ESL PLACEMENT TEST

DIRECTIONS

1. On the outside of your bluebook, please write: your name
   your student identification number
   today's date

2. You have 75 minutes (1 1/4 hour) to read, plan, write, and proofread your writing.
   (EXCEPTION: even if you arrive late, you must submit your exam along with others.)

3. You may use any kind of dictionary, but no other documents or electronic devices will be
   permitted. You may keep a watch and a pen or pencil.

4. You may mark this paper to help you think and write.

5. Your essay will be evaluated by how fully you discuss the topic you choose and the
   complexity and accuracy of your English.

Students who use most of the 75 minutes to write longer, controlled essays that show complex
thinking in complex and accurate English often receive higher scores.

--------------------------------- Assessment Criteria ---------------------------------

For your information, we have listed the major questions the instructors will consider when
assessing your essay. Essays that fulfill these criteria tend to receive higher scores.

• Did you effectively follow the instructions?

• Did you briefly explain the main idea of the text you read for this exam?

• Does your essay show that you understand the text?

• Does your essay clearly present your personal viewpoint?

• Does your thesis reflect a meaningful engagement with the author's main ideas? Please note
  that you may agree or disagree with the author.

• Did you refer to the text by quoting it?

• Did you effectively explain the quotations you used?

• Did you substantially develop your ideas to support your viewpoint?

• Did you organize your essay effectively? Did you include an introduction, a body, and a
  conclusion?
• Did you carefully edit your essay to make your meaning clear and reduce errors?

Prompt:

The following passage is adapted from *Transforming Communication* by Richard Bolstad and Margot Hamblett:

The word *power* can refer to a type of personal energy which can be exerted over others, with or without their consent. Everyone has a certain amount of power and people can exercise power without endangering anyone else. But power over others – the ability to reward and punish, to meet someone’s needs pt not to meet them, to even create situations demanding obedience – involves great risk.

One obvious way people use their power over people is to force others to obey and act in certain ways through punishment. Most people know ways they could punish their family members or friends if they really wanted to. At times, punishment achieves the desired result. And, the punisher may feel better for having gotten her/his feelings out. But what results does it have for the person who is punished? An enormous number of studies conducted since the 1940s have looked at the actual effects of punishment. The most important fact, confirmed again and again, is that punishment produces feelings of anger, both overt and hidden, which are often expressed as aggression; increased violence is the most guaranteed effect of physical punishment. Research also shows that people who are punished will do everything possible to avoid contact with the person whom they see as punishing – from avoiding answering questions, or sulking, to running away physically. The “lesson” that punishment teaches most effectively is that some people are more powerful and that their power can be used to hurt others.

Write an essay in which you discuss Bolstad and Hamblett’s ideas about power and punishment. Connect Bolstad and Hamblett’s ideas with a detailed, specific example from your own experience or observation, and work with the passage’s main points by using one or two specific quotations from it as part of your discussion.