

Thank you for your submission

Name:	Sample User	Assessment Korea
Submission date:	02-04-2021 (12:03 GMT+1)	
Writing Style:	Agree/disagree	

Social media is ruining real friendships. To what extent do you agree?

Social networking can connect strangers across the world. As the evolution of communication continues, technology progresses and social networking grows rapidly now and days. Social networks like Instagram, Twitter and Facebook have grown to have billions of users. In fact, in today's society it is necessary or nearly expected to use a social media channel. If not all of these technological communication networks. If you haven't got social media, you might be considered as strange. The increasing use of social networks has had both a negative and positive effects on communication in relationship, this is obvious for me. The purpose of this essay is to answer if social networks are helpful or harmful to relationships. As social networking evolves different aspects of communication suffer.

With the expedient process of becoming to know someone, relationships can rise and fall much quicker. Aside from expediting relationships, there is the factor of getting to know someone for who they really are. All of the sudden a person's life will never give you an accurate representation of reality. We creating the image that we want to convey through our activity on social media. Needles to say, it's much easier to convey the reality that we want to portray on the Internet than to live it in real life.

In a nut shell, people often put the best things about themselves on their social network. As a fact, many show the life they wish they had and pretend they made a small fortune. By default this can be detrimental to relationships because no one is ever transparent or honest. Therefore, The developmental of a fruitful relationship takes effort and it is impossible to reach a level of depth with a person by meticulously parsing his Facebook self. Real relationships and depth cannot be established when merely built online as it might risk to loose your friends.

Collapse

Analytics overview

Summary

Total words: 312	Paragraphs: 4	CEFR level (based on vocabulary)
Recommended: 175	Recommended: 3-6	
Sentences: 18	Time spend: <1 min	
Unique words: 177	Recommended: 40 min	

Individual analysis

Vocabulary

Estimated level (CEFR) of vocabulary

After filtering out word fillers such as 'the', 'a', 'it' etc., Assessment Korea links the key words that were used and places them on the CEFR scale.

Most exam boards, universities, colleges and employers require you to achieve a certain CEFR level in your written communication skills. Understanding at what level you are writing could provide you with clues as to what level your writing is and whether this is sufficient for achieving your language goals.

Comment: This chart shows the distribution of vocabulary categorised per CEFR level. Most exam boards, universities, colleges and employers require you to achieve a certain CEFR level in your written communication skills.

It is natural that most of the words used in the majority of written texts have the highest percentage of relatively simple words classified as A1 or A2 levels. Note that most essays are made up of a blend of common and more sophisticated vocabulary. Taking into consideration the vocabulary patterns in this essay, your CEFR level oscillates around C1. These metrics do not show grammar complexity and are purely based on the vocabulary. Your target for this task was B2, that means you have exceeded the requirement. Excellent!

Average word length

Understanding the number of letters per word is important to determine the level of complexity that has been used in the essay.

The wider the range of vocabulary is used, the clearer and more sophisticated the writing will be. Essays with more sophistication in combination with correctly used words, often score higher in official tests.

Comment: Understanding the number of letters per word is important to determine the level of complexity that has been used in the essay. Essays with more sophistication in combination with correctly used words, often score higher in official tests.

Your average word contains 4.86 letters. Longer words are often recognised as more sophisticated or difficult. The chart shows the frequency of words based on the number of letters. Click the legend buttons to switch on and off comparative values.

Unique words (fillers, unique and repetitive words)

The wider the range of vocabulary you use, the clearer and more sophisticated your writing will be. Therefore, we have separated your vocabulary into unique words, stop words and repetitive words.

Comment: This metrics shows the proportion of Unique Words compared to the proportion of Stop Words and Repetitions in your essay. So-called 'Stop Words' are natural fillers in the English language such as 'a', 'the', 'then' and many others words. They are necessary to build correct sentences, however, they do not contribute to the content. 'Repetition Rate' is an important indicator showing how frequently words are reused in the text. The higher the value, the more times you used the same word. Note that different forms of the same word are counted as a single word. For example words 'working', 'works', 'worked' are counted as one unique word.

The overall Repetition Rate of vocabulary in your essay is 1.99. Whereas, after removing Stop Words, the Repetition Rate is 1.4. This is a good value showing that you use a wider range of vocabulary. Please review words which were repeated multiple times in your essay, for example: ('social', 10), ('relationship', 7), ('network', 5). This list is not exhaustive.

Spelling errors

Comparing the results with an average pass mark at the desired CEFR level, the number of spelling mistakes based on the vocabulary are counted

A higher level of accuracy with fewer mistakes gives a reader confidence in your writing.

Comment: This indicator shows the aggregate number of spelling mistakes. A higher level of accuracy with fewer mistakes gives a reader confidence in the user's writing.

You are making a few spelling errors, which could affect your final grade so you need to be aware of this as you write.

We think that you potentially misspelled the following words: ['rapidly', 'who']. Note that automatic spellcheckers may not be able to correctly capture names or places.

Your use of capitalisation is fine, which gives the reader confidence in your overall accuracy. Please review the following potential issues: ['as'].

Your writing is consistent with British English.

Grammar

Grammar analysis

Grammatical errors get in the way of good writing. You may even be misunderstood if the error is significant.

In this report, various types of errors and warnings are highlighted to help you improve your grammar.

Comment: This chart refers to mistakes made in natural combinations of words that are closely affiliated with each other. Some examples of correct collocations are 'pay attention', 'fast food' or 'make an effort'.

Your vocabulary collocates sufficiently well to show you can use it accurately in context even if you make some mistakes.

Please check the potentially misspelled words: ['obvious for me']. Note that automatic spellcheckers may not be able to correctly capture names or places.

Comment: These metrics refer to mistakes made in the use of spacing, conventional signs, and certain typographical devices as aids to the understanding and correct reading of written text, whether ready silently or aloud.

Your punctuation is good and nothing about it would impede your chances of a high mark in an exam situation.

Here is the list of potential issues: '-', 'By default'.

Comment: The above chart shows a percentage of errors and warnings. The indicators have been aggregated to show the overall grammar performance.

In your essay, we have detected 14 errors and improvement suggestions. That results in 4.4 warnings per every 100 words of your writeup.

The indicators show that your writing is not yet sufficiently accurate or to the point for it to be considered for good marks in an exam situation. The indicators show that your writing is not yet sufficiently accurate or to the point for it to be considered for good marks in an exam situation. There needs to be an improvement in several areas to achieve good marks.

Below is the breakdown of all warnings and suggestions

Phrase	Context	Message
rapidly	...ing grows rapidly now and d...	Possible spelling mistake found.
now and days	... rapidly now and days. Social n...	Did you mean "nowadays"?
-	...a channel - if not al...	Consider using an m-dash if you do not want to join two words.
obvious for me	..., this is obvious for me. The purp...	The adjective 'obvious' is normally used with 'to': 'obvious to me'.
As	...ionships. As social ne...	"As" at the beginning of a sentence usually requires a 2nd clause. Maybe a comma, question or exclamation mark is missing, or the sentence is incomplete and should be joined with the following sentence.
who	...meone for who they real...	In a formal text, use "whom", not 'who'.
All of the sudden	...ally are. All of the sudden, a person...	This phrase is non-standard. Did you mean "all of a sudden"?
We creating	... reality. We creating the image...	Did you mean "We're creating", "We are creating", or "We were creating"?
Needles	...al media. Needles to say, i...	Did you mean "Needless"?
as	... network. as a fact, m...	This sentence does not start with an uppercase letter
many show	...s a fact, many show the life ...	Possible agreement error. The noun show seems to be countable; consider using: "many shows".
By default	... fortune. By default this can ...	Did you mean: "By default,?"
The developmental of	...herefore, The developmental of a fruitfu...	The phrase 'The developmental of' is not correct. Use a noun, not an adjective, between 'The' and 'of'.
risk to loose	... it might risk to loose your frie...	The verb 'risk' is used with the gerund form: "risk losing".

Please note that an automatically generated report cannot be precise in every detail. For a more detailed and tailored report we recommend our human marking service.

Content

Tone

Formal language is very important in business or academic writing. Informal language is only used in special circumstances such as a story or informal message. Therefore, depending on the topic, understanding the tone helps you identify how closely you have followed the writing requirements.

Comment: Depending on the topic, understanding the tone helps the user to identify how closely the writing requirements been followed.

Your tone is formal

Topic alignment

The better the essay, the better it answers the question on the topic or title given. Keeping to the point is one indicator of this. This indicator helps you identify how closely to the topic you have written.

Comment: This indicator helps to identify how closely the essay is covering the topic.

Your essay is perfectly aligned with the topic. This gives you every chance of high marks in the other criteria by which it will be assessed as well because the reader/assessor is not distracted by irrelevance or deviation from the title.

Structure

Average sentence length in words

Good writing consists of a mixture of shorter and longer sentences as required for clarity and tone. Compare and benchmark your results to that of an average CEFR writer, academic papers, newspapers and best essays.

Comment: This chart can help you to visualise how your sentence length compares with other types of texts, by benchmarking results to academic papers, newspapers and best essays.

Your average sentence contains 17.56 words. The average sentence for this kind of essay on this level contains around 15-20 words. Usually, longer sentences are produced by more proficient students. However, be aware that overcomplicated and long sentences can also be difficult to read. This may also be a symptom of problems with punctuation.

Transition words, linkers and connectors.

Good use of transition words and connectors is a strong indicator of confident writing ability.

Check your results how many cohesion devices, transition words and connection words you have used compared to the average.

Comment: This chart shows the number of words and phrases which help keeping your essay structured.

Cohesive devices: are words and phrases used to show how the different parts of a text fit together.

Linkers: are words and phrases that are used to link (i.e. connect of join) ideas.

Connectors: are used between separate sentences.

Word count vs expected words +/- 10%

Depending on the essay requirements, the essay should have the required number of words. Too long and it might be ramble off topic; too short and you might not have covered the topic.

Comment: This chart displays compliance or otherwise with the number of words as required by the essay level and topic choice.

Your essay is too long. You wrote 78.3% words more than the task requirements. Some exam boards may penalise submissions not meeting the word count stipulated. As you can produce English writing in sufficient quantity, concentrate on shaping it into a high quality well-structured essay without the word count rather than delivering a lot of words fast.

Readability scores

Readability is about clarity. The better the writing, the clearer your message is to the reader.

See how well your essay is perceived and by other readers through the combined readability score, the Flesch-Kincaid score and the Dale-Chall score.

Comment: This score is composed of multiple readability metrics widely used in linguistics in order to assess the text readability.

Your Combined Readability score suggests that your text is difficult to read. Remember to adjust the writing style and complexity to your audience. Difficult to read text are usually associated with college or university write-ups.

Comment: The Flesch-Kincaide test is designed to indicate how difficult a passage in English is to understand.

Your essay is at a level of reasonable, not high, reading difficulty.

Comment: The Dale-Chall is a readability test that provides a numeric gauge of the comprehension difficulty that readers come upon when reading a text. It uses a list of 3000 words that the groups of fourth-grade American students could reliably understand.

Your writing can be easily understood by an average 9th or 10th-grade student.

Number of sentences (per paragraph)

A well-proportioned essay has either a similar number of sentences in each paragraph or a good balance of sentences that makes it satisfying to read.

Comment: The above visualisation of the paragraph structure helps to compare your essay structure with the benchmark.

Your average paragraph contains 4.5 sentences. This is similar to the average for a student at this level. Overall, therefore, your paragraph structure looks good. The longest paragraph contains 5 sentences, which suggests a good overall balance of sentences in your paragraphing for this kind of essay.