

WRITING PLACEMENT TEST

PART I: Readings, Pages 1-4
PART II: Argumentative Essay, Page 5
PART III: Self-Placement Essay, Page 6-7

You must complete all 3 parts of the placement test and then email your 2 essays to:

Writing_Placement@bloomfield.edu

Essays must be shared either through a pdf, MS Word document, or in the body of your email.

PART I: Reading

Read the following article about how schools have been responding to the rise of ChatGPT. When you finish the article, you will be asked to write an argumentative essay based on it. The essay instructions can be found on page 7. Note, it should take you around 7-10 minutes to read the article.

Roose, K. (2023, January 12). Don't ban ChatGPT in schools. Teach with it. *The New York Times*. <https://www.nytimes.com/2023/01/12/technology/chatgpt-schools-teachers.html>.

Recently, I gave a talk to a group of K-12 teachers and public school administrators in New York. The topic was artificial intelligence, and how schools would need to adapt to prepare students for a future filled with all kinds of capable A.I. tools.

But it turned out that my audience cared about only one A.I. tool: ChatGPT, the buzzy chatbot developed by OpenAI that is capable of writing cogent essays, solving science and math problems and producing working computer code.

ChatGPT is new — it was released in late November — but it has already sent many educators into a panic. Students are using it to write their assignments, passing off A.I.-generated essays and problem sets as their own. Teachers and school administrators have been scrambling to catch students using the tool to cheat, and they are fretting about the havoc ChatGPT could wreak on their lesson plans. (Some publications have [declared](#), perhaps a bit prematurely, that ChatGPT has killed homework altogether.)

Cheating is the immediate, practical fear, along with the bot's propensity to spit out wrong or misleading answers. But there are existential worries, too. One high school teacher told me that he used ChatGPT to evaluate a few of his students' papers, and that the app had provided more detailed and useful feedback on them than he would have, in a tiny fraction of the time.

“Am I even necessary now?” he asked me, only half joking.

Some schools have responded to ChatGPT by cracking down. New York City public schools, for example, recently [blocked ChatGPT access](#) on school computers and networks, citing “concerns about negative impacts on student learning, and concerns regarding the safety and accuracy of content.” Schools in other cities, including Seattle, have also restricted access. (Tim Robinson, a spokesman for Seattle Public Schools, told me that ChatGPT was blocked on school devices in December, “along with five other cheating tools.”)

It’s easy to understand why educators feel threatened. ChatGPT is a freakishly capable tool that landed in their midst with no warning, and it performs reasonably well across a wide variety of tasks and academic subjects. There are legitimate questions about the ethics of A.I.-generated writing, and concerns about whether the answers ChatGPT gives are accurate. (Often, they’re not.) And I’m sympathetic to teachers who feel that they have enough to worry about, without adding A.I.-generated homework to the mix.

But after talking with dozens of educators over the past few weeks, I’ve come around to the view that banning ChatGPT from the classroom is the wrong move.

Instead, I believe schools should thoughtfully embrace ChatGPT as a teaching aid — one that could unlock student creativity, offer personalized tutoring, and better prepare students to work alongside A.I. systems as adults. Here’s why.

It won’t work

The first reason not to ban ChatGPT in schools is that, to be blunt, it’s not going to work.

Sure, a school can block the ChatGPT website on school networks and school-owned devices. But students have phones, laptops and any number of other ways of accessing it outside of class. (Just for kicks, I asked ChatGPT how a student who was intent on using the app might evade a schoolwide ban. It came up with five answers, all totally plausible, including using a VPN to disguise the student’s web traffic.)

Some teachers have high hopes for tools such as GPTZero, a program built by a Princeton student that [claims to be able to detect](#) A.I.-generated writing. But these tools aren’t reliably accurate, and it’s relatively easy to fool them by changing a few words, or using a different A.I. program to paraphrase certain passages.

A.I. chatbots could be programmed to watermark their outputs in some way, so teachers would have an easier time spotting A.I.-generated text. But this, too, is a flimsy defense. Right now, ChatGPT is the only free, easy-to-use chatbot of its caliber. But there will be others, and students will soon be able to take their pick, probably including apps with no A.I. fingerprints.

Even if it were technically possible to block ChatGPT, do teachers want to spend their nights and weekends keeping up with the latest A.I. detection software? Several educators I spoke with said that while they found the idea of ChatGPT-assisted cheating annoying, policing it sounded even worse.

“I don’t want to be in an adversarial relationship with my students,” said Gina Parnaby, the chair of the English department at the Marist School, an independent school for grades seven through 12 outside Atlanta. “If our mind-set approaching this is that we have to build a better mousetrap to catch kids cheating, I just think that’s the wrong approach, because the kids are going to figure something out.”

Instead of starting an endless game of whack-a-mole against an ever-expanding army of A.I. chatbots, here’s a suggestion: For the rest of the academic year, schools should treat ChatGPT the way they treat calculators — allowing it for some assignments, but not others, and assuming that unless students are being supervised in person with their devices stashed away, they’re probably using one.

Then, over the summer, teachers can modify their lesson plans — replacing take-home exams with in-class tests or group discussions, for example — to try to keep cheaters at bay.

ChatGPT can be a teacher’s best friend

The second reason not to ban ChatGPT from the classroom is that, with the right approach, it can be an effective teaching tool.

Cherie Shields, a high school English teacher in Oregon, told me that she had recently assigned students in one of her classes to use ChatGPT to create outlines for their essays comparing and contrasting two 19th-century short stories that touch on themes of gender and mental health: “The Story of an Hour,” by Kate Chopin, and “The Yellow Wallpaper,” by Charlotte Perkins Gilman. Once the outlines were generated, her students put their laptops away and wrote their essays longhand.

The process, she said, had not only deepened students’ understanding of the stories. It had also taught them about interacting with A.I. models, and how to coax a helpful response out of one.

“They have to understand, ‘I need this to produce an outline about X, Y and Z,’ and they have to think very carefully about it,” Ms. Shields said. “And if they don’t get the result that they want, they can always revise it.”

Creating outlines is just one of the many ways that ChatGPT could be used in class. It could write personalized lesson plans for each student (“explain Newton’s laws of motion to a visual-spatial learner”) and generate ideas for classroom activities (“write a script for a ‘Friends’ episode that takes place at the Constitutional Convention”). It could serve as an after-hours tutor (“explain the Doppler effect, using language an eighth grader could understand”) or a debate sparring partner (“convince me that animal testing should be banned”). It could be used as a starting point for in-class exercises, or a tool for English language learners to improve their basic writing skills. (The teaching blog *Ditch That Textbook* has a [long list](#) of possible classroom uses for ChatGPT.)

Even ChatGPT’s flaws — such as the fact that its answers to factual questions are often wrong — can become fodder for a critical thinking exercise. Several teachers told me that they had

instructed students to try to trip up ChatGPT, or evaluate its responses the way a teacher would evaluate a student's.

ChatGPT can also help teachers save time preparing for class. Jon Gold, an eighth grade history teacher at Moses Brown School, a pre-K through 12th grade Quaker school in Providence, R.I., said that he had experimented with using ChatGPT to generate quizzes. He fed the bot an article about Ukraine, for example, and asked it to generate 10 multiple-choice questions that could be used to test students' understanding of the article. (Of those 10 questions, he said, six were usable.)

Ultimately, Mr. Gold said, ChatGPT wasn't a threat to student learning as long as teachers paired it with substantive, in-class discussions.

"Any tool that lets students refine their thinking before they come to class, and practice their ideas, is only going to make our discussions richer," he said.

ChatGPT teaches students about the world they'll inhabit

Now, I'll take off my tech columnist hat for a second, and confess that writing this piece has made me a little sad. I loved school, and it pains me, on some level, to think that instead of sharpening their skills by writing essays about "The Sun Also Rises" or straining to factor a trigonometric expression, today's students might simply ask an A.I. chatbot to do it for them.

I also don't believe that educators who are reflexively opposed to ChatGPT are being irrational. This type of A.I. really is (if you'll excuse the buzzword) disruptive — to classroom routines, to longstanding pedagogical practices, and to the basic principle that the work students turn in should reflect cogitation happening inside their brains, rather than in the latent space of a machine learning model hosted on a distant supercomputer.

But the barricade has fallen. Tools like ChatGPT aren't going anywhere; they're only going to improve, and barring some major regulatory intervention, this particular form of machine intelligence is now a fixture of our society.

"Large language models aren't going to get less capable in the next few years," said Ethan Mollick, a professor at the Wharton School of the University of Pennsylvania. "We need to figure out a way to adjust to these tools, and not just ban them."

That's the biggest reason not to ban it from the classroom, in fact — because today's students will graduate into a world full of generative A.I. programs. They'll need to know their way around these tools — their strengths and weaknesses, their hallmarks and blind spots — in order to work alongside them. To be good citizens, they'll need hands-on experience to understand how this type of A.I. works, what types of bias it contains, and how it can be misused and weaponized.

This adjustment won't be easy. Sudden technological shifts rarely are. But who better to guide students into this strange new world than their teachers?

PART II: Argumentative Placement Essay Instructions

The major goal of the writing program is to teach students to write argumentative papers with a clear thesis, logical development, and correct source use. As such, the College needs to know how well you can perform these tasks before you begin, which is what this section of the placement test is designed to do.

This essay is the first academic impression you will make to the College and to your future writing instructor, so do your best and **remember everything you may have previously learned about thesis statements, topic sentences, counter arguments, quotations, and citations.**

As with most of the essays you write in college, you may seek outside help for this essay. You may consult with family, friends, tutors, and/or teachers. They may give you feedback and help you think of ideas, but ultimately the ideas and writing must be your own. The point of this placement test is to determine what class will best serve your needs. If the essay you send does not reflect your actual writing abilities, then you will struggle in your writing class.

Using the source you were previously provided, write a 2-3 paged (double-spaced) argumentative essay in which you answer the following question:

- **Background:** Over the last few months a new artificial intelligent (AI) program has been released that has the potential to change how writing is conducted and taught. This program, ChatGPT, has alarmed teachers and school officials, and they are now struggling with a coherent response to it.
- **Question: How should schools respond to the rise of ChatGPT?**
- You must use and cite the source that you were provided. Also, please remember that this is an academic essay, so the readers will not be looking for your personal experience. Instead, readers will expect you to mention, quote, and cite the news article that you were given (a work cited page is also expected).

When you are done with the essay, you should email it (as a pdf, MS Word document, or in the body of an email), along with your self-recommendation, to Writing_Placement@bloomfield.edu. Please remember to include your name, and student ID.

PART III: Self-Recommendation Essay Instructions

Now that you have written an argumentative essay based on a reading, you should think about writing it and your other experiences with reading and writing and make a recommendation about which writing class you think you should be in.

You should write a one-page (double spaced) essay in which you recommend the writing course that you think you belong in based on your abilities. You should provide specific supporting evidence for why you belong in the class you chose. Please note, the courses that you can choose from are all college-level and have the same readings and assignments. The only difference is the amount of time spent in the classroom and the number of credits.

The coordinator of the writing program will read your argumentative essay and your recommendation essay to see if the skills evident in your argumentative essay match the class you recommend. If you place yourself at a level that your argumentative essay does not justify, the coordinator of the writing program will contact you for a conversation about your writing placement.

Below are descriptions of the three writing courses from which you may choose. Below the descriptions are behaviors typical of successful students in each class. Use these as a guide for making your choice, and remember to include specific evidence for your choice.

WRITING 106: Accelerated Analytic and Argumentative Writing

About a 20% of new students take this course. It meets twice a week and focuses on writing thesis-based analytic and argumentative papers. Students who pass this course with a C- or better take WRITING 109 the next semester. Students should choose WRT 106 if they:

- Could distinguish between the reading's main points and the supporting evidence.
- Used evidence from the sources in their paper, instead of personal experience.
- Integrated quotes from the provided readings as evidence.
- Felt comfortable planning and organizing the paper.
- Are comfortable reading roughly 10 pages of text for each class.
- Are comfortable writing 5-page papers.
- Are familiar with the ideas of thesis, topic sentence, and counter-argument.
- Are familiar with and use the writing process, including writing multiple drafts for papers.
- Consider themselves good readers and writers.

WRITING 105: Analytic and Argumentative Writing

About 65% of new students take this course. It meets three days a week and focuses on writing thesis-based analytic and argumentative papers. Reading and writing assignments are the same as those assigned in WRITING 106, but students receive more time to complete the assignments and more feedback from instructors. Students who complete WRT 105 with a C- or better take WRT 109 the next semester. Students should choose WRT 105 if they:

- Could mostly distinguish between the readings' main points and the supporting evidence, but sometime became confused by the articles.
- Used evidence from the sources in their paper.
- Provided quotes from the readings, but didn't always fit them in well to the rest of the paper.
- Felt comfortable planning and organizing the paper.
- Are comfortable reading roughly 7 pages of text for each class.
- Are a little nervous about writing 5-page papers.
- Can use the five-paragraph structure to write a paper
- Have used the writing process, including writing multiple drafts for papers.
- Have heard of, but are not completely sure of, the terms "thesis," "topic sentence," and "counter-argument."
- Are sometimes unsure about the correctness of their grammar.
- Consider themselves "ok" readers and writers.

WRITING 102: Enhanced Analytic and Argumentative Writing

About 15% of new students take this class. It meets four times a week and focuses on writing thesis-based analytic and argumentative papers. Reading and writing assignments are the same as those assigned in WRITING 105 & 106, but students receive more time to complete the assignments and more feedback from instructors. Students who pass this course with a C- or better take WRITING 108 the next semester. Students should choose WRT 102 if they:

- Struggled to understand the readings.
- Relied mostly on personal experience, rather than textual evidence, to write their paper
- Had difficulty developing an answer to the placement essay question.
- Are often unsure how to plan and develop a paper.
- Often are not comfortable with knowing when paragraphs should end and begin.
- Are not comfortable writing 5-page essays.
- Are unfamiliar with the terms "thesis," "topic sentence," and "counter-argument."
- Are often unsure about the correctness of their grammar.
- Consider themselves poor readers and writers.

When you are done with the essay, you should email it (as MS Word document, Google Doc, or pdf), along with your argumentative essay, to Writing_Placement@bloomfield.edu. Please remember to include your name, student ID number, date of birth, and address.