

# Writer's Workbench

## Assessment Scores Module

Dear WWB Enthusiast:

Writer's Workbench does not eliminate the need for writing instructors to read students' papers nor does WWB eliminate the need for writers to proofread their own compositions. A computer is great at finding mechanical errors and providing generic mechanical improvement suggestions, but it is not able to look into the content and "read between the lines" as an English teacher or editor can. However, we are very excited about the "Assessment Scores" module. This module can be used to help the writer, using some of the other 25 Writer's Workbench analyses, discover where to get started in revising his or her composition.

In the Assessment Scores module, 22 quantifiable statistics are identified from the writer's composition. If the writer does not meet the specified goal for a statistic, a bold note directs the writer with suggestions on how he or she can improve that area of the writing. With administrative permissions, a teacher or user can adjust goals and associated suggestions for each of the statistics to meet the requirements for a given grade level, for an assignment, or for an individual student or writer.

Default goals and corresponding suggestions (if the goal was not met) are provided in the "Assessment Scores Settings" menu shown below. After a double-click on the WWB icon, this menu can be displayed through the <Alt-Ctrl-Shift-A> keyboard shortcut.

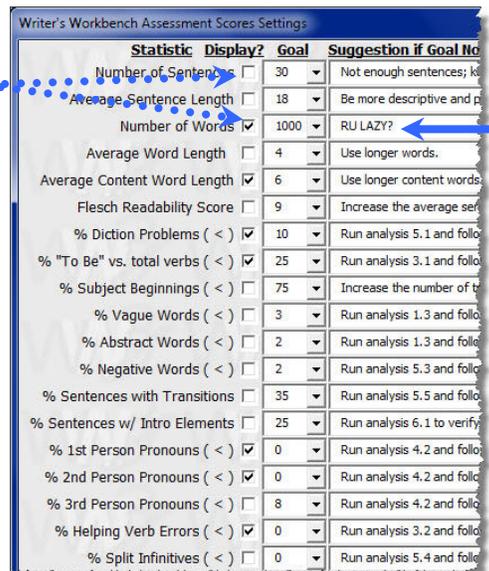
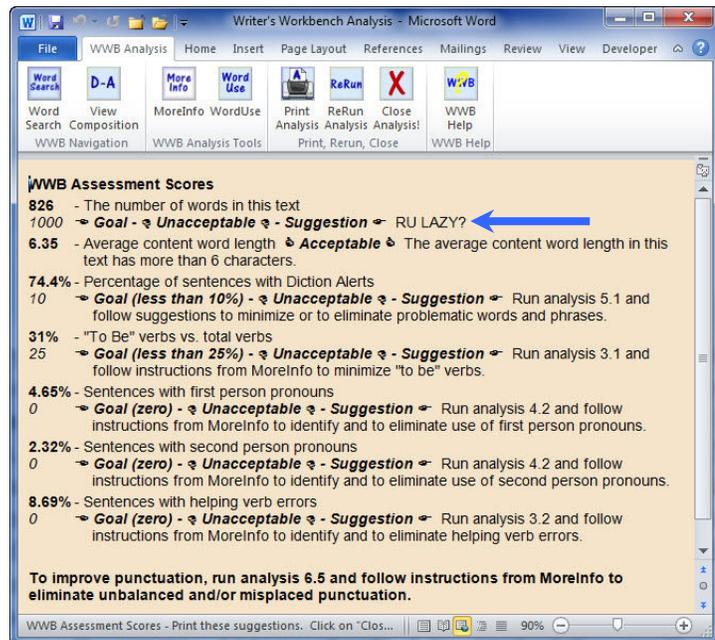
Statistic	Display?	Goal	Suggestion if Goal Not Achieved	Display Acceptable Scores?
Number of Sentences	<input checked="" type="checkbox"/>	30	Not enough sentences; keep working.	<input type="checkbox"/> Y <input type="checkbox"/> N
Average Sentence Length	<input checked="" type="checkbox"/>	18	Be more descriptive and perhaps combine sentences to increase the average sentence length.	<input type="checkbox"/> Y <input type="checkbox"/> N
Number of Words	<input checked="" type="checkbox"/>	500	Not enough words; keep working.	<input type="checkbox"/> Y <input type="checkbox"/> N
Average Word Length	<input checked="" type="checkbox"/>	4	Use longer words.	<input type="checkbox"/> Y <input type="checkbox"/> N
Average Content Word Length	<input checked="" type="checkbox"/>	6	Use longer content words.	<input type="checkbox"/> Y <input type="checkbox"/> N
Flesch Readability Score	<input checked="" type="checkbox"/>	9	Increase the average sentence length and average syllable length.	<input type="checkbox"/> Y <input type="checkbox"/> N
% Diction Problems ( < )	<input checked="" type="checkbox"/>	10	Run analysis 5.1 and follow suggestions to minimize or to eliminate problematic words and phrases.	<input type="checkbox"/> Y <input type="checkbox"/> N
% "To Be" vs. total verbs ( < )	<input checked="" type="checkbox"/>	25	Run analysis 3.1 and follow instructions from MoreInfo to minimize "to be" verbs.	<input type="checkbox"/> Y <input type="checkbox"/> N
% Subject Beginnings ( < )	<input checked="" type="checkbox"/>	75	Increase the number of transitional words, phrases, and adverbial clauses at the beginning of sentences.	<input type="checkbox"/> Y <input type="checkbox"/> N
% Vague Words ( < )	<input checked="" type="checkbox"/>	3	Run analysis 1.3 and follow instructions from MoreInfo to minimize vague words.	<input type="checkbox"/> Y <input type="checkbox"/> N
% Abstract Words ( < )	<input checked="" type="checkbox"/>	2	Run analysis 1.3 and follow instructions from MoreInfo to minimize abstract words.	<input type="checkbox"/> Y <input type="checkbox"/> N
% Negative Words ( < )	<input checked="" type="checkbox"/>	2	Run analysis 5.3 and follow instructions from MoreInfo to minimize negative words.	<input type="checkbox"/> Y <input type="checkbox"/> N
% Sentences with Transitions	<input checked="" type="checkbox"/>	35	Run analysis 5.5 and follow instructions from MoreInfo to find places where transitions could further improve writing.	<input type="checkbox"/> Y <input type="checkbox"/> N
% Sentences w/ Intro Elements	<input checked="" type="checkbox"/>	25	Run analysis 6.1 to verify that correct punctuation follows introductory elements.	<input type="checkbox"/> Y <input type="checkbox"/> N
% 1st Person Pronouns ( < )	<input checked="" type="checkbox"/>	0	Run analysis 4.2 and follow instructions from MoreInfo to identify and to eliminate use of first person pronouns.	<input type="checkbox"/> Y <input type="checkbox"/> N
% 2nd Person Pronouns ( < )	<input checked="" type="checkbox"/>	0	Run analysis 4.2 and follow instructions from MoreInfo to identify and to eliminate use of second person pronouns.	<input type="checkbox"/> Y <input type="checkbox"/> N
% 3rd Person Pronouns ( < )	<input checked="" type="checkbox"/>	8	Run analysis 4.2 and follow instructions from MoreInfo to verify that third person pronouns are used correctly.	<input type="checkbox"/> Y <input type="checkbox"/> N
% Helping Verb Errors ( < )	<input checked="" type="checkbox"/>	0	Run analysis 3.2 and follow instructions from MoreInfo to identify and to eliminate helping verb errors.	<input type="checkbox"/> Y <input type="checkbox"/> N
% Split Infinitives ( < )	<input checked="" type="checkbox"/>	0	Run analysis 5.4 and follow instructions from MoreInfo to identify and to eliminate split infinitives.	<input type="checkbox"/> Y <input type="checkbox"/> N
% Article Errors ( < )	<input checked="" type="checkbox"/>	0	Run analysis 5.4 and follow instructions from MoreInfo to identify and to eliminate article errors.	<input type="checkbox"/> Y <input type="checkbox"/> N
High Diversity (Focus) threshold	<input checked="" type="checkbox"/>	60	The focus score indicates that the topic might be too broad or that the text might not stay focused or that the text is too repetitive.	<input type="checkbox"/> Y <input type="checkbox"/> N
Low Diversity (Focus) threshold	<input checked="" type="checkbox"/>	30	The focus score indicates that the topic might be too narrow or that the text is too redundant.	<input type="checkbox"/> Y <input type="checkbox"/> N

Using the sample composition, “The Tempest,” and using the default settings from the menu above, the analysis provided to the writer would be as follows. The writer is greeted with **Acceptable** when he or she meets the preset goal but **Goal (less than 10%) - Unacceptable - Suggestion** is displayed when that statistic does not achieve the preset goal. **Note:** The first “goal not achieved” flag in the example below indicates that this text should have less than 10% problematic words and phrases and, then, suggests a strategy to improve that area of writing. Analyses on the WWB Analysis Menu are numbered (in this example, 5.1 refers to the Diction Alerts (Pet Peeves) analysis) for quick reference.

**WWB Assessment Scores**

- 43 - The number of sentences **Acceptable** This text includes more than 30 sentences.
- 19.2 - Average sentence length **Acceptable** This text has an average sentence length of more than 18 words.
- 826 - The number of words in this text **Acceptable** This text includes more than 500 words.
- 4.73 - Average word length **Acceptable** The average word length in this text has more than 4 characters.
- 6.35 - Average content word length **Acceptable** The average content word length in this text has more than 6 characters.
- 10.4 - Flesch readability (average sentence length and average syllable length) **Acceptable** The Flesch readability score is higher than a 9th grade level.
- 74.4% - Percentage of sentences with Diction Alerts
- 10 **Goal (less than 10%) - Unacceptable - Suggestion** Run analysis 5.1 and follow suggestions to minimize or to eliminate problematic words and phrases.
- 31% - "To Be" verbs vs. total verbs
- 25 **Goal (less than 25%) - Unacceptable - Suggestion** Run analysis 3.1 and follow instructions from MoreInfo to minimize "to be" verbs.
- 53% - Subject beginnings in these sentences **Acceptable** Less than 75 percent of sentences in this text begin with nouns or noun phrases.
- 4.83% - Vague words
- 3 **Goal (less than 3%) - Unacceptable - Suggestion** Run analysis 1.3 and follow instructions from MoreInfo to minimize vague words.
- 3.96% - Abstract words
- 2 **Goal (less than 2%) - Unacceptable - Suggestion** Run analysis 1.3 and follow instructions from MoreInfo to minimize abstract words.
- 1.24% - Negative words **Acceptable** This text has less than 2 percent negative words.
- 54.3% - Sentences with transitional words or phrases **Acceptable** More than 35 percent of sentences in this text include transitional words or phrases.
- 30.4% - Sentences that begin with introductory elements **Acceptable** More than 25 percent of sentences in this text begin with introductory elements.
- 4.65% - Sentences with first person pronouns
- 0 **Goal (zero) - Unacceptable - Suggestion** Run analysis 4.2 and follow instructions from MoreInfo to identify and to eliminate use of first person pronouns.
- 2.32% - Sentences with second person pronouns
- 0 **Goal (zero) - Unacceptable - Suggestion** Run analysis 4.2 and follow instructions from MoreInfo to identify and to eliminate use of second person pronouns.
- 5.08% - Words that are third person pronouns **Acceptable** Less than 8 percent of words in this text are third person pronouns.
- 8.69% - Sentences with helping verb errors
- 0 **Goal (zero) - Unacceptable - Suggestion** Run analysis 3.2 and follow instructions from MoreInfo to identify and to eliminate helping verb errors.
- 4.34% - Sentences with split infinitives
- 0 **Goal (zero) - Unacceptable - Suggestion** Run analysis 5.4 and follow instructions from MoreInfo to identify and to eliminate split infinitives.
- 4.34% - Sentences with article errors
- 0 **Goal (zero) - Unacceptable - Suggestion** Run analysis 5.4 and follow instructions from MoreInfo to identify and to eliminate article errors.
- 72.4% - Diversity of content vocabulary (Focus) score - **Too High** - (Greater than 60 percent) - The focus score indicates that the topic might be too broad or that the text might not stay focused on or might stray from the topic.
- To improve punctuation, run analysis 6.5 and follow instructions from MoreInfo to eliminate unbalanced and/or misplaced punctuation.**

To some writers and students, the information in the Assessment Scores analysis on the previous page can be overwhelming (22 statistics). By deselecting some of the “**Display?**” boxes on the configuration menu, only those boxes that remain checked will result in a displayed statistic in this analysis. For example, if we deselect most of the “**Display?**” boxes as shown here (Note that we also changed the minimum number of words (1000) and the corresponding suggestion displayed if WWB doesn’t find at least 1000 words) the resulting Assessment Scores Analysis is much easier to read, allowing the writer to focus on only those areas of writing with “**Display?**” checked.



Experiment with the goals and the corresponding suggestions if the goals do meet your needs. Some teachers personalize the suggestions with their own names and catchy suggestions to get students’ attention and to guide students toward better writing habits.

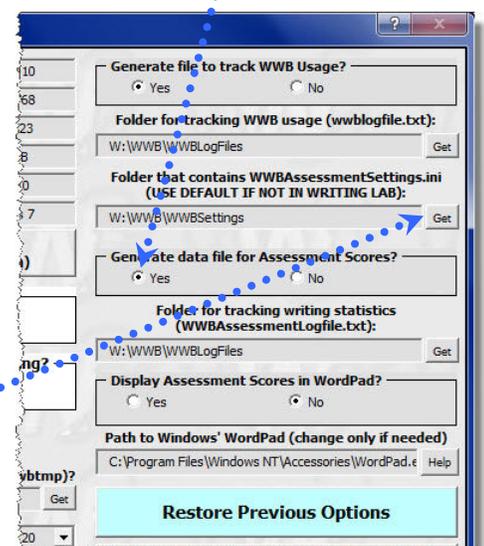
Individual users can also customize this module to meet their personal needs.

This moderately technical section is intended for high school and college **network technicians and teachers** using Writer’s Workbench in computer labs, writing labs, and LRC applications. **Technicians and teachers** should work together to understand and to optimize use of this powerful feature.

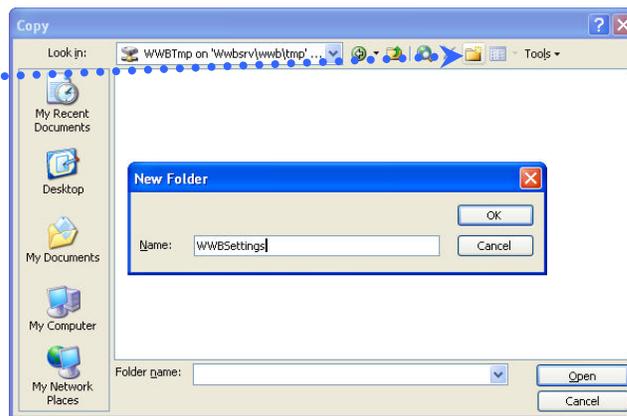
You can set workstations to use Assessment Scores’ settings for “**Display?**,” and for “**Goal,**” and for “**Suggestion if Goal not Achieved**” in a quickly configurable network file. In the WWB Options Menu, you can “**Generate data file for Assessment Scores.**” Follow these procedures.

### On Administrator Workstation

1. Log on as Administrator with permissions to support browsing and to create folders on your network drive(s).
2. Designate a network drive/folder that will always be available to, but not writable from, your students’ computers. (You can also set permissions after following these instructions.)
3. Open the WWB Options menu with the <Alt-Ctrl-Shift-O> keyboard shortcut. If the WWB Options Menu does not display, edit C:\WWB\WWB.ini and set EDITENV=YES (not NO). Then, try again.
4. Click on the “Get” button designating “**Folder that contains WWBAssessmentSettings.ini.**”



- Browse to a folder or create a new folder on a network drive using the  button at the top of that browser. Be careful to name that folder appropriately. We recommend using “WWBSettings” for that folder name. The first time you follow this procedure, you will be prompted to copy the default WWBAssessmentSettings.ini (usually installed in C:\WWB) to that new folder when you click on the green “**Save Options**” button on the Options Menu.



- Now, working with the Assessment Scores Configuration (Page 1 of this manual), experiment with different “**Display?**,” “**Goal,**” and “**Suggestion if Goal not Achieved**” options for different teachers and different student levels. Work with one teacher’s settings at a time.
- Example - Imagine that there are two teachers – MMB and GAO. W:\WWB\WWBSettings is the network folder where the WWBAssessmentSettings.ini file for this writing lab resides.
  - MMB sets her settings for her honors 11<sup>th</sup> grade class following the procedures above. She then copies E:\WWBSettings\WWBAssessmentSettings.ini to E:\WWBSettings\MMB11HSettings.ini. The file name should identify settings for the teacher and the writing level.
  - GAO then follows the procedures above to set options for his freshman writing class and copies E:\WWBSettings\WWBAssessmentSettings.ini to E:\WWBSettings\GAO9Settings.ini.
  - Immediately before MMB’s class comes into the writing lab, copy MMB11HSettings.ini to WWBAssessmentSettings.ini, which is the active settings file, or copy that settings file set by the appropriate teacher and/or level of writing.
- Teachers and/or administrators should work together to set standards for different grade levels and writing levels and teachers’ preferences.

### On Student Workstations

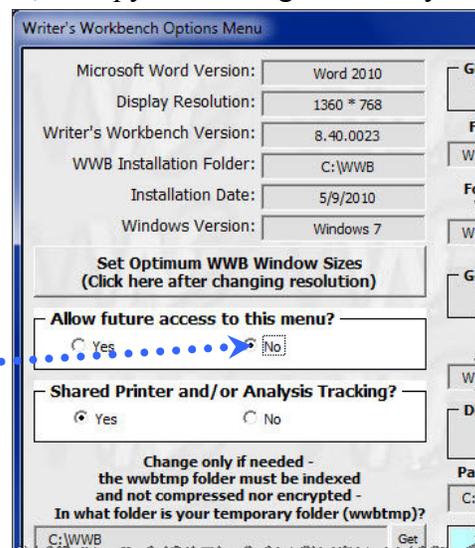
Type <Alt-Ctrl-Shift-O> to open the WWB Options menu. Student computers should be set the same as those settings above with one exception. Since you probably do not want students to have access to WWB Assessment Settings or WWB Options, set the “**Allow future access to this menu?**” option to “**No.**”

If you ever need to set options on students’ workstations again, open C:\WWB\WWB.ini with NotePad and change the “EDITENV=NO” to “EDITENV=YES.” Then, you will be able to change settings on the student computer(s) again. See

[www.emo.com/documentation/WWBTrackingSetupAndExcelPlug-in.pdf](http://www.emo.com/documentation/WWBTrackingSetupAndExcelPlug-in.pdf) for information on how to set up and use WWB to track writing scores and to track WWB usage using Excel.

If you have any questions, problems, or suggestions or if you would like us to temporarily control your computers to help, please feel free to call me personally.

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More documentation is available by visiting [www.writersworkbench.com](http://www.writersworkbench.com) and clicking on the  button (upper-left corner of homepage).