same text with corrections: 'His choices and decisions weren't popular, and he served at a time of great decisiveness. He served his country with honesty, integrity and character. How many politicians today have a nickname like "Honest Abe."'. A red arrow points from the corrected text in the right pane back to the original text in the left pane.

At the bottom of the left pane is a 'Save' button, and at the bottom of the right pane is a 'Submit' button. A red arrow points from the 'Save' button to a text box on the left, and another red arrow points from the 'Submit' button to a text box on the right.

Students click here for comments and dialogue from instructor and peer reviewers.

The Save button allows a student to save while in the revision process.

Click here to submit a revised draft.

View error feedback on left and enter corrections on the right.