

STUDENT USER MANUAL/HELP SECTION-ADMIN – Criterion/NG
***Criterion*[®] Online Writing Evaluation**
June 2013

Chrystal Anderson

REVISED JANUARY 2014

ANNA LITZ

TABLE OF CONTENTS

1.0 INTRODUCTION.....3

2.0 GETTING STARTED.....3

2.1 CREATE A USER ACCOUNT3

2.2 SIGN IN5

 2.2.1 *Forgot User Name*.....6

 2.2.2 *Forgot Password*.....7

2.3 HOME PAGE.....7

 2.3.1 *Links*.....8

 2.3.2 *Name and Role*.....8

 2.3.2.1 Update User Account9

 2.3.4 *Enter Access Code*9

4.0 STUDENT ACTIVITIES.....11

4.1 UNDERSTANDING THE CLASSES SECTION OF YOUR HOME PAGE12

4.2 ACTION ICONS13

 4.2.1 Activity13

 4.2.2 Assignments.....14

 3.2.2.1 START PLAN14

1.0 INTRODUCTION

Welcome to the **Criterion®** Online Writing Evaluation Service. This manual contains a step-by-step overview of all essential functions provided by **Criterion®**.

The first time you use the **Criterion®** service, you will be required to register as a user. To do this you will need the **Access Code** provided to you by your Administrator or Instructor.

You will have only a single User Name and Password, even if you use **Criterion®** in more than one role (e.g.as an administrator, an instructor, and a student.)

Links to your **Home** page, **Client Services**, **Resources**, and online **Help** are available on every page after you sign in.

If you need assistance with the **Criterion® Online Writing Evaluation** service, please send an email to criteria-support@ets.org or call 1.877.909.6442.

2.0 GETTING STARTED

2.1 Create a User Account

Use the following URL to access the **Criterion®** Log in page: <http://criterion.ets.org>.

1. In the **New User** field on the **Criterion®** Log in page, click on the **Create Account** link.

The screenshot shows the Criterion® login page. At the top, there are links for 'ETS HOME', 'CRITERION HOME', 'HELP', and 'CLIENT SERVICES'. The main heading is 'Sign In to Your Criterion® Account'. Below this, there is a brief description of the service and a 'Quick Links' box containing 'System Requirements (PDF)'. The page is divided into two main sections: 'Returning User' and 'New User'. The 'Returning User' section has fields for 'User name:' and 'Password:', a 'Sign In' button, and links for 'Forgot User Name' and 'Forgot Password'. The 'New User' section contains instructions for creating an account, stating that an access code is needed from an administrator or instructor, and that users from previous institutions should sign in with their existing credentials. A red box highlights the 'Create Account' button in the 'New User' section.

2. In the **Criterion® “Create User Account”** screen, enter the information in the fields provided.

Create User Account

Cancel

Enter the access code that was provided by your institution or class instructor. This code will connect your account to the appropriate services available to you within the Criterion system.
For student: password must be a minimum of 6 characters.
For non-students: The password must be at least 8 characters. The password must contain 3 of the following 4 types of characters: capital letter, lower case letter, number, or special symbols !@#%&*(). Passwords cannot be reused within a span of 5 password changes.*

Access Code:

Title:

Last Name:

First Name:

Middle Initial:

Email Address: (optional for students)

Confirm Email Address:

User Name:

Password:

Confirm Password:

Security Question:
(Make a selection)

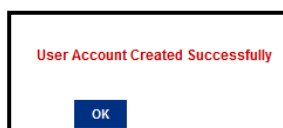
Create a Custom Question:

Security Question Answer:

Submit

- **Access Code:** This will be provided to you by your Instructor or Administrator.
- **Title:** This is optional.
- **Last Name, First Name, Middle Initial**
- **Email Address**
- **User Name:** This is the name by which you will be known in the **Criterion®** system (for example, *astudent*).
- **Password:** All users **MUST** follow the complexity requirements for creating a password. These requirements are listed on the **Create User Account** screen.
- **Security Question and Answer:** You can use the drop-down menu to select from a set of security questions **OR** you can create your own custom question/answer.

3. Click **<Submit>**. The following message will be displayed on the screen:



4. Click **<OK>**. You will return to the **Criterion®** Log in page to sign in with your new user information.

2.2 Sign In

1. In the **Criterion®** Log in page, go to the **Returning User** section (shown below).

ETS HOME CRITERION HOME

HELP CLIENT SERVICES

ETS Criterion

Sign In to Your Criterion® Account

The Criterion® Online Writing Evaluation service from ETS is a web-based instructional writing tool that helps students, plan, write and revise their essays guided by instant diagnostic feedback and a Criterion score. [Learn more](#)

- Students: Have more opportunities to practice writing at their own pace, get immediate feedback and revise essays based on the feedback.
- Teachers: Can decrease their workload and free up time to concentrate on the content of students' work and teach higher level writing skills.
- Administrators: Can make data driven decisions and easily monitor writing performance across and classroom writing performance

Quick Links

- [System Requirements \(PDF\)](#)

Returning User

User name:

Password:

[Sign In](#)

[Forgot User Name](#) | [Forgot Password](#)

New User

- You will need an access code from your Administrator or Instructor to create an account.
- If you used Criterion with a previous institution or class, please sign in with that user name and password. There is no need to create a new account.

[Create Account](#)

2. In the appropriate fields, enter the User Name and the Password you created.
3. Click on the **<Sign In>** button.
4. Your **Criterion® Home** page will appear.

2.2.1 Forgot User Name

1. In the **Criterion® Log in** page, go to the **Returning User** section and click on the **Forgot User Name** link (see below).

2. In the **Forgot User Name** screen that appears (see below), enter your email address.

3. Click **<Submit>**. Your user name will be sent to you. If you have not provided an email address, please contact your **Criterion®** administrator for assistance.

2.2.2 Forgot Password

1. In the **Criterion®** Log in page, go to the **Returning User** section and click on the **Forgot Password** link.
2. In the **Forgot Password** screen that appears, enter your user name and click **<Submit>**.

3. In the following screen, enter the answer to your security question. If you do not remember the answer to your security question, contact **Criterion® Support**. If have not set up a security question and answer yet, contact your **Criterion®** administrator for assistance.
4. Click **<Submit>**. You will be assigned a temporary password that will be sent to your email address.

2.3 Home Page

Your **Home** page is the starting point for all your activities in the **Criterion®** system. The **Home** pages are different depending on your role.

From their **Home** page, users can:

- Sign out from the **Criterion®** system.
- Link to resource materials.

- Connect to a class.
- Read notices that provides information and updates.
- View information about classes for which they have signed up.
- Initiate various actions within the **Criterion®** system by clicking on different icons.



HOME | CLIENT SERVICES | RESOURCES | HELP

Anna Brown Student Sign Out

Got a new Access Code? Connect to an additional institution, a higher role in your institution, or a new class as an instructor or student:
[Enter Access Code](#)

- [Registration Instructions for Bookstore Students](#)
- [Student Quick Access Guide](#)
- [Student Guide for Beginners](#)

– Notices

Jan 29, 2014 09:38:00 AM EST Anna Brown of South High School has connected you to class AP English 2013-14.
 Jan 28, 2014 04:56:51 PM EST Anna Brown of South High School has connected you to class AP English 2013-14.
 Jan 28, 2014 04:55:28 PM EST You are disconnected from class AP English 2013-14.
 Jan 28, 2014 04:51:49 PM EST Anna Brown is now disconnected Pedone, Tisha from AP English 2013-14.
 Jan 22, 2014 11:09:15 AM EST Anna Brown of South High School has connected you to class Test for active students vs. submissions.

[More notices....](#)

Classes

[Print](#)

Class	Grade	Instructors	End Date	Account Owner	Status
South School District, South High School					
AP English 2013-14	Grade 12	Mrs. Brown	Oct 31, 2015	South School District	Active
English	Grade 12	Mrs. Brown	Aug 27, 2014	South School District	Active

2.3.1 Links

The links at the very top right of the page (see below) are always available to the user. By clicking on these links, you have easy access to your **Home** page, **Client Services**, **Resources**, and online **Help**.

2.3.2 Name and Role

Your **Name** and **Role** always appear at the top of your **Home** page.



HOME | CLIENT SERVICES | RESOURCES | HELP

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2.3.2.1 Update User Account

You can edit your **User Account** information from any screen.

1. At the top of the screen, roll over your name. The edit account feature will appear as shown below.
2. Click on **<Update User Account>**.
3. In the **Update User Account** screen that appears, make changes in the appropriate fields.

Update User Account

Cancel

For non-students, the password that you provide must meet the following complexity requirements:

The password must be at least 8 characters. The password must contain 3 of the following 4 types of characters: capital letter, lower case letter, number, or special symbols !@#\$%^&*(). Passwords cannot be reused within a span of 5 password changes.

Title:

Last Name:

First Name:

Middle initial:

Email Address: (optional for students)

Confirm Email Address:

User Name:

Current Password

You have to enter current password to edit your profile, to update password please enter password in below boxes.

New Password

Confirm Password:

Security Question:
(Make a selection)

Create a Custom Question:

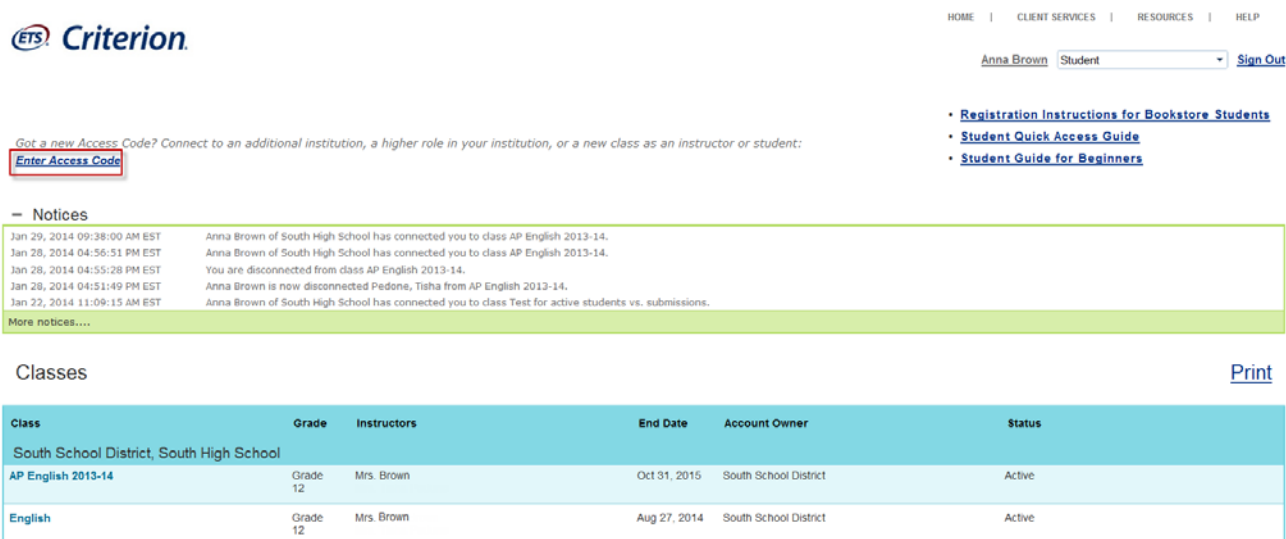
Security Question Answer:

Submit

4. Click **<Submit>**. A message should appear saying that your update was successful.
5. Clicking **<Cancel>** will return you to your **Criterion® Home** page.

2.3.4 Enter Access Code

1. To add yourself to another class, another institution, or another role in your institution, click on the **<Enter Access Code>** link (shown below) on your **Home** page.



ETS Criterion

HOME | CLIENT SERVICES | RESOURCES | HELP

Anna Brown Student Sign Out

- Registration Instructions for Bookstore Students
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Got a new Access Code? Connect to an additional institution, a higher role in your institution, or a new class as an instructor or student:

Enter Access Code

– Notices

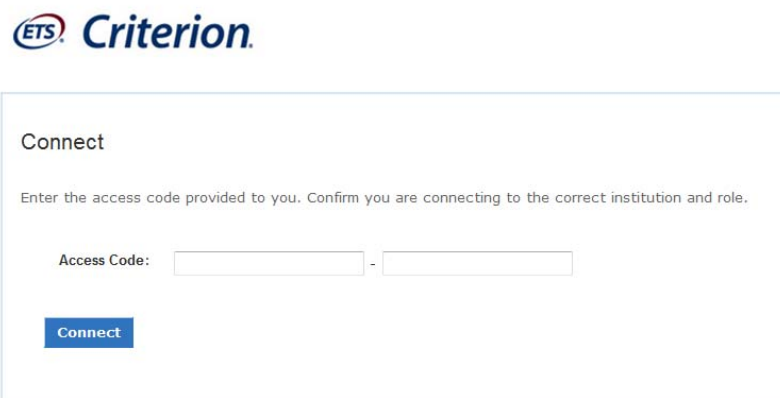
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More notices....

Classes [Print](#)

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- In the **Connect** screen that appears, enter the access code in the appropriate fields. The access code will be given to you by an Instructor or Administrator.



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Connect

Enter the access code provided to you. Confirm you are connecting to the correct institution and role.

Access Code: -

Connect

- Click on the **Connect** icon in the screen. The next screen will display the institution to which you are connecting. Please check to make sure you are connecting to the proper class or institution before proceeding.

Connect

Cancel


Enter the access code provided to you. Confirm you are connecting to the correct institution and role.

You are connecting as a **Student** to:

UT - English Literature 101
DFriedman School
A Demo Client

Connect


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Listening. Learning. Leading.™

- Once you are sure you are accessing the proper class or institution, click **<Connect>**. Criterion will return you to the **Home** page and display the following message: "You are now connected to _____."

2.3.5 Notices

The **Notices** section of your **Home page** (shown below) lists information or announcements that have been distributed. The date on which the notice was posted is shown. The section may be expanded or minimized.


Criterion

[HOME](#) | [CLIENT SERVICES](#) | [RESOURCES](#) | [HELP](#)

[Anna Brown](#) Student [Sign Out](#)

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- [Student Quick Access Guide](#)
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Print

4.0 STUDENT ACTIVITIES


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4.1 Understanding the Classes Section of your Home Page

The **Classes** section of the Student's **Home** page (see below) provides the Student with the following information about each class in which he/she is enrolled:

- A list of the classes in which the Student is enrolled
- The grade level for each class
- The names of all the instructors assigned to the class
- The scheduled end date for the class
- The status of the class

To begin working within a class, click on the name of the class.



[HOME](#) | [CLIENT SERVICES](#) | [RESOURCES](#) | [HELP](#)

[Anna Brown](#) Student [Sign Out](#)

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[Print](#)

4.2 Action Icons

The **class page** of the **Criterion®** system provides two tabs that let Students perform different tasks associated with their assigned classes.

4.2.1. Activity

The **Activity** tab provides the Student with a view of the work he/she has completed on class assignments.

1. The **View Comments** link will allow the student to view peer comments (if permitted), and Instructor comments.
2. The **View Dialogue** link allows the student to see the most recent message in the discussion between the Student and Instructor for each specific assignment.
3. The drop down menu on the right of the screen allow students to toggle between classes (as applicable)

The screenshot shows the Criterion system interface. At the top, there is a navigation bar with links for HOME, CLIENT SERVICES, RESOURCES, and HELP. Below this, the user's name 'Anna Brown' and role 'Student' are displayed, along with a 'Sign Out' link. The main heading is 'AP English 2013-14'. Below the heading, there is a message: 'Welcome to AP English 2013-14! Please email me your password and security question and answer once you have self-registered!'. On the right, there is a 'Class' dropdown menu set to 'South School District, South High School, AP English 2013-14' with a 'Go' button. The main content area has two tabs: 'ACTIVITY' (selected) and 'ASSIGNMENTS'. Below the tabs, there is a message: 'Assignment activity is listed below. Select an activity item to view your work. Select a reviewer name to view the comments or dialogue made on your attempted response.' On the right, there is a 'Print' link. Below this, there are two links: 'View Comments' and 'View Dialogue'. The main content is a table with three columns: 'Assignment', 'Activity', and 'Reviewer'. The table has two rows. The first row is for 'Student Leader' with the activity 'Saved Draft - Jan 29, 2014 10:01:38 AM EST'. The second row is for 'Advice to Freshman' with two activities: 'Attempt 2 - Jan 29, 2014 10:02:59 AM EST' and 'Attempt 1 - Jan 29, 2014 10:02:15 AM EST'.

Assignment	Activity	Reviewer
Student Leader	Saved Draft - Jan 29, 2014 10:01:38 AM EST	
Advice to Freshman	Attempt 2 - Jan 29, 2014 10:02:59 AM EST Attempt 1 - Jan 29, 2014 10:02:15 AM EST	

4.2.2 Assignments

The **Assignment** tab opens a screen that shows a list of the assignments the Instructor has given to the class, along with their start and end dates and the number of attempts the student is permitted to use when responding to the assignment. Click on the name of the assignment to see Assignment details. The essay topic and any supporting materials will become visible. Timed assignments will not display assignment text.

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HOME | CLIENT SERVICES | RESOURCES | HELP

Anna Brown Student Sign Out

AP English 2013-14

Welcome to AP English 2013-14! Please email me your password and security question and answer once you have self-registered!

Class: South School District, South High School, AP English 2013-14 Go

ACTIVITY ASSIGNMENTS

Select an Assignment to view assignment text. Timed assignments will not display assignment text. Start a plan or view a saved plan. Start a response or view a previously submitted response attempt. You may revise any existing attempt. View available results for submitted attempts. Select a peer review name to review and comment on their submitted attempt.

Print

Assignment	Plan	Response	Results	Peer Review	Start Date	End Date	Status
Student Leader	Start Plan	Saved Draft - Jan 29, 2014 10:01:38 AM EST Start Response			Dec 06, 2013 02:52:59 PM EST	Oct 31, 2015 08:00:00 AM EDT	10 of 10 Attempts Available
Advice to Freshman	Start Plan	Attempt 2 - Jan 29, 2014 10:02:59 AM EST Attempt 1 - Jan 29, 2014 10:02:15 AM EST Start Response	(5/6) Advisory		Nov 14, 2013 10:24:32 AM EST	Oct 31, 2015 08:00:00 AM EDT	8 of 10 Attempts Available
Special Place	Start Plan	Start Response			Nov 14, 2013 10:21:12 AM EST	Oct 31, 2015 08:00:00 AM EDT	1 of 1 Attempts Available



NOTE: Criterion® will give notification if you are starting a timed assignment. The time limit applies to the entire planning, writing, and revision process.

3.2.2.1 Start Plan

Students have the opportunity to create a plan before writing their essay, if the Instructor has made this an available feature. To work with plans, click **<Start Plan>** next to the assignment name. The essay topic will remain visible at the top of the page.

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HOME | CLIENT SERVICES | RESOURCES | HELP

Anna Brown Student Sign Out

AP English 2013-14

Welcome to AP English 2013-14! Please email me your password and security question and answer once you have self-registered!

Class: South School District, South High School, AP English 2013-14 Go

ACTIVITY ASSIGNMENTS

Select an Assignment to view assignment text. Timed assignments will not display assignment text. Start a plan or view a saved plan. Start a response or view a previously submitted response attempt. You may revise any existing attempt. View available results for submitted attempts. Select a peer review name to review and comment on their submitted attempt.

Print

Assignment	Plan	Response	Results	Peer Review	Start Date	End Date	Status
Student Leader	Start Plan	Start Response			Dec 06, 2013 02:52:59 PM EST	Oct 31, 2015 08:00:00 AM EDT	10 of 10 Attempts Available
Advice to Freshman	Start Plan	Attempt 2 - Jan 29, 2014 10:02:59 AM EST Attempt 1 - Jan 29, 2014 10:02:15 AM EST Start Response	(5/6) Advisory		Nov 14, 2013 10:24:32 AM EST	Oct 31, 2015 08:00:00 AM EDT	8 of 10 Attempts Available
Special Place	Start Plan	Start Response			Nov 14, 2013 10:21:12 AM EST	Oct 31, 2015 08:00:00 AM EDT	1 of 1 Attempts Available

1. Choose the type of plan you would like to use.

ACTIVITY

ASSIGNMENTS

Review or hide assignment text. Review additional material, if available. Select from the available plan types to begin. Fill in the plan format and save the plan. You may save only one plan type per assignment. You may view, edit, or change a saved plan type anytime during an active assignment.

Student Leader

PLAN

RESPONSE

Export

Student Leader

Given the many different personalities at a high school and the varying interests of the many students, what kind of a student makes a good leader? What are the qualities that help someone earn the respect of his or her peers? Write an essay in which you describe the qualities of a good student leader.

Outline

List

Idea Tree

Free Writing

Idea Web

Compare & Contrast

Cause & Effect

Persuasive

Using an outline is a good way to help organize your ideas about the topic. You can plan your main ideas first and then, under each main idea, you can list some examples, reasons, or details that help support this main idea.

Clear All

Start a New Plan

Thesis

A: Main Idea

1: Support

2: Support

3: Support

Add Row

2. Type your outline into the plan.
3. Click **<Save>** at the bottom of the page to save your writing plan.
4. Click **<Start Response>** to continue to the response tab.



NOTE: If the **<Save>** button was not selected before clicking **<Start Response>**, **Criterion®** will notify you that you have unsaved work that will not be transferred to the Response tab.

4.2.2.2 Start Response

Essays are completed and submitted on the response page. The essay may be typed, or copied and pasted, into the text box at the bottom of the page.

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HOME CLIENT SERVICES | RESOURCES | HELP

Anna Brown Student Sign Out

Class: South School District, South High School, AP English 20 Go

AP English 2013-14

Welcome to AP English 2013-14! Please email me your password and security question and answer once you have self-registered!

ACTIVITY ASSIGNMENTS

Plan: Select a plan type to get started.
Response: Review or hide assignment text and instructions. Review additional material, if available. Dialogue for each assignment includes instructors and peers assigned for review. Enter response text in the editor below. Save a draft to work on later.
Submit and view attempt results.

Student Leader Attempt # 1

PLAN RESPONSE Export

Student Leader

Given the many different personalities at a high school and the varying interests of the many students, what kind of a student makes a good leader? What are the qualities that help someone earn the respect of his or her peers? Write an essay in which you describe the qualities of a good student leader.

INSTRUCTIONS

ENTERING YOUR ESSAY

When you are ready to write your essay, you can type it directly into the Essay Entry Screen, or you can write the essay in a word-processing application and copy and paste it into the Essay Entry Screen.

Paragraphing is essential. Paragraph breaks are indicated by using the ENTER key to create double-spacing. Using the Tab key to indent will not work, since it has been deactivated. If you are copying and pasting from an outside document, make sure you have not lost the paragraph breaks of the original.

Do not put anything into the Essay Entry Screen except the text of the essay. Do not add your name, date, section, subject, course name or number, or any other information that is not a part of your essay. The scoring engine will interpret this information as sentence fragments which will negatively impact the final score.

You can save your essay and complete it later if you are not finished writing during a writing session. When you are completely finished, click <Submit> to have your essay evaluated and retained in your portfolio.

If your instructor has made the **Spell Checker** available, please click the Spell Checker button to check your spelling before submitting your essay. If your instructor has made the **Thesaurus** available, you may use this option to help you avoid repetition of words in your essay.

TIMED ESSAYS

If your instructor has chosen to have your essay timed, a timer will appear. You will have the time specified on the timer to plan and complete your essay. Be sure and leave sufficient time for writing the essay after you have finished planning it. Timed essays do not allow for later revision.

Dialogue

Words: 0 Characters: 0

1. The essay prompt is available at the top of the screen.
2. Instructions for completing the essay are visible to the user.
3. The <Dialogue> button will allow the Student to send a message to the Instructor. A discussion box will appear, displaying the conversation between the Student and Instructor.

ETS Criterion

HOME CLIENT SERVICES | RESOURCES | HELP

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Dialogue

Refresh Send

From Anna - Brown Jan 28, 2014 00:18:13 AM EST Is this enough detail?

Everybody at some point in their life has been torn between what they want to do and what they feel they should do because of what others think or say. The question is can we ever just do what we want to do regardless of that makes us want things and it is our conscious that tell us At this time of the year, every senior who has been accepted to more than one college is racking their brains and deciding which college is the best. Problems such as educational programs of the colleges arise. For instance, I have a friend who is deciding whether to go to Cornell University, UC Berkeley, or UCLA, which in my opinion are all extremely good schools. UCLA offered her a full home, but she'd rather not go there. UC Berkeley and Cornell are what she wants to choose between. It is obvious that she wants to go to Cornell, but the problem is it is a very expensive school. Berkeley, on the other hand, is The problem all comes down to money. She wants to go to Cornell, but that means her parents would have to spend thousands more dollars than if she went to Berkeley. Her parents told her that is fine with them, but her guilt money since her parents will now have to pay for three kids in college. I told her since her parents are fine with it then she should go to Cornell where it will make her the happiest. I've known her for five years now and even though that she is not happy here in California. She needs a chance and choosing what she wants will bring her the happiness she needs. In this case, she did not listen to me and will attend UC Berkeley next fall. Berkeley is still a very good college. many people would die to go

4. Students may format the essay with bold text, italics, underlining, bullets and numbering. They may also use the Spell Check and Thesaurus features before submitting the essay, if the instructor allowed these features for the assignment.
5. Click **<Save>** to keep a draft of the essay. The student will remain on the same page to continue writing.



NOTE: Timestamps of the last auto-save of a response is viewable to students. This feature was added so that students will know that their web connection is active. If *auto-save* does not refresh after five minutes, students should copy and paste the essay into another source as a precaution. If the web connection has been lost, the student will not be able to submit the essay. In the event that the web connection is lost, Criterion System Requirements (available on the Criterion log in page) should be verified.

Everybody at some point in their life has been torn between what they want to do and what they feel they should that makes us want things and it is our conscious that tell us At this time of the year, every senior who has been an educational programs of the colleges arise. For instance, I have a friend who is deciding whether to go to Cornell home, but she'd rather not go there. UC Berkley and Cornell are what she wants to choose between. It is obvious The problem all comes down to money. She wants to go to Cornell, but that means her parents would have to spend money since her parents will now have to pay for three kids in college. I told her since her parents are fine with it that she is not happy here in California. She needs a change and choosing what she wants will bring her the happiness there, but she doesn't seem to be all that happy about her decision. Another example is Keri Strug at the Summer vault and it would not be wise to vault again, but she had worked all her life to get where she was. It was her dream about it so she wouldn't injure herself further. As we all know, she went for what she wanted and got it. Not only what they want to do and what they feel they should do because of what others think or say. The question is can what we want isn't always the right thing or better for us and others around us. In my opinion there are definitely lives.

Timestamps of the Last Auto-save of a Response is Viewable to Students

Saved: Jan 29, 2014 10:19:47 AM EST

Save

6. Click **<Submit>** to complete the writing process and have Criterion evaluate the essay.
7. Once the essay has been submitted, the **Results** tab will display.

4.2.2.3 Results & Revise

Criterion provides students with a Criterion Score Analysis and Feedback Analysis.



NOTE: Results will only be Visible to you in enabled by your instructor.

AP English 2013-14

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Anna Brown Student Sign Out

Class: South School District, South High School, AP English 2013 Go

ACTIVITY ASSIGNMENTS

Plan: Review saved plans, edit or save a new plan.
 Response: Review trait feedback highlights to view Writer's Handbook suggestions. Revise and edit this attempt if more attempts are available. Save as a draft or submit as a new attempt.
 Results: Review available results, for score and feedback analysis for the submitted attempt. Export this assignment attempt and its contents before class expires.

Advice to Freshman Attempt # 2

PLAN RESPONSE RESULTS Export

Score Analysis [Feedback Analysis](#)

The Criterion score reflects the overall quality of the writing. It is a single numerical score given to the essay as a whole. Scores range from 1 to 6 or 1 to 4, with 1 being the lowest score.
 The Criterion score is aligned to each grade/level based on models built from essays previously scored by human readers. The Criterion score should never be equated with a grade or mark, which takes into account everything about the essay, including content.

Criterion Score

5/6

You have solid writing skills and something interesting to say.
 Your essay:
 Responds more effectively to some parts of the topic or task than to other parts

- Shows some depth and complexity in your thinking
- Organizes and develops your ideas with reasons and examples that are appropriate
- Uses the range of language and syntax available to you
- Uses grammar, mechanics, or sentence structure with hardly any error

Writer's Sample Score Guide

Trait Levels

Word Choice	Grammar, Usage and Mechanics - Conventions	Organization, Development and Style
Proficient	Proficient	Proficient
Writing at the Proficient level contains simple words used correctly with some specific word choices.	Writing at the Proficient level contains some errors, but they do not generally prevent understanding.	Writing at the Proficient level provides a clear sequence of pieces of information that are related to each other. Sentences are simple, but some sentence variety is demonstrated.

Trait Level Handbook

1. The Criterion Score, visible via the **Score Analysis** link (see above), reflects the overall quality of the writing compared to other essays written at the same grade level. To learn more about the score, read the description given and refer to your [Writer's Handbook](#).
2. The Trait Level score (see above) indicates if your writing skills are Developing, Proficient, or Advanced in regard to word choice, conventions, and organization, development and style.
3. Sample Essays and the Score Guide are available on the right side of the screen. On the right side of your screen (see above) is the **Writer's Sample** and **Score Guide**. Refer to the **Writer's Sample** to view an essay that is an example of good writing at your grade level. Refer to the **Score Guide** to view the full scoring guide.
4. Click on the **Feedback Analysis** link to view a graphic summary of error types and the number of errors for each type. Click on each error type within the graph to learn more about each type of error. The context-sensitive section of the Writer's Handbook pertains to the error and provides a more complete "lesson" on the error and its correction. A Writer's Handbook link is available on the right side of the screen.

Plan: Review saved plans, edit or save a new plan.
Response: Review trait feedback highlights to view Writer's Handbook suggestions. Revise and edit this attempt if more attempts are available. Save as a draft or submit as a new attempt.
Results: Review available results, for score and feedback analysis for the submitted attempt. Export this assignment attempt and its contents before class begins.

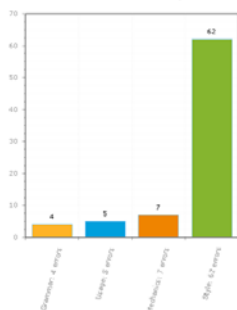
Score Analysis Feedback Analysis

Trait feedback is provided in five key categories: Organization & Development, Grammar, Usage, Mechanics, and Style. The feedback is used to guide the process of revision. The graphic summary of error types shows the number of errors for each type. The roll-over message gives a brief description of the error and guidance for its correction. The context-sensitive section of the Writer's Handbook pertains to the error and provides a more complete "lesson" on the error and its correction.

All Feedback

Writer's Handbook

Trait Feedback Analysis



Writer's Handbook
Section: Grammar

Purpose of this section

This section provides information on the following grammar errors:

- Fragments
- Run-on Sentences
- Garbled Sentences
- Subject-Verb Agreement Errors
- Verb Form Errors
- Pronoun Errors
- Possessive Errors
- Wrong or Missing Words
- Proofread This!

Criterion can provide feedback on many grammatical and sentence structure errors, but not all of them. Use this section to help you correct errors. Check with your instructor if you do not understand how to revise the errors that are highlighted.

Some grammar errors are caused by misspelling or mistakes in typing. When Criterion identifies a typing or spelling error that might be causing a grammar error, the feedback message will let you know. The feedback in Proofread This! points out errors that are difficult to name or classify. Often these errors occur when a word is missing, an extra word is added, or the wrong form of the word is used.

Plan: Review saved plans, edit or save a new plan.
Response: Review trait feedback highlights to view Writer's Handbook suggestions. Revise and edit this attempt if more attempts are available. Save as a draft or submit as a new attempt.
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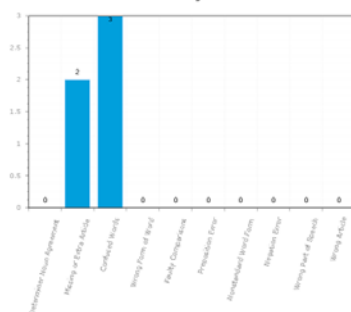
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All Feedback

Writer's Handbook

Usage



Writer's Handbook
Section: Usage

Purpose of this section

This section provides information on the following usage errors:

- Determiner Noun Agreement
- Article Errors
- Confused Words
- Wrong Form of Word
- Faulty Comparisons
- Nonstandard Word Form
- Negation Error
- Wrong Part of Speech

Criterion can provide feedback on a variety of usage errors, but not all of them. Use this section to help you correct errors. Check with your instructor if you do not understand how to revise the errors that are highlighted.

Some usage errors are caused by misspelling or mistakes in typing. When Criterion identifies an error, the feedback message will inform you if the error has been caused by a misspelling or a typo.

5. Click on the **Response** tab to view specific trait feedback.

ETS Criterion

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ACTIVITY ASSIGNMENTS

Plan: Review saved plans, edit or save a new plan.
Response: Review trait feedback highlights to view Writer's Handbook suggestions. Revise and edit this attempt if more attempts are available. Save as a draft or submit as a new attempt.
Results: Review available results, for score and feedback analysis for the submitted attempt. Export this assignment attempt and its contents before class begins.

Advice to Freshman Attempt # 2

PLAN RESPONSE RESULTS Export

Score Analysis Feedback Analysis

Trait feedback is provided in five key categories: Organization & Development, Grammar, Usage, Mechanics, and Style. The feedback is used to guide the process of revision. The graphic summary of error types shows the number of errors for each type. The roll-over message gives a brief description of the error and guidance for its correction. The context-sensitive section of the writer's Handbook pertains to the error and provides a more complete "lesson" on the error and its correction.

All Feedback

Usage

Writer's Handbook
Section: Usage

Purpose of this section

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- Determiner Noun Agreement
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Criterion can provide feedback on a variety of usage errors, but not all of them. Use this section to help you correct errors. Check with your instructor if you do not understand how to revise the errors that are highlighted.
Some usage errors are caused by misspelling or mistakes in typing. When Criterion identifies an error, the feedback message will inform you if the error has been caused by a misspelling or a typo.

Writer's Handbook

6. The horizontal menu contains the major trait feedback categories, including Organization & Development, Grammar, Usage, Mechanics, and Style. The number in parentheses indicates the number of errors for each trait category.

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Advice to Freshman Attempt # 2

PLAN RESPONSE RESULTS Export

Advice to Freshman

As a senior, you will soon be graduating from your high school. What advice would you give a freshman at your school to help them have happy, productive years in high school? Write an essay detailing the experiences and advice you feel would be helpful to someone beginning his or her high school years.

Organization & Development Grammar (1) Usage (8) Mechanics (7) Style (82)

Organization & Development

Everybody at some point in their life has been torn between what they want to do and what they feel they should do because of what others think or say. The question is can we ever just do what we want to do regardless of what others around us say. It's human nature that makes us want things and it is our conscious that tell us. At this time of the year, every senior who has been accepted to more than one college is racking their brains and deciding which college is the best. Problems such as money, proximity to home, and the educational programs of the colleges arise. For instance, I have a friend who is deciding whether to go to Cornell University, UC Berkeley, or UCLA, which in my opinion are all extremely good schools. UCLA offered her a full ride to their school and it is also close to home, but she'd rather not go there. UC Berkeley and Cornell are what she wants to choose between. It is obvious that she wants to go to Cornell, but the problem is it is a very expensive school. Berkeley, on the other hand, is not as expensive, but it is second on her list. The problem all comes down to money. She wants to go to Cornell, but that means her parents would have to spend thousands more dollars than if she went to Berkeley. Her parents told her that is fine with them, but her guilty conscious is telling her that it is too much money since her parents will now have to pay for three kids in college. I told her since her parents are fine with it then she should go to Cornell where it will make her the happiest. I've known her for five years now and even though we are good friends it is very clear to me that she is not happy here in California. She needs a change and choosing what she wants will bring her the happiness she needs. In this case, she did not listen to me and will attend UC Berkeley next fall. Berkeley is still a very good college, many people would die to go there, but she doesn't seem to be all that happy about her decision. Another example is Keri Struss at the Summer Olympics in Atlanta. Even though later we found out she didn't have to do the vault, she didn't know it at the time. She had already hurt herself on the first vault and it would not be wise to vault again, but she had worked all her life to get where she was. It was her dream to win the gold, she wanted it. The pressure was all on her. It was either go for what she wanted and win the gold or do what she should do and forget about it so she wouldn't injure herself further. As we all know, she went for what she wanted and got it. Not only was she and her teammates happy, but so was all of the people living United States of America. Everybody at some point in their life has been torn between what they want to do and what they feel they should do because of what others think or say. The question is can we ever just do what we want to do regardless of what others around us say. It's human nature that makes us want things and it is our conscious that tell us what we want isn't always the right thing or better for us and others around us. In my opinion there are definitely circumstances in which it is better to forget what we should do and go ahead and do what we want to, if we do not there would be little to no happiness in our lives.

Revises

7. Select a **Feedback Category** to view a list of possible errors. In this example, **Grammar** is selected. The menu expands to display each feedback type. The number of errors for each feedback type is indicated in parentheses.

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ACTIVITY ASSIGNMENTS

Plan: Review saved plans, edit or save a new plan.
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Advice to Freshman Attempt # 2

PLAN RESPONSE RESULTS

Advice to Freshman

As a senior, you will soon be graduating from your high school. What advice would you give a freshman at your school to help them have happy, productive years in high school? Write an essay detailing the experiences and advice you feel would be helpful to someone beginning his or her high school years.

Organization & Development Grammar (1) Usage (8) Mechanics (7) Style (62)

Fragments (1)

Run-on Sentences

Garbled Sentences

Subject-Verb Agreement

Ill-formed Verbs (3)

Pronoun Errors

Possessive Errors

Wrong or Missing Word

Proofread This!

Review

8. Select a **Feedback Type** to review the errors within your essay. In this example, **Ill-formed Verbs** is selected.

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ACTIVITY ASSIGNMENTS

Plan: Review saved plans, edit or save a new plan.
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Advice to Freshman Attempt # 2

PLAN RESPONSE RESULTS

Advice to Freshman

As a senior, you will soon be graduating from your high school. What advice would you give a freshman at your school to help them have happy, productive years in high school? Write an essay detailing the experiences and advice you feel would be helpful to someone beginning his or her high school years.

Organization & Development Grammar (1) Usage (8) Mechanics (7) Style (62)

Fragments (1)

Run-on Sentences

Garbled Sentences

Subject-Verb Agreement

Ill-formed Verbs (3)

Pronoun Errors

Possessive Errors

Wrong or Missing Word

Proofread This!

Review

9. *The **Response** tab updates to display all possible errors for the selected **Feedback Type**. Errors are highlighted and roll over notes provide details on each error.

Organization & Development Grammar (4) Usage (5) Mechanics (7) Style (62) Writer's Handbook

Ill-formed Verbs (0)

This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.

Everybody at some point in their life has been torn between what they want to do and what they feel they should do because of what others think or say. The question is **can** we ever just do what we want to do regardless of what others around us say. It's human nature that makes us want things and it is our conscious that tell us. At this time of the year, every senior who has been accepted to more than one college is racking their brains and deciding which college is the best. Problems such as money, proximity to home, and the educational programs of the colleges arise. For instance, I have a friend who is deciding whether to go to Cornell University, UC Berkeley, or UCLA, which in my opinion are all extremely good schools. UCLA offered her a full ride to their school and it is also close to home, but she'd rather not go there. UC Berkeley and Cornell are what she wants to choose between. It is obvious that she wants to go to Cornell, but the problem is it is a very expensive school. Berkeley, on the other hand, is not as expensive, but it is second on her list. The problem all comes down to money. She wants to go to Cornell, but that means her parents would have to spend thousands more dollars than if she went to Berkeley. Her parents told her that is fine with them, but her guilty conscious is telling her that it is too much money since her parents will now have to pay for three kids in college. I told her since her parents are fine with it then she should go to Cornell where it will make her the happiest. I've **know** her for five years now and even though we are good friends it is very clear to me that she is not happy here in California. She needs a change and choosing what she wants will bring her the happiness she needs. In this case, she did not listen to me and will attend UC Berkeley next fall. Berkeley is still a very good college, many people would die to go there, but she doesn't seem to be all that happy about her decision.

Another example is Keri Strug at the Summer Olympics in Atlanta. Even though later we found out she didn't have to do the vault, she didn't know it at the time. She had already hurt herself on the first vault and it would not be wise to vault again, but she had worked all her life to get where she was. It was her dream to win the gold, she wanted it. The pressure was all on her. It was either go for what she wanted and win the gold or do what she should do and forget about it so she wouldn't injure herself further. As we all know, she went for what she wanted and got it. Not only was she and her teammates happy, but so was all of the people living United States of America.

Everybody at some point in their life has been torn between what they want to do and what they feel they should do because of what others think or say. The question is **can** we ever just do what we want to do regardless of what others around us say. It's human nature that makes us want things and it is our conscious that tell us what we want isn't always the right thing or better for us and others around us. In my opinion there are definitely circumstances in which it is better to forget what we should do and go ahead and do what we want to. if we do not there would be little to no happiness in our lives.

Revise



NOTE: Refer to the **Writer's Handbook** if you wish to view additional information on the errors that have been identified in your essay.

- To correct and improve the essay, click the **<Revise>** button at the bottom of the screen. A screen asking you to confirm that you would like to continue will appear. Click, "Ok."



NOTE: The **<Revise>** button will only be available to you if your instructor has allowed multiple attempts for the assignment. If you are completing a timed assignment, you will not be able to revise your essay.

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CLASS: South School District, South High School, AP English 2014 Go

AP English 2013-14

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ACTIVITY ASSIGNMENTS

Plan: Review saved plans, edit or save a new plan.
Responses: Review your feedback highlights to view Writer's Handbook suggestions. Revise and edit this attempt if more attempts are available. Save as a draft or submit as a new attempt.
Results: Review available results, for score and feedback analysis for the submitted attempt. Export this assignment attempt and its comments before class expires.

Advice to Freshman Attempt # 1

PLAN RESPONSE RESULTS Export

Advice to Freshman

As a senior, you will soon be graduating from your high school. What advice would you give a freshman at your school to help them have happy, productive years in high school? Write an essay detailing the experiences and advice you feel would be helpful to someone beginning his or her high school years.

Dialogue

Organization & Development Grammar (6) Usage (6) Mechanics (7) Style (21) Writer's Handbook

Ill-formed Verbs (3)

Everybody at some point in their life has been torn between what they want to do and what they feel they should do because of what others think or say. The question is **can** we ever just do what we want to do regardless of what others around us say. It's human nature that makes us want things and it is our conscious that tell us. At this time of the year, every senior who has been accepted to more than one college is racking their brains and deciding which college is the best. Problems such as money, proximity to home, and the educational programs of the colleges arise. For instance, I have a friend who is deciding whether to go to Cornell University, UC Berkeley, or UCLA, which in my opinion are all extremely good schools. UCLA offered her a full ride to their school and it is also close to home, but she'd rather not go there. UC Berkeley and Cornell are what she wants to choose between. It is obvious that she wants to go to Cornell, but the problem is it is a very expensive school. Berkeley, on the other hand, is not as expensive, but it is second on her list. The problem all comes down to money. She wants to go to Cornell, but that means her parents would have to spend thousands more dollars than if she went to Berkeley. Her parents told her that is fine with them, but her guilty conscious is telling her that it is too much money since her parents will now have to pay for three kids in college. I told her since her parents are fine with it then she should go to Cornell where it will make her the happiest. I've **know** her for five years now and even though we are good friends it is very clear to me that she is not happy here in California. She needs a change and choosing what she wants will bring her the happiness she needs. In this case, she did not listen to me and will attend UC Berkeley next fall. Berkeley is still a very good college, many people would die to go there, but she doesn't seem to be all that happy about her decision. Another example is Keri Strug at the Summer Olympics in Atlanta. Even though later we found out she didn't have to do the vault, she didn't know it at the time. She had already hurt herself on the first vault and it would not be wise to vault again, but she had worked all her life to get where she was. It was her dream to win the gold, she wanted it. The pressure was all on her. It was either go for what she wanted and win the gold or do what she should do and forget about it so she wouldn't injure herself further. As we all know, she went for what she wanted and got it. Not only was she and her teammates happy, but so was all of the people living United States of America. Everybody at some point in their life has been torn between what they want to do and what they feel they should do because of what others think or say. The question is **can** we ever just do what we want to do regardless of what others around us say. It's human nature that makes us want things and it is our conscious that tell us what we want isn't always the right thing or better for us and others around us. In my opinion there are definitely circumstances in which it is better to forget what we should do and go ahead and do what we want to. if we do not there would be little to no happiness in our lives.

Revise

- Criterion®** will split the screen so that you can move between the previous version and the new text box. Click **<Submit>** when you are ready to have Criterion evaluate your revised essay.

ETS Criterion

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Anna Brown Student Sign Out

Class: South School District, South High School, AP English 201* Sign Out

AP English 2013-14

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ACTIVITY ASSIGNMENTS

Plan: Select a plan type to get started.
Response: Review or hide assignment text and instructions. Review additional material, if available. Dialogue for each assignment includes instructors and peers assigned for review. Enter response text in the editor below. Save a draft to work on later. Submit and view attempt results.

Advice to Freshman Attempt # 3

PLAN RESPONSE Export

Advice to Freshman

As a senior, you will soon be graduating from your high school. What advice would you give a freshman at your school to help them have happy, productive years in high school? Write an essay detailing the experiences and advice you feel would be helpful to someone beginning his or her high school years.

Dialogue

Organization & Development Grammar (1) Usage (6) Mechanics (7) Style (52)

Writer's Handbook

Words: 642 Characters: 2190

Spell Check Thesaurus

Organization & Development

Everybody at some point in their life has been torn between what they want to do and what they feel they should do because of what others think or say. The question is can we ever just do what we want to do regardless of what others around us say. It's human nature that makes us want things and it is our conscious that tell us.

(At this time of the year, every senior who has been accepted to more than one college is racking their brains and deciding which college is the best. Problems such as money, proximity to home, and the educational programs of the colleges arise. For instance, I have a friend who is deciding whether to go to Cornell University, UC Berkeley, or UCLA, which in my opinion are all extremely good schools. UCLA offered her a full ride to their school and it is also close to home, but she'd rather not go there. UC Berkeley and Cornell are what she wants to choose between. It is obvious that she wants to go to Cornell, but the problem is it is a very expensive school. Berkeley, on the other hand, is not as expensive, but it is second on her list. The problem all comes down to money. She wants to go to Cornell, but that means her parents would have to spend thousands more dollars than if she went to Berkeley. Her parents told her that is fine with them, but her guilty conscious is telling her that it is too much money since her parents will now have to pay for three kids in college. I told her since her parents are fine with it then she should go to Cornell where it will make her the happiest. I've known her for five years now and even though we are good friends it is very clear to me that she is not happy here in California. She needs a change and choosing what she wants will bring her the happiness she needs. In this case, she did not listen to me and will attend UC Berkeley next fall. Berkeley is still a very good college, many people would die to go there, but she doesn't seem to be all that happy about her decision.

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Save Submit

4.2.2.4 Peer Review

When Peer Review is available on an assignment, your peer group member's names will be visible in the Peer Review Column on your Class' **Assignments** tab. Students' names are in bold once they have submitted an essay on that particular assignment.

- To begin Peer Review, click on the name of the student whose essay you would like to view (see below). Names of students that are not in blue have not yet submitted their essays and therefore, are not yet for Peer Review.

ETS Criterion

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Anna Brown Student Sign Out

Class: South School District, South High School, AP English 201* Sign Out

AP English 2013-14

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ACTIVITY ASSIGNMENTS

Select an Assignment to view assignment text. Timed assignments will not display assignment text. Start a plan or view a saved plan. Start a response or view a previously submitted response attempt. You may revise any existing attempt. View available results for submitted attempts.

Select a peer review name to review and comment on their submitted attempt.

Print

Assignment	Plan	Response	Results	Peer Review	Start Date	End Date	Status
Student Leader	Start Plan	Saved Draft - Jan 29, 2014 10:26:52 AM EST		Brian Harper Paul Jones Sarah Cooper	Dec 08, 2013 02:52:59 PM EST	Oct 31, 2016 11:59:59 PM EDT	10 of 10 Attempts Available
Advice to Freshman	Start Plan	Saved Revise - Jan 29, 2014 10:50:39 AM EST Attempt 2 - Jan 29, 2014 10:02:59 AM EST Attempt 1 - Jan 29, 2014 10:02:15 AM EST	(Edit) Advisory	Brian Harper Landon Houlston Paul Jones Sarah Cooper	Nov 14, 2013 10:24:32 AM EST	Oct 31, 2015 11:59:59 PM EDT	9 of 10 Attempts Available
Special Place	Start Plan	Start Response			Nov 14, 2013 10:21:12 AM EST	Oct 31, 2015 08:00:00 AM EDT	1 of 1 Attempts Available

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ETS
Enriching Learning. Leading?

- Select a word in your peer's essay that you would like to comment on and click the **<Add Comment>** button.

Welcome to AP English 2013-14! Please email me your password and security question and answer once you have self-registered!

ACTIVITY ASSIGNMENTS

Make Comments: Highlight a set of text within the attempt below. Add Comment and enter the comment text. Select a comment to edit or remove it. Save all comments.

Peer Review: Brian Harper

Student Leader Attempt # 4

Response

Student Leader

Given the many different personalities at a high school and the varying interests of the many students, what kind of a student makes a good leader? What are the qualities that help someone earn the respect of his or her peers? Write an essay in which you describe the qualities of a good student leader.

Comments

Dialogue

Add Comment Remove Comment

Everybody at some point in their life has been torn between what they want to do and what they feel they should do because of what others think or say. The question is can we ever just do what we want to do regardless of what others around us say. It's human nature that makes us want things and it is our conscious that tell us

At this time of the year, every senior who has been accepted to more than one college is racking their brains and deciding which college is the best. Problems such as money, proximity to home, and the educational programs of the colleges arise. For instance, I have a friend who is deciding whether to go to Cornell University, UC Berkeley, or UCLA, which in my opinion are all extremely good schools. UCLA offered her a full ride to their school and it is also close to home, but she'd rather not go there. UC Berkeley and Cornell are what she wants to choose between. It is obvious that she wants to go to Cornell, but the problem is it is a very expensive school. Berkeley, on the other hand, is not as expensive, but it is second on her list. The problem all comes down to money. She wants to go to Cornell, but that means her parents would have to spend thousands more dollars than if she went to Berkeley. Her parents told her that is fine with them, but her guilty conscious is telling her that it is too much money since her parents will now have to pay for three kids in college. I told her since her parents are fine with it then she should go to Cornell where it will make her the happiest. I've know her for five years now and even though we are good friends it is very clear to me that she is not happy here in California. She needs a change and choosing what she wants will bring her the happiness she needs. In this case, she did not listen to me and will attend UC Berkeley next fall. Berkeley is still a very good college, many people would die to go there, but she doesn't seem to be all that happy about her decision.

Another example is Keri Strug at the Summer Olympics in Atlanta. Even though later we found out she didn't have to do the vault, she didn't know it at the time. She had already hurt herself on the first vault and it would not be wise to vault again, but she had worked all her life to get where she was. It was her dream to win the gold, she wanted it. The pressure was all on her. It was either go for what she wanted and win the gold or do what she should do and forget about it so she wouldn't injure herself further. As we all know, she went for what she wanted and got it. Not only was she and her teammates happy, but so was all of the people living United States of America.

Everybody at some point in their life has been torn between what they want to do and what they feel they should do because of what others think or say. The question is can we ever just do what we want to do regardless of what others around us say. It's human nature that makes us want things and it is our conscious that tell us what we want isn't always the right thing or better for us and others around us. In my opinion there are definitely circumstances in which it is better to forget what we should do and go ahead and do what we want to, if we do not there would be little to no happiness in our lives.

3. The page refreshes; the **Manage Comments** text field displays to the right of the essay. Type your comments and click **<Enter>**.

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ACTIVITY ASSIGNMENTS

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Peer Review: Brian Harper

Student Leader Attempt # 4

Response

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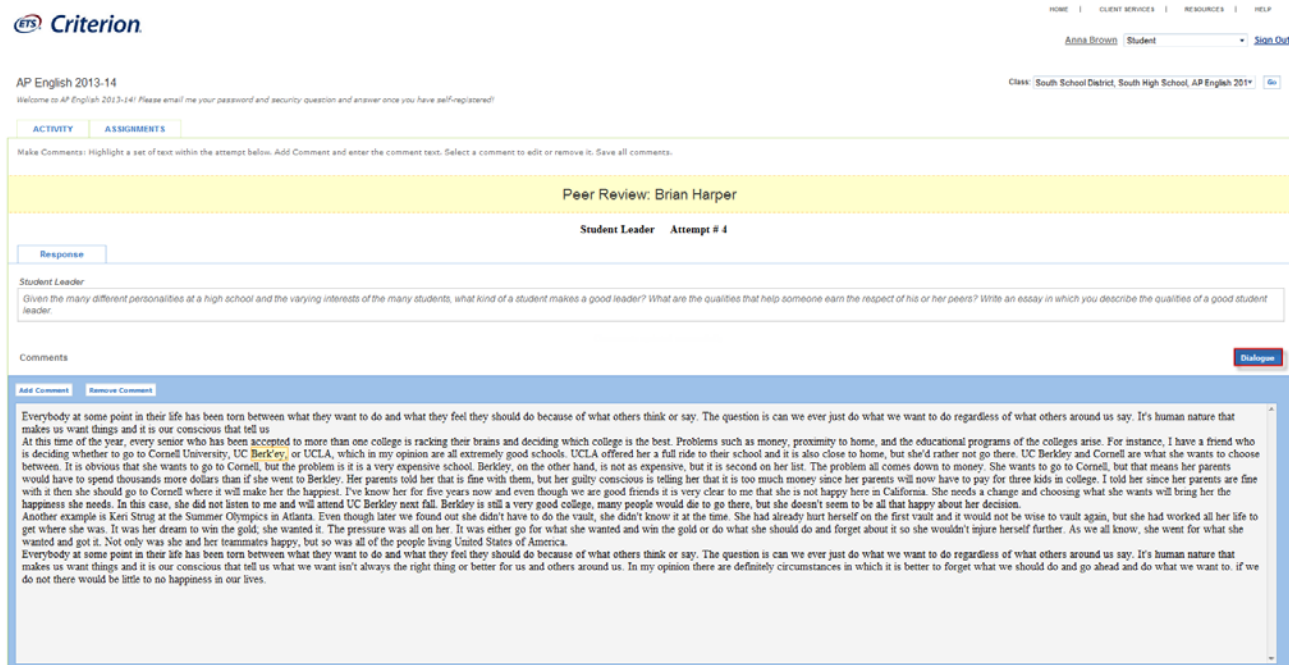
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Manage Comments

Check spelling

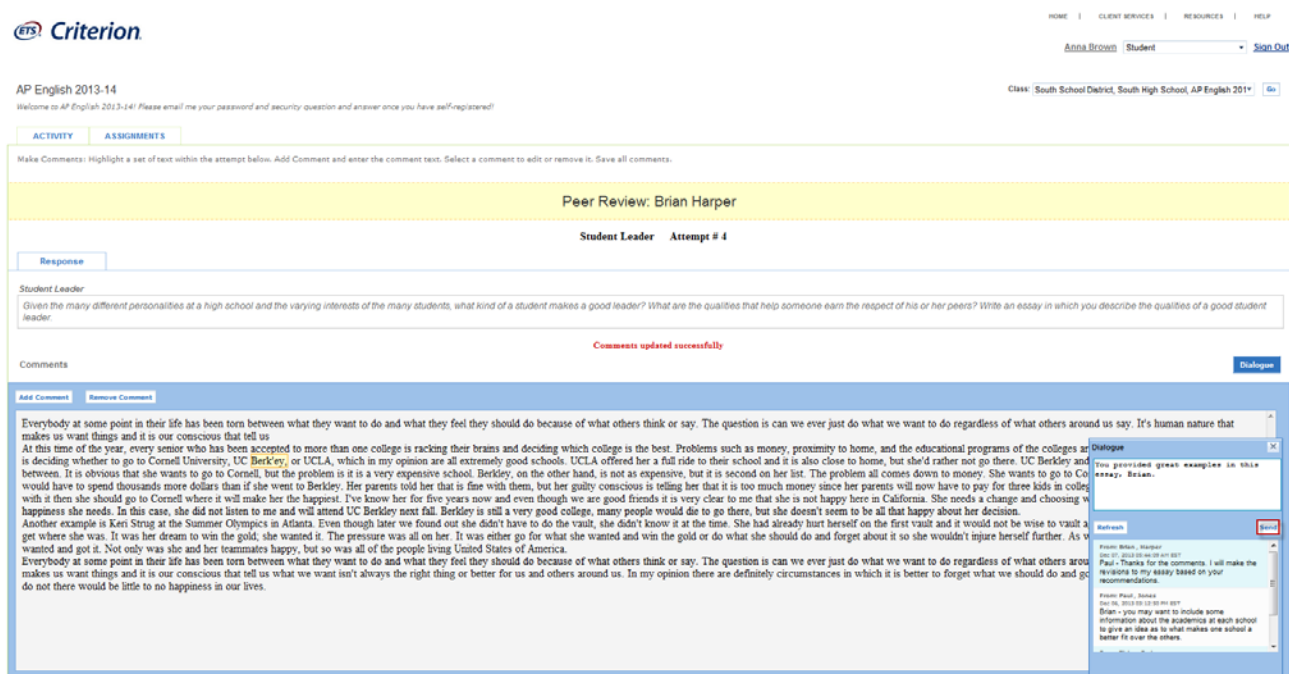
Cancel Clear Enter

4. Click **"Save"** to keep the feedback. Your fellow student will now see your comments when they roll their cursor over the highlighted text.
5. To delete a comment, click on the highlighted text and click the **<Remove Comment>** button.
6. To discuss a peer's assignment in a dialogue, complete step 1 and then click the **<Dialogue>** button on the right side of your screen.



The screenshot shows the Criterion Peer Review interface. At the top, the ETS Criterion logo is on the left, and navigation links (HOME, CLIENT SERVICES, RESOURCES, HELP) are on the right. Below the logo, the user is logged in as Anna Brown, a Student, with a Sign Out link. The page title is "AP English 2013-14" with a welcome message. The main content area is titled "Peer Review: Brian Harper" and "Student Leader Attempt # 4". It shows a "Response" section with a prompt: "Given the many different personalities at a high school and the varying interests of the many students, what kind of a student makes a good leader? What are the qualities that help someone earn the respect of his or her peers? Write an essay in which you describe the qualities of a good student leader." Below this is a "Comments" section with a text area containing a long paragraph of feedback. A "Dialogue" button is visible in the top right of the comments area.

- The page refreshes to display the **Dialogue** window. The dialogue can include discussion between the student owner of the essay, other peers, or the instructor. Make your entry in the **Dialogue** window and then click the **<Send>** button.



This screenshot shows the same Criterion Peer Review interface as the previous one, but with the "Dialogue" window open. The "Comments" section now displays a red message: "Comments updated successfully". The "Dialogue" window is a pop-up that shows a list of messages between the student and others. The messages include a thank you from the student and a response from the instructor. The window has a "Refresh" button and a "Close" button.

- The **Dialogue** window updates to display your comments. All **Dialogue** becomes part of the history of the essay.



NOTE: To view all **Dialogue** and **Comments** from your peers &/or instructor on your own essays, refer to section 4.2.1.