

GRE

GENERAL WRITING

SHAYESTEH.IR

2021

GRE COURSE SECTIONS

1. Introduction

2. Quantitative Reasoning

1. Quantitative Questions Formats
2. Arithmetic & Algebra
3. Geometry
4. Data Interpretation

3. Verbal Reasoning

1. Verbal Questions Formats (Sentence Equivalence & Text Completion)
2. Reading Comprehension

4. Analytical Writing

1. General Writing
2. Argument Writing
3. Issue Writing

5. General Writing

1. Writing Ideas
2. Cohesion & Coherence
3. Writing Sentence Variety
4. Grammar
5. Punctuation
6. The magic of 3

ANALYZE AN ISSUE

| Task | Time Allowed | Answer Format |
|------------------|--------------|---|
| Analyze An Issue | 30 Minutes | Short essay on an issue of general interest that clearly and carefully addresses the prompt |

https://www.ets.org/gre/institutions/about/general/scoring/issue_scoring_guide

a cogent, well-articulated analysis



6

5



generally thoughtful, well-developed

a competent analysis



4

3



demonstrates some competence

demonstrates serious weaknesses



2

1



fundamental deficiencies

ANALYZE AN ARGUMENT

| Task | Time Allowed | Answer Format |
|---------------------|--------------|---|
| Analyze An Argument | 30 Minutes | Short essay that analyzes another person's argument for validity, soundness and supporting evidence |

https://www.ets.org/gre/institutions/about/general/scoring/argument_scoring_guide

a cogent, well-articulated



6

5



thoughtful, well-developed

a competent examination



4

3



demonstrates some competence

demonstrates serious weaknesses



2

1



fundamental deficiencies

WHAT GOES INTO A 6-SCORING GRE ISSUE ESSAY? (RUBRIC MODEL)

a perfect 6 Issue essay:

- Must make sense logically
- Must be precise in its discussion of the issue and the author's stance on the issue
- Must include support for the author's position that persuades the reader to the author's point of view
- Must be organized and flow smoothly from idea to idea
- Must be well-written

SKILLS TESTED IN ANALYTICAL WRITING

Your score will be based on your ability to:

- Understand the prompt/author's position
- Develop a clear and logical argument
- Support your argument with relevant and compelling evidence
- Show a strong vocabulary
- Have variety in your sentences
- Have few/no errors in your writing

SCORING ANALYTICAL WRITING

- A computerized program (Criterion, ETS e-rater) and at least one trained reader employed by Educational Testing Service (ETS) will read each of your essays. Both will use a six-point scale developed by ETS to grade your writing. The scoring is holistic, which means that you are graded on the overall quality of your writing rather than on a checklist of specific points.
- If the computerized score matches the human score, the original score is used. If it disagrees significantly, a second trained reader will be called in to score the essay, and the final score will be the average of the two readers' scores.
- Once both essays are scored, the average of those scores is used as the score for the Analytical Writing section. Based on statistics released by the Educational Testing Service, a score of **3.55** was approximately the average for students taking the GRE in the years 2015–2018.
- It's important to note that Educational Testing Service uses software to search for plagiarism. They will apply this software to your essay. Only original work is acceptable. (Mc Graw-Hill)

GRE WRITING SCORES: A ROADMAP

- The GRE essay scoring process is a little complicated because it involves both **human and computer graders**.
- **If the human and computer graders “closely agree,”** then the **average of their two scores** is the score you receive for that essay task. However, **if the two scores do *not* “closely agree,”** then a second human is brought in to grade and the final score is the **average of the two human-assigned scores**. So if you tried to sneak an off-topic essay by the e-rater, it would be caught by the human grader and a second human grader would be brought in. Even if the human grader scored your essay way higher than the e-rater, you’d still end up with two human graders.
- After both of your essays have been scored by e-rater and human grader(s), your overall GRE Writing score is then calculated. To get this number, your scores on the Issue and Argument task are **averaged together** to give you a final Analytical Writing score on a scale of 0-6 (with 0.5 increments). For instance, if you got a 4/6 on the Issues essay but a 5/6 on the Argument essay, your total GRE Analytical Writing score would be 4.5.

SCORING ANALYTICAL WRITING

| Score Level | Analytical Writing |
|-------------|--------------------|
| 6.0 | 99 |
| 5.5 | 98 |
| 5.5 | 92 |
| 4.5 | 80 |
| 4.0 | 55 |
| 3.5 | 38 |
| 3.0 | 14 |
| 2.5 | 6 |
| 2.0 | 1 |
| 1.5 | |
| 1.0 | |
| 0.5 | |
| 0 | |

- low (0.0-3.0)
- average (3.5-4.0)
- high (4.5-5.0)
- excellent (5.5-6.0)

Programs in engineering and the sciences tend to have lower average GRE Writing scores and score cut-offs, while programs in the humanities, arts, and social sciences tend to have higher ones.

GRE ISSUE & ARGUMENT POOL

- The specific words used for the topics might be a little different on the test, but in general what you see in the GRE issue pool is what you'll get.
- ETS also warns test takers that there might be some **mix-and-matching of different issues with different task instructions among the prompts**
- https://www.ets.org/gre/revised_general/prepare/analytical_writing/issue/pool
- https://www.ets.org/gre/revised_general/prepare/analytical_writing/argument/pool

CRITERION (ETS)

The *e-rater* scoring engine

- Grammar:
- Usage
- Mechanics
- Style
- Organization & Development

The features currently included in the *e-rater* scoring engine include:

- content analysis based on vocabulary measures
- lexical complexity/diction
- proportion of grammar errors
- proportion of usage errors
- proportion of mechanics errors
- proportion of style comments
- organization and development scores
- features rewarding idiomatic phraseology

<https://criterion.ets.org/Content/AnInstructorsBeginningGuidetoCriterion.pdf>

Price: 29.95 \$ for 120 Days

https://store.ets.org/store/ets/en_US/pd/productID.5228097300/CategoryID.4900663300

WILL THE *CRITERION* SERVICE CATCH CHEATING OR PLAGIARISM?

- No. The *Criterion* service simply evaluates the essay. It is up to the institution to ensure that students are working independently and submitting their own work. Instructors can opt to display a writer's sample for some topics on the "Create Assignment" screen. Students can then view the samples and refer to them while they write their own essays. The sample essays are in a read-only format and cannot be copied and pasted into another document. (<https://www.ets.org/criterion/faq/>)

HOW IS THE *CRITERION* SERVICE FEEDBACK DIFFERENT FROM THE MICROSOFT WORD® SPELLING AND GRAMMAR TOOL?

- The Microsoft Word Spelling and Grammar tool can provide writers with a quick analysis of common errors. However, the *Criterion* service, as an instructional tool used to improve writing, targets more precise feedback. Research shows that the spelling error detection and correction module in the *Criterion* service has better precision than the spelling error detection and correction module used in MS Word. We continually strive through research and user input to improve the precision of all our feedback categories. (<https://www.ets.org/criterion/faq/>)

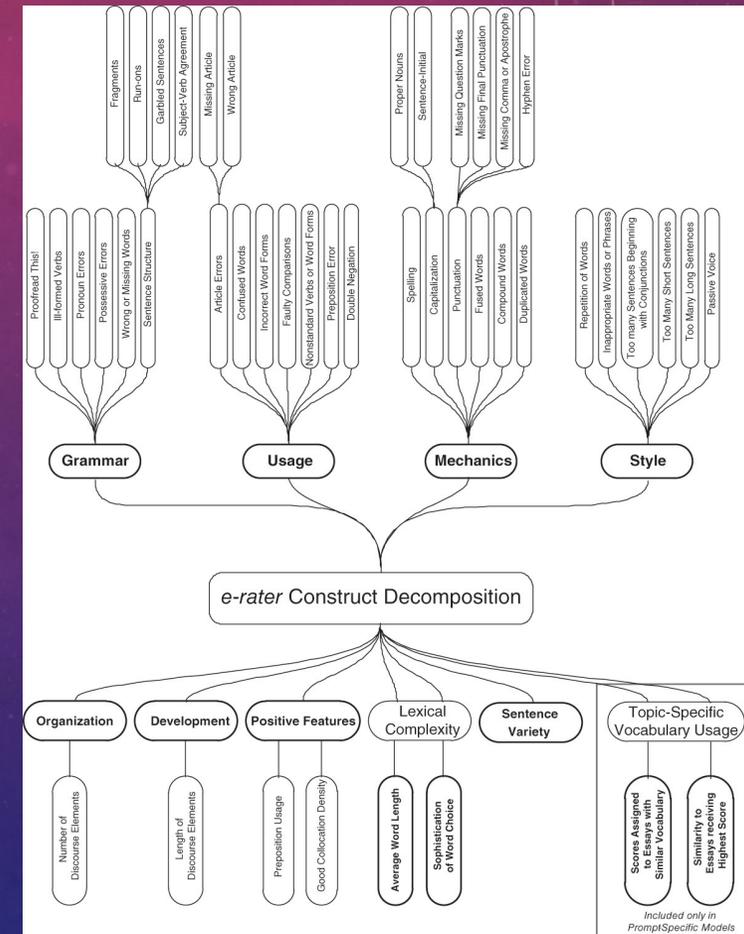
CRITERION (ETS): HOW E-RATER WORKS

Explanation of the seven score categories:

- **Grammar:** score-based on errors such as those in subject-verb agreement among others
- **Mechanics score:** derived from errors in spelling and other like errors
- **Usage score:** based on such errors as article errors and confused words
- **Style score:** based on instances of overly repeated words and the number of very long or very short sentences as well as other such features
- **Lexical complexity score:** drawn from information such as the level vocabulary the essay writer uses in the essay
- **Organization/development score:** based on the identification of sentences that correspond to the background, thesis, main idea, supporting idea, and conclusion
- **Prompt-specific vocabulary usage score:** derived from e-rater's evaluation of the word choice in an essay and the similarity to the word choice in samples of low-to high-quality essays written on the same topic

In addition to these seven score categories, essay length also may be considered and weighted in a controlled way

shayesteh.ir



CRITERION (ETS)

1. Grammar
2. Usage
3. Mechanics
4. Style
5. Organization
6. Development
7. Positive features
8. Lexical Complexity
9. Sentence Variety
10. Topic-Specific Vocabulary Usage

<https://www.ets.org/Media/Research/pdf/RR-12-02.pdf>

CRITERION (ETS): GRAMMAR

1

| | | |
|--|---|---|
| Proofread This! | An error which is difficult to analyze; often the result of multiple, adjacent errors | They had many wrong science knowledge. |
| Ill-Formed verbs | A mismatch between the tense of a verb and the local syntactic environment; also, use of <i>of</i> for <i>have</i> , as in <i>could of</i> | We need the freedom to chose what we want to wear. I could of written it correct, but wanted to see what you'd say if I didn't |
| Pronoun Errors | An objective case pronoun where nominative pronoun is required, or vice versa | Us students want to express ourselves. |
| Passive Errors | A plural noun where a possessive noun should be; usually the result of omitting an apostrophe | They stayed at my parents house. |
| Wrong Or Missing Words | An ungrammatical sequence of words that is usually the result of a typographical error or of an omission of a word | The went to their teacher with a complaint. |
| Sentence Structure Fragments | A sentence-like string of words that does not contain a tensed verb or that is lacking an independent clause | And the school too |
| Sentence Structure Run-ons | A sentence-like string of words that contains two or more clauses without a conjunction | Students deserve more respect they are young adults. |
| Sentence Structure Garbled Sentences | A sentence-like string of words that contains five or more errors, or that has an error-to-word ratio > 0.1 , or that is unparseable by the Santa module, which organizes words | And except unusual exception, most children can be ease with their parents not the their teachers. |
| Sentence Structure Subject-verb Agreement | A singular noun with a plural verb or a plural noun with a singular verb | A uniform represent the school. |

CRITERION (ETS): USAGE

2

| | | |
|------------------------------------|--|--|
| Articles Errors Missing Article | A singular determiner with a plural noun or a plural determiner with a singular noun; use of <i>an</i> instead of <i>a</i> , or vice versa | I wrote in these book. He ate a orange. |
| Articles Errors Wrong Article | Use of <i>a</i> when <i>the</i> is required, or vice versa | We had **the good time at the party. (Wrong article) I think it is good for me to share **room with others. (Missing article) I think that mostly people succeed because of **the hard work. (Extraneous article) |
| Confused Words | Confusion of homophones, words that sound alike or nearly alike | Those young soldiers had to **loose their innocence and grow up. (lose) **Its your chance to show them that you are an independent person. (It's) Parents should give **there children curfews. (their) |
| Incorrect Word Forms | A verb used in place of a noun | The choose is not an easy one. |
| Faulty Comparisons | Use of <i>more</i> with a comparative adjective or <i>most</i> with a superlative adjective | This is a more better solution. |
| Nonstandard verbs Or Words Form | Nonword: Various nonwords commonly used in oral language. | Nonwords: gonna, kinda, dont, cant, gotta, wont, sorta, shoulda, woulda, oughtta, wanna, hafta |
| Preposition Error | Use of incorrect preposition, omitting a preposition, or using an extraneous one | Their knowledge **on physics were very important. (of) The teenager was driving **in a high speed when he approached the curve. (at) Thank you for your consideration **to this matter. (of, in) |
| Double Negation | Instances of “not” or its contracted form “n’t” followed by negatives such as no, nowhere, | The counselor doesn’t have no vacations. |

CRITERION (ETS): MECHANICS

3

| | | |
|---|---|---|
| Spelling | A group of letters not conforming to known orthographic pattern | |
| Capitalization Proper Nouns | Compares words to lists of pronouns that should be capitalized (e.g., names of countries, capital cities, male & female proper nouns, and religious holidays) | |
| Capitalization Sentence-Initial | Missing initial capital letter in a sentence | |
| Punctuation Missing Question Marks | An unpunctuated interrogative | |
| Punctuation Missing Final Punctuation | A sentence lacking a period | |
| Punctuation Missing Comma Or Apostrophe | Detects missing commas or apostrophes | Apostrophe: arent, cant, couldnt, didnt, doesnt, dont, hadnt, hasnt, havent, im, isnt, ive, shouldnt, someones, somebodys, wasnt, werent, wont, wouldnt, youre, thats, theyre, theyve, theres, todays, whats, wives, lifes, anybodys, anyones, everybodys, everyones, childrens |
| Punctuation Hyphen Error | Missing hyphen in number constructions, certain noun compounds, and modifying expressions preceding a noun | He fell into a three foot hole. They slipped past the otherwise engaged sentinel. |
| Fused Words | Fused: An error consisting of two words merged together | It means alot to me.” Fused: alot, dresscode, eachother, everytime, otherhand, highschool, notime, infact, inorder, phonecall, schoollife, somethings, no one |
| Compound Words | Detects errors consisting of two words that should be one. | |
| Duplicated Words | Two adjacent identical words or two articles, pronouns, modals, etc. | I want to to go... They tried to help us them. |

CRITERION (ETS): STYLE

4

| | | |
|--|--|-------------------------------------|
| Repetition Of Words | Excessive repetition of words | |
| Inappropriate Words Or Phrases | Inappropriate words. Various expletives. | |
| Too Many Sentences Beginning with Conjunctions | Too many sentences beginning with coordinate conjunction | And,and,and |
| Too Many Short Sentences | More than four short sentences, less than 7 words | Average word in sentence: 15-20 |
| Too Many Long Sentences | More than four long sentences, more than 55 words | Average word in sentence: 15-20 |
| Passive Voice | By-passives: the number of times there occur sentences containing BE + past participle verb form, followed somewhere later in the sentence by the word <i>by</i> . | The sandwich was eaten by the girl. |

CRITERION (ETS): ORGANIZATION

5

| | | |
|------------------------------|--|--|
| Number Of Discourse Elements | Provides a measure of development, as a function of the number of discourse elements | |
|------------------------------|--|--|

Written discourse is considered an imperative aspect that needs to be analysed. Cohesion, coherence, clause relations and text patterns are all parts of **written discourse**

Coherence and Cohesion همگرایی و همبستگی

CRITERION (ETS): DEVELOPMENT

6

| | | |
|---------------------|--|--|
| Content development | Provides a measure of average length of discourse elements | |
|---------------------|--|--|

CRITERION (ETS): POSITIVE FEATURES

7

| | | |
|--------------------------|--|--|
| Preposition Usage | The mean probability of the writer's prepositions | |
| Good Collocation Density | The number of good collocations over the total number of words | |

CRITERION (ETS): LEXICAL COMPLEXITY

8

| | | |
|-------------------------------|--|--|
| Average Word Length | The mean average number of characters within words | |
| Sophistication Of Word Choice | average word frequency, based on Lexile corpus | |

CRITERION (ETS): SENTENCE VARIETY

9

CRITERION (ETS): TOPIC-SPECIFIC VOCABULARY USAGE

10

| | | |
|---|--|--|
| Scores Assigned To Essays With Similar Vocabulary | compares* essay to essay-group score 6. *Cosine of weighted frequency vectors. | |
| Similarity To Essays Receiving Highest Score | compares* essay to essay-groups 6, 5, 4, etc., and assigns score closest relationship (max cosine). *Cosine of weighted frequency vectors. | |

SCOREITNOW!

- ScoreItNow! is a service where you can get your Analytical Writing essays graded by the same computer grading program used to grade essays for the real GRE. **It costs \$20 to get two essays scored.** This isn't an essential thing to get, but if you're struggling with the Analytical Writing section or how to score your essays, you may find it useful to get an official score for a few of them.
- https://store.ets.org/store/ets/en_US/pd/ThemeID.12805600/productID.316644300

TOP 3 ANALYTICAL WRITING TIPS

- **#1: Skim the Essay Topic Pools**
- **#2: Make an Outline**
- **#3: Address Counterarguments to Strengthen Your Rhetoric**
 - don't be afraid to play devil's advocate (for and against book)

HOW TYPE FASTER

- <https://www.typingclub.com/>
- **The basic text editor has buttons to cut and paste, and to undo and redo your previous action.**

HOW USE “WORD OFFICE” FOR WRITING

- Review Tab/ Word Acoount
- Review Tab/ Spelling & Grammar/ Options
 - Uncheck every thing



THANK YOU

SHAYESTEH.IR

2021