



TOEFL WRITING

SHAYESTEH.IR

2021

SECTIONS

1. General & Vocabulary
2. Note Taking
3. Reading
4. Listening
5. Speaking
6. Writing
 1. General Writing
 2. Integrated
 3. Independent

7. General writing
 1. Writing Ideas
 2. Cohesion & Coherence
 3. Writing Sentence variety
 4. Grammar
 5. Punctuation
 6. The magic of 3

A BRIEF OVERVIEW OF THE TOEFL TEST (2021)

- One of Reading or Listening section will be extended (Long Format)!



Reading

3 - 4 Passages
30 - 40 Questions
54 - 72 min



Listening

5 - 7 Part
28 - 39 Questions
41 - 57 min



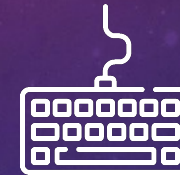
Break

10 min



Speaking

1 part independent
3 Part integrated
17 min



Writing

Integrated 20 min
Independent 30 min

GET A GOOD TOEFL TEACHER

- If you really want to improve your score, you should hire a tutor to work with you one on one. They will be able to help you improve your score in all three sections of the rubric. I recommend the following experts:
- Katie Mary – Houseoftoefl@gmail.com
- Miguel Marcano – elitetoeflprep@gmail.com
- Jonathan Huggins – info@hugginsinternational.com
- Danijela Jovanovic – proesltestprep.com
- Josh MacPherson – tstprep.com
- John Healy – [Study With It](http://StudyWithIt)
- Jane Birkenhead – Birkenhead English
- Sierra Yohalem – sierra.yohalem@gmail.com
- Sherlen Tanner – TOEFL iBT Academy

WHAT DO YOUR SCORES MEAN?

- Each section has a score range of 0–30.
- These are added together for a total score of 0–120.

| Skill | Level | Skill | Level |
|-----------|--|----------|---|
| Reading | Advanced (24–30) High-Intermediate (18–23) Low-Intermediate (4–17) Below Low-Intermediate (0–3) | Speaking | Advanced (25–30) High-Intermediate (20–24) Low-Intermediate (16–19) Basic (10–15) Below Basic (0–9) |
| Listening | Advanced (22–30) High-Intermediate (17–21) Low-Intermediate (9–16) Below Low-Intermediate (0–8) | Writing | Advanced (24–30) High-Intermediate (17–23) Low-Intermediate (13–16) Basic (7–12) Below Basic (0–6) |

MEAN SCORES

| Section | Score Range | Mean Scores* |
|-------------|-------------|--------------|
| Reading | 0–30 | 20 |
| Listening | 0–30 | 19 |
| Speaking | 0–30 | 19 |
| Writing | 0–30 | 20 |
| Total Score | 0–120 | 80 |

ETS FREE SAMPLE TEST

- ETS now provides a new free sample test which uses modified versions of the old TOEFL Quick Prep sets.
- new PDF files: <https://www.ets.org/toefl/test-takers/ibt/prepare/accessible/>
- TPOs: Download TPOs from Telegram Channel (t.me/ExamDataInfo) and insert them in Shayesteh.ir (Note: TPO 64 & TPO 65 are new format)
- Zhenti

ANALYTICAL WRITING

| Task | Time Allowed | Answer Format |
|-------------|--------------|--|
| Integrated | 20 Minutes | Short essay on an issue of general interest that clearly and carefully addresses the prompt (250-300 words) |
| Independent | 30 Minutes | Short essay that analyzes another person's argument for validity, soundness and supporting evidence (+350 words) |

ETS Integrated: <https://www.youtube.com/watch?v=sv0xWV-5u0&list=PL499345C34BF71B4C&index=1>

ETS Independent: <https://www.youtube.com/watch?v=64tsnvg-B5M&list=PL499345C34BF71B4C&index=2>

INTEGRATED WRITING RUBRICS

Scoring Guides (Rubrics) for Writing Responses

[Download Scoring Guides \(Rubrics\) for Writing Responses \(PDF\)](#) | File size: 131 kb

Accurately selects the important information



5

4



Good in selecting the important information

Some important info & relevant connection



3

2



Some relevant info & relevant connection

No meaningful, relevant & coherent content



1

0



Copies words from the topic

INDEPENDENT WRITING RUBRICS

Scoring Guides (Rubrics) for Writing Responses

[Download Scoring Guides \(Rubrics\) for Writing Responses \(PDF\)](#) | File size: 131 kb

Effectively addresses the topic and task



5

4



Addresses topic well, not fully elaborated

Somewhat developed explanations, examples



3

2



Limited development & Inadequate organization

Flawed, disorganized, no detail, full of errors



1

0



Copies words from the topic

HUMAN GRADER & E-RATER

- Your grades come from two separate systems:
- First, a human grader checks your essay based on the official ETS rubrics. They give you a holistic score from 0 to 5. “Holistic” means that they consider the essay as a whole rather than looking at specific parts. The human score is based on your content, organization and language use. ETS is secretive, but research indicates that the human rater contributes 50% of the score in the independent task, and 66% of the score in the integrated task.
- Next, the ETS “e-rater” software checks your essay. It mostly focuses on structure, grammar, punctuation and vocabulary. Again, ETS is secretive, but research indicates that it contributes 50% of your score in the independent task, and 33% of your score in the integrated task.
- Your official score report will include a total score out of 30 points. ETS no longer provides separate scores for each of the writing questions.

SCORING 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)

SCORING TOEFL WRITING

Test takers can access their official *TOEFL iBT*[®] scores in their ETS account, online or via the *TOEFL*[®] official app, just 6 days after they take the test. For more information, see [Getting Your Scores](#).

- Advanced (24–30)
- High-Intermediate (17–23)
- Low-Intermediate (13–16)
- Basic (7–12)
- Below Basic (0–6)

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

MAIN E-RATER CATEGORIES (MACROFEATURES)

- The e-rater gives students scores in specific categories, called macrofeatures. Each of these has a different weight when it comes to scoring. In 2010, the macrofeatures were listed as (and the number of points out of 30 the weight works out to):
- Organization (32%, 9.6 points)
- Development (29%, 8.7 points)
- Mechanics (10%, 3 points)
- Usage (8%, 2.4 points)
- Grammar (7%, 2.1 points)
- Lexical Complexity – word length (7%, 2.1 points)
- Lexical Complexity – less frequent words (7%, 2.1 points)
- Style (3%, 1 points)

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/>)

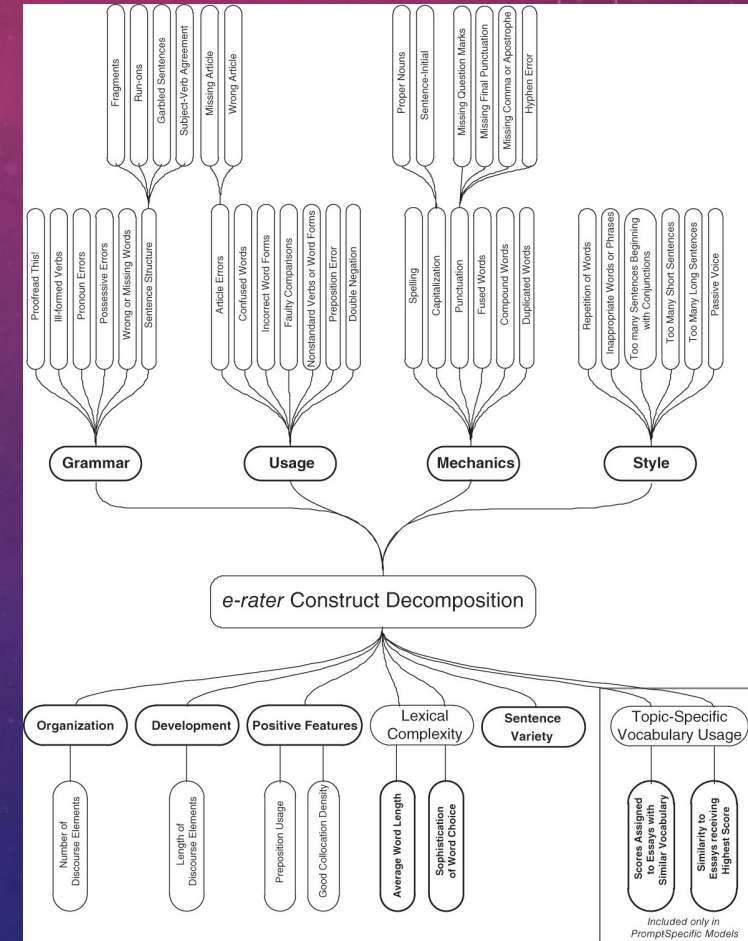
CRITERION (ETS): HOW E-RATER WORKS

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

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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

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.**

TOEFL VOCABULARY – 4 GOLDEN RULES

1. **Do Not Repeat Words** (ex: “children” “young people” or “youths” or “teenagers” or “adolescents.”)
2. **Don’t Repeat Words from the Question**
3. **Avoid Vague Words... Be Specific!** (education and campus life, employment, children and growing up, neighborhoods and communities)
4. **Use Transitional Words** (link)

OLDER TOEFL TRENDS IN WRITING – 2018 AND 2019

- To quickly summarize, there are 3 main trends we've noticed in 2018 and 2019 that are separate from the announced changes described above:
 1. Independent writing question prompts are getting longer. They are sometimes as long as six sentences!
 2. A warning to “not used memorized examples” is sometimes displayed at the end of the independent writing question.
 3. In multiple-choice independent writing questions, students are sometimes told they can choose more than one option.

SAMPLE TOEFL ESSAYS AND QUESTIONS

Broadly speaking, you'll get a TOEFL independent writing question based on one of the following essay styles:

- Agree/Disagree
- Multiple Choice
- Paired Choice
- "Good Idea"

The most common is the **agree/disagree** style, which is used about 50% of the time. The **multiple choice** and **paired choice styles** are each used about 20% of the time. The "**good idea**" style appears about 10% of the time. Samples of each question type are below.

Note that the questions aren't about just *any* topics. Most of the time, they are about education, work and lifestyle preferences.

<https://www.toeflresources.com/sample-toefl-essays/>

www.shayesteh.ir

TOP 10 TOEFL WRITING MISTAKES

- **Using Bad Practice Questions**
- **Not Studying Grammar**
- **Writing Too Much**
- **Misreading the Instructions (and Writing Too Little)**
- **Trying too Hard to Use “Advanced” Vocabulary and Sentences**
- **Overthinking the Opening “Hook”**
- **Not Using Personal Examples**
- **Worrying too Much about the Human Rater**
- **Too Much Copy and Paste**
- **Not Saving Time to Proofread**

NEVER DO

- **Never use abbreviations**
- **Never end a sentence with three dots...**
- **Don't use slang**
- **Don't use emoticons :-)**
- **Never memorize a text**
- **Do not begin a sentence with a conjunction**
- **Do not use contractions (as *aren't*.)**
- **Do not write more than 5 paragraphs**
- **Never leave a sentence, paragraph, or idea incomplete**

HOW USE “WORD OFFICE” FOR WRITING

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



THANK YOU

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