

APPENDIX A

What your test score means.

The placement test consists of two tasks. The first is a description of data (75-100 words), and the second is an essay (250 - 350 words). These two tasks are scored on a nine point scale. (The scale is similar to the IELTS scores.) All students at AIT must attain a score of at least 6 out of 9 on the AWP Test.

The 9 point scale.

If your writing score is less than 6.0, you are required to attend an [EL writing course](#) to improve your writing. Students who attend English classes are occasionally re-tested. You will continue to attend EL courses until you score 6.0 or higher.

The writing score is an average of three sub-scores as follows: (a) a score for English structure and usage (grammar and vocabulary); (b) a score for coherence and cohesion (logical organization of ideas and use of linking words and phrases within and between paragraphs); and, (c) a score for task fulfillment (ability to describe data accurately and to produce an essay with a well-presented argument).

The minimum score for admission to AIT is 4.5, and the score you need to graduate is 6.0. Many students score 6.0 or higher on the Placement Test. An explanation of the scores follows.

SKILL	Score	Task fulfillment	Coherence & cohesion	Vocabulary & sentence structure
PROFICIENT	9	The writing fulfils the task in a way that satisfies all requirements.	The message can be followed effortlessly. Coherence and cohesion are so skillfully managed that they attract no attention.	A wide range of vocabulary and sentence structures is used accurately and appropriately.
	8	The writing fulfils the task in a very satisfactory manner.	The message can be followed with ease. Coherence and cohesion are very good.	The range of vocabulary and sentence structures used is good, and well controlled for accuracy and

				appropriateness . There are no significant errors in word formation or spelling.
COMPETENT	7	The writing generally addresses the task relevantly, appropriately and accurately. However, it could be more fully developed.	The message can be followed throughout, and usually with ease. Information is generally arranged coherently, and cohesion within and between sentences is well managed.	There is a satisfactory range of vocabulary and sentence structures, usually used appropriately. There are only occasional minor flaws in word formation and in control of sentence structure. Spelling errors may occur, but they are not intrusive.
	6	The writing mostly addresses the task. However, the reader notices some irrelevant, inappropriate or inaccurate information in areas of minor importance. Minor details may be missing.	The message can be followed throughout. Information is generally arranged coherently, but cohesion within and/or between sentences may be faulty with misuse, overuse or omission of cohesive devices.	Vocabulary and sentence structures are generally adequate and appropriate, but the reader may feel that, control is achieved through the use of a restricted range. In contrast, examples of the use of a wider range of structures are not marked by the same level of accuracy. Some errors in

				word choice, word formation and spelling may occur, but they are only slightly intrusive.
UNSATISFACTORY	5	The writing is generally adequate, but the inclusion of irrelevant, inappropriate or inaccurate material in important areas detracts from its fulfillment of the task. There may be some details missing.	The message can generally be followed, although sometimes with difficulty. Both coherence and cohesion may present difficulties of comprehension .	The range of vocabulary and the appropriateness of its use are limited. There is a limited range of sentence structures and the greatest accuracy is achieved on short, simple sentences. Inappropriate choice of words and errors in areas such as agreement of tenses or subject/verb agreement are noticeable. Word formation and spelling errors may be quite intrusive.
	4	The writing attempts to fulfil the task but is prevented from doing so adequately by omission of key details, and by irrelevance,	The message is difficult to follow. Information is not arranged coherently, and cohesive devices are inadequate or missing.	The range of vocabulary is often inadequate and/or inappropriate and limited control of sentence structures, even

		inappropriateness, or inaccuracy.		short, simple ones, is evident. Choice of words can cause significant problems for the reader. Errors in such areas as agreement of tenses or subject/verb agreement, word formation and spelling can cause severe strain for the reader.
INADEQUATE	3	The seriousness of the problems in the writing makes it difficult to judge in relation to the task.	There are only occasional glimpses of a message. Neither coherence nor cohesion is apparent.	Control of vocabulary and sentence structure is evident only occasionally, and errors predominate.
	2	The writing does not appear to be related to the task.	There is no recognizable message.	There is little or no evidence of control of sentence structure, vocabulary, word form or spelling.
	1	The writing appears to be by a virtual non-writer, containing no assessable strings of English writing. OR The answer is wholly, or almost wholly, copied. OR Answer is less than two lines long.		
	0	Should only be used where a candidate did not attend or attempt the question in any way.		

Source: <http://www.ait.ac.th/education/LanguageCenter/english/what-your-test-scores-mean.html>