The e-asTTle writing score conversion table – revised April 2015

> Curriculum levels derived from the use of the conversion table will not correlate with results entered into e-asTTle because prompts in e-asTTle have been calibrated and ranked based on how difficult the prompt and purpose is to write. The conversion table should be used only when a non-standardised form of writing assessment is undertaken.

The table below and its associated information have been put together in response to requests from teachers and schools, particularly so that they can widen the formative use of the e-asTTle writing tool. Teachers can use the table to convert an e-asTTle rubric score to an e-asTTle writing scale score (an aWs score) and curriculum level descriptor. The conversion table should be used only when a non-standardised form of writing assessment is being undertaken, for instance, when:

- a teacher-made prompt is used

- students have revised drafts that were originally written as part of a normal e-asTTle assessment.

If the test is not standardised the results **should not** be entered into e-asTTle. All the prompts in e-asTTle have been calibrated and ranked based on how difficult the prompt and purpose is to write. Therefore the same rubric totals will convert to different sublevel scores based on how difficult the prompt was.

If the assessment has used an e-asTTle writing prompt and has been administered under standardised conditions, rubric scores **should always** be entered into the e-asTTle application, as this will ensure the most accurate assessment for the writing.

Error

The table provides an error range for each scale score. This is a range of values around the scale score within which we can be reasonably confident the student's "true score" lies. For instance, an error of 58 units indicates that about 70% of the time, the given scale score will be within plus or minus 58 units of the student's true location on the scale. The error reported is conservative. It does not take into account biases that might occur because students complete a task in more favourable conditions than are normally allowed for e-asTTle writing.

Curriculum level descriptors

The table also shows the link between scale scores and curriculum levels descriptors. A descriptor of 2A for instance, indicates that the scale score is appropriate for someone working at an advanced level for curriculum level 2. Again it is important to note that each curriculum level descriptor is linked to the performance level expected from a student doing a normal e-asTTle writing assessment. If students have had additional time or support, the curriculum level descriptor may over estimate their achievement level.

The e-asTTle writing score conversion table

Total score	Scale score (aWs)	Error in scale score (aWs)	Curriculum level	Total score	Scale score (aWs)	Error in scale score (aWs)	Curriculum level
7	745	>134	1B	27	1540	45	3P
8	907	121	1B	28	1558	44	3A
9	1036	72	1B	29	1576	44	3A
10	1092	60	1B	30	1594	44	4B
11	1133	56	1B	31	1612	44	4B
12	1169	54	1B	32	1629	44	4P
13	1202	53	1B	33	1647	44	4P
14	1234	53	1P	34	1665	44	4A
15	1264	52	1P	35	1682	44	4A
16	1293	51	1P	36	1700	45	5B
17	1320	50	1A	37	1719	45	5B
18	1346	49	1A	38	1739	46	5B
19	1371	49	2B	39	1760	47	5P
20	1395	48	2B	40	1784	49	5A
21	1418	47	2P	41	1812	52	5A
22	1441	47	2P	42	1848	59	6B
23	1462	46	2A	43	1903	73	>6B
24	1483	46	2A	44	1986	>119	>6B
25	1502	45	3B				
26	1521	45	3B				

The e-asTTle rubric

The e-asTTle rubric assesses a piece of writing on seven different elements of writing. For each element there are six or seven described categories of performance. The rubric scores over the seven elements can be added together to produce an overall rubric score. The table can be used to convert this overall score to an aWs score and associated curriculum level descriptor.

The aWs scale

The aWs scale is the reporting scale for all e-asTTle writing tasks. The scale represents a continuum of achievement in writing and takes into account differences in the difficulty of the rubric elements and their scoring categories. When converting a rubric score to a scale score the e-asTTle tool will also take into account the difficulty of the writing task. This recognises that some tasks can be relatively more difficult for students to respond to than others. In the conversion table below the assumption is made that the task being converted is of average difficulty when compared to the range of available e-asTTle writing tasks.

Normal administration conditions for e-asTTle writing

e-asTTle writing tasks are designed to be completed under standardised conditions. Students are given a short introduction to the task and then allowed 40 minutes to complete their response. Students are not allowed to use aids such as dictionaries and cannot share their writing with other students or seek feedback from the teacher. Using the e-asTTle writing rubric to assess a classroom based task does not require that the task has been done in standardised conditions. It is important to realise however, that the conditions under which the task is done will affect performance and, as has been stated, differences in conditions should be taken into account when interpreting a result or making comparisons between achievement on different tasks.

> For more information about using the e-asTTle rubric, particularly with classroom-based tasks, and the aWs scale, teachers should refer to the e-asTTle writing teacher manual. This is available on the e-asTTle TKI website.