Alaska Alternate Assessment

Writing Scoring Training

October 2010

CORRECT LETTER SEQUENCES - SCORING GUIDE

A correct letter sequence (CLS) is a pair of letters (or spaces and letters) correctly sequenced within a word. Each CLS is scored with a caret (^).

Rule 1: IMPLIED SPACES: There is an implied space at the beginning and end of each word.

Word	Student Spelling	Scoring
top	top	^t^o^p^ CLS=4
	stop	s⁻t^o^p^ CLS=3
	stops	s⁻t^o^p⁻s CLS=2

Rule 2: INSERTIONS: Extra letters are written within the word.

Word	Student Spelling	Scoring
walnut	walnut	^w^a^l^n^u^t^ CLS=7
	walnute	^w^a^l^n^u^t⁻e CLS=6
	walenut	^w^a^l⁻e⁻n^u^t^ CLS=6

Rule 3: OMISSIONS: Required letters are not written.

Word	Student Spelling	Scoring
goat	goat	^g^o^a^t^ CLS=5
	got	^g^o⁻⁻t^ CLS=3
	gt	^g^⁻⁻⁻t^ CLS=2

Rule 4: DOUBLE LETTERS: One letter in a double letter combination (ll, oo) is omitted, count only the first letter written as part of a CLS.

Word	Student Spelling	Scoring
cool	cool	^c^o^o^l^ CLS=5
	col	^c^o⁻⁻l^ CLS=3
fell	fell	^f^e^l^l^ CLS=5
	fel	^f^e^l⁻⁻ CLS=3

Rule 5: CAPITAL OR BACKWARD LETTERS: Capital letters, or letters that are written backward, are inserted within words.

Word	Student Spelling	Scoring
cup	cup	^c^u^p^ CLS=4
	cUp	^c⁻U⁻p^ CLS=2
best	best	^b^e^s^t^ CLS=5
	dest	⁻d⁻e^s^t^ CLS=3

Rule 6: PUNCTUATION: When scoring sentences for CLS, consider punctuation as part of the letter it follows.

Word	Student Spelling	Scoring
Joe's	Joe's	^J^o^e'^s^ CLS=5
	Joes	^J^o⁻e⁻s^ CLS=3
kind.	kind.	^k^i^n^d.^ CLS=5
	kind	^k^i^n⁻d⁻ CLS=3

TASK 1.34: WRITE USING A VARIETY OF FORMS - ADMINISTRATION

Directions - Please refer to the front of this booklet for Test Materials Preparation Guide and Permissible Accommodations Guidelines for this grade level.

1.34A - Copy Letters

Present the student with the materials located in the student materials section. Choose whether assisted or unassisted is more appropriate for the student. Score the letters as if viewed by someone not familiar with the student's writing. Record student responses and points in the scoring table. Mark a check (√) or (+) if the students provides a correct response and enter the student's score. Record incorrect responses verbatim and enter the student's score. Say, **"Copy each letter exactly as you see it."** If the student hesitates, prompt individual letters by pointing and saying, **"Copy this letter."**

Scoring: Letters copied correctly   =2
                              Letters copied partially correct =1
                              Letters copied incorrectly   =0

1.34B - Copy Words*

Present the student with the materials located in the student materials section. Choose whether assisted or unassisted is more appropriate for the student. Score the words as if viewed by someone not familiar with the student's writing. Mark a check (√) or (+) if the students provides a correct response and enter the student's score. Record incorrect responses verbatim and enter the student's score. Say, **"Copy the word** (read the word to the student) **exactly as you see it."** Continue presenting words. If the student hesitates, prompt again by saying, **"Copy the word ____."**

Scoring: This task is scored for Correct Letter Sequences (CLS). Total points possible will vary depending on the number of letters in the word.

Example, for the 3 letter word 'dog':   ^d^o^g^ = 4 points
                                                ^d-u-g^ = 2 points

1.34C - Write Own Name*

Present the student with the materials located in the student materials section. Choose whether assisted or unassisted is more appropriate for the student. Point to the line. Say, **"Write your first name on this line."** Score the letters as if viewed by someone not familiar with the student's writing. Mark a check (√) or (+) if the students provides a correct response and enter the student's score. Record incorrect responses verbatim and enter the student's score.

Scoring: The student is scored on percentage of Correct Letter Sequences (CLS). For this task, the CLS achieved divided by the total CLS possible equals the percent correct. Use the key to the right to calculate the student's total points.

Scoring Key

Percent Correct	Points
100%	25
80% - 99%	20
60% - 79%	15
40% - 59%	10
20% - 39%	5
0% - 19%	0

1.34D - Matching and Sequencing Pictures

Present the student with the materials located in the student materials section. Mark a check (√) or (+) if the students provides a correct response and enter the student's score. Record incorrect responses verbatim and enter the student's score. Say, **"I will read you a story and ask you questions about it."** Read the story: **"Feeding the Cat. Joe's family has a cat. The cat's name is Milo. Joe puts Milo's food in a bowl and feeds him everyday after school. Milo sleeps in Joe's room every night."** Present student with item 1. Say,

Item 1: **"Which picture would you use to tell this story?"** Then point to the three answer choices (cat,dog, bear). If student does not respond, prompt again by saying, **"Which picture would you use to tell this story?"** Ask student to, **"Point to the picture you think is correct."** Wait for a response, then
Item 2: **"Which picture shows Milo's food bowl?"** Then point to the three answer choices, (stove, bowl, pot). Re-prompt if necessary.
Scoring: This task is scored 12.5 points for each correct response.

*Note: Refer to the last pages of the scoring protocol for a complete scoring guide for Correct Letter Sequence (CLS).

TASK 1.78: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING - ADMINISTRATION

Directions

1.78D - Write a Sentence *

Choose whether assisted or unassisted is more appropriate for the student. Record student responses and points in the scoring table. Mark a check (√) or (+) if the student provides a correct response and record the student's score. Record incorrect responses verbatim and enter the student's score. Point to the first line on the writing sheet and say,

Item 1: **"Write a sentence about winter."** After the student is finished with the first sentence, point to the second line on the writing sheet and say,
Item 2: **"Write a sentence about family."**

Scoring: For this task, the student will be scored for Correct Word Sequences (CWS). After calculating the CWS, follow the scoring guidelines to the right. The student will also be scored for ideas and organization. Each sentence may receive up to two points for legibility.

Scoring Key

Percent Correct	Points
100%	10
90%	9
80%	8
70%	7
60%	6
50%	5
40%	4
30%	3
20%	2
10%	1
0%	0

Scoring (legibility):
　　　0 = no writing, or completely illegible.
　　　1 = writing is very difficult to decipher, many errors in spelling or reversed letters.
　　　2 = a person who does not know the student could read the writing.

Note: A student uses a Brailler or other assistive device may earn full points for legibility.

1.78E - Revise Sentences

Present the student with the sentence sheet located in the student materials section. Point to the four sentences and say, **"For each sentence you will choose one of three words to make the sentence correct."** Point to Item 1 and say, **"I will read the sentence with each word. You pick the correct word."** (Note: Read parts of each sentence and let the student select the correct option.) If the student responds incorrectly, record his or her response and the score. Record student's points in the scoring table.

Scoring: This task has four sentences. Each sentence is worth four points. Partial credit is not awarded for any items.

Note: Refer to the last pages of the scoring protocol for a complete scoring guide for Correct Word Sequences (CWS).

TASK 1.910: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING - ADMINISTRATION

Directions

1.910A - Conventions of Standard English

Present the student with the sentence sheet located in the student materials section. Point to the first box in the first sentence. Say, **"Each box contains one mistake. Circle the word that makes this sentence correct."** Then point to the first sentence and say, **"I will read the sentence with each word. You pick the correct word."** (Note: Read parts of each sentence and let the student select the correct option.) Record student responses and points in the scoring table. Mark a check (√) or (+) if the student provides a correct response and record the student's score. Record incorrect responses verbatim and enter the student's score.

Scoring: This task has seven sentences. For Items 1-4, each edit is worth one point and each sentence contains four edits for a total of four points possible for each sentence. The student earns one point for each correct selection or edit. Items 5-7 are scored for Correct Letter Sequences. Because the first word is given, the word sequence scoring begins between the first and second word. If the student moves the first word, place the word at the start and say, "**This is the first word. Finish the sentence using these words.**" Indicate the remaining words again.

1.910B - Write a Story *

Present the student with the blank writing sheet located in the student materials section. Choose whether assisted or unassisted is more appropriate for the student. Say, **"Next, you will write a story about your house."** If the student has trouble with this topic, the assessor can help the student by asking, **"Think about your house where you live. Write a story about your house, and describe what it is like."** Record student responses and points in the scoring table. Mark a check (√) or (+) if the student provides a correct response and record the student's score. Record incorrect responses verbatim and enter the student's score.

Scoring: For this task, the student will be scored for Correct Word Sequences (CWS). The CWS achieved divided by the total CWS possible equals the percent correct. Use the key to the right to calculate the student's total points. The student may earn up to 5 points for Ideas and Organization. *

Scoring Key

Percent Correct	Points
100%	30
90%	27
80%	24
70%	21
60%	18
50%	15
40%	12
30%	9
20%	6
10%	3
0%	0

1.910C - Revise Writing

This task is administered in two parts. First, present the student with the materials located in the student materials section. All prompts and choices may be read aloud to the student. Say to the student, **"Here are some sentences for a story titled 'Going to the Store. Which words will complete the sentences about Going to the Store?"** Point to the first sentence and say, **"Which words will complete this sentence?"** as you indicate the answer options presented below the sentence. Continue prompting in the order listed in the scoring table. Record student responses and points in the scoring table. Mark a check (√) or (+) if the student provides a correct response and record the student's score. Record incorrect responses verbatim and enter the student's score.

Scoring: The student receives 5 points for identifying the correct answer. No partial credit is given. Correct response = 5 points, Incorrect response = 0 points.

After the student has finished the sentences, present him/her with the flashcards two at a time. Say, **"Now we will review the story about Going to the Store."** Place the first two cards in front of the student in random order and say, **"Which one comes first?"** Wait for a response, then say, **"Which one comes next?"** Continue presenting the cards in pairs in the order listed in the scoring table.

*Scoring***:** The student may receive one point for each correct group of two.

Note: Refer to the last pages of the scoring protocol for a complete scoring guide for Correct Word Sequences (CWS).

CORRECT WORD SEQUENCES - SCORING GUIDE

Rule 1: SPELLING: Adjacent words must be spelled correctly

Sentence	Scoring
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
^ When ^ I ⁻ wok ⁻ up, ^ I ^ was ⁻ verry ⁻ hungry. ^	CWS = 5

Rule 2: CAPITALIZATION AT THE BEGINNING & PUNCTUATION AT THE END: The first word of a sentence must be capitalized, and correct punctuation must be present at the end of a sentence.

Sentence	Scoring
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
⁻ when ⁻ I ^ woke ^ up, ^ I ^ was ^ very ⁻ hungry ⁻	CWS = 5

Rule 3: CAPITALIZATION WITHIN A SENTENCE: Within a sentence, words that are not proper nouns should not be capitalized and all proper nouns must be capitalized for a correct writing sequence to be scored.

Sentence	Scoring
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
^ When ⁻ i ⁻ woke ^ up, ^ I ^ was ⁻ Very ⁻ hungry. ^	CWS = 5

Rule 4: SYNTAX: Words must be syntactically correct. Sentences that begin with conjunctions are considered syntactically correct.

Sentence	Scoring
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
^ When ^ I ⁻ woke ⁻ up, ^ I ^ am ^ very ^ hungry. ^	CWS = 7

Rule 5: SEMANTICS: Words must be semantically correct.

Sentence	Scoring
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
^ When ^ I ^ woke ^ up, ⁻ hungered ⁻ me. ^	CWS = 4

Rule 6: PUNCTUATION WITHIN A SENTENCE: Adjacent words must be correctly punctuated, including quotation marks and commas (when part of a quotation or a series of nouns).

Sentence	Scoring
^ "When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry," ^ I ^ said. ^	CWS = 11
^ "When ^ I ^ woke ^ up, ^ I ^ was ^ very ⁻ hungry ⁻ I ^ said. ^	CWS = 9
^ "When ^ I ^ woke ^ up ^ I ^ was ^ very ⁻ hungry ⁻ I ^ said. ^ (In some instances, a comma is appropriate, or can be omitted.)	CWS = 9

Rule 7: STORY TITLES AND ENDINGS: Words written as part of a story title or ending are included in the correct word sequence total.

Sentence	Scoring
^ My ^ Story ^	CWS = 3
⁻ my ⁻ Story ^	CWS = 1

IDEAS AND ORGANIZATION - SCORING GUIDE

IDEAS AND ORGANIZATION – GRADES 9 & 10 SCORING GUIDE

The writing sample in grades 9 and 10 require the student to write a story. A transition in a story may include appropriate use of conjunctions or two or more sentences that relate to each other and the topic. A list of details or activities could indicate appropriate "transition" if they relate to each other and to the topic.

IDEAS and ORGANIZATION	SCORE
No writing sample was generated, or the writing was illegible.	0
An incomplete story was written, but does not relate to the prompt.	1
A simple story was written, relates to the prompt, but does not constitute a complete thought (e.g. "My house")	2
The story contains at least two sentences. All sentences relate to the topic and at minimum contain a subject and verb.	3
A story of two or more sentences was written, all sentences relate to the topic and contain at least one descriptive detail such as an adjective, adverb, prepositional phrase or clause.	4
A story of two or more sentences was written. All sentences relate to the topic. The story contains at least two descriptive details such as an adjective, adverb, prepositional phrase or clause and/or a transitional word (e.g. however, because, first, last, finally, etc.).	5

TASK 1.34: WRITE USING A VARIETY OF FORMS

1.34C - Write Own Name - Assisted

1. First Name

MORGAN Anne

(morgan Anne)

1.34C - Write Own Name - Unassisted

1. First Name

TASK 1.34: WRITE USING A VARIETY OF FORMS

1.34C - Write Own Name - Assisted

1. First Name

Brooke

(Brooke)

1.34C - Write Own Name - Unassisted

1. First Name

2011 SECURE TEST   Student Name: _____

TASK 1.34: WRITE USING A VARIETY OF FORMS

1.34C - Write Own Name - Assisted

1. First Name

dobby Lee

(Bobby Lee)

1.34C - Write Own Name - Unassisted

1. First Name

TASK 1.78: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING

1.78D - Write a Sentence - Assisted   (WRite about a job.)

1

I take of the trsh.
I make my bed.

2

3

2011 SECURE TEST

TASK 1.78: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING

1.78D - Write a Sentence - Assisted (write about lunch.)

1

We had ht bogs for lunch. And milk.

2

3

TASK 1.78: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING

1.78D - Write a Sentence - Assisted   (Write about An animal)

1

My dog warm and nice

2

3

TASK 1.910B: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING

1.910B - Write a Story - Assisted (Tell about playing in the snow.)

snow iz cold but
I pay outsid anyway.
I build snow forts
and trow snowballs

TASK 1.910B: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING

1.910B - Write a Story - Assisted   (Tell about summer.)

in zummer i do not go
to shool but i hike.
My family hikes.

TASK 1.910B: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING

1.910B - Write a Story - Assisted (Tell about a book you've Read.)

i play outside.

2011 SECURE TEST

TASK 1.910B: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING

1.910B - Write a Story - Assisted

(tell about a book you've read.)

A Book.

I read Old Turtle.

CORRECT LETTER SEQUENCES - SCORING GUIDE

A correct letter sequence (CLS) is a pair of letters (or spaces and letters) correctly sequenced within a word. Each CLS is scored with a caret (^).

Rule 1: IMPLIED SPACES: There is an implied space at the beginning and end of each word.

Word	Student Spelling	Scoring
top	top	^t^o^p^ CLS=4
	stop	s⁻t^o^p^ CLS=3
	stops	s⁻t^o^p⁻s CLS=2

Rule 2: INSERTIONS: Extra letters are written within the word.

Word	Student Spelling	Scoring
walnut	walnut	^w^a^l^n^u^t^ CLS=7
	walnute	^w^a^l^n^u^t⁻e CLS=6
	walenut	^w^a^l⁻e⁻n^u^t^ CLS=6

Rule 3: OMISSIONS: Required letters are not written.

Word	Student Spelling	Scoring
goat	goat	^g^o^a^t^ CLS=5
	got	^g^o⁻⁻t^ CLS=3
	gt	^g^⁻⁻⁻t^ CLS=2

Rule 4: DOUBLE LETTERS: One letter in a double letter combination (ll, oo) is omitted, count only the first letter written as part of a CLS.

Word	Student Spelling	Scoring
cool	cool	^c^o^o^l^ CLS=5
	col	^c^o⁻⁻l^ CLS=3
fell	fell	^f^e^l^l^ CLS=5
	fel	^f^e^l⁻⁻ CLS=3

Rule 5: CAPITAL OR BACKWARD LETTERS: Capital letters, or letters that are written backward, are inserted within words.

Word	Student Spelling	Scoring
cup	cup	^c^u^p^ CLS=4
	cUp	^c⁻U⁻p^ CLS=2
best	best	^b^e^s^t^ CLS=5
	dest	⁻d⁻e^s^t^ CLS=3

Rule 6: PUNCTUATION: When scoring sentences for CLS, consider punctuation as part of the letter it follows.

Word	Student Spelling	Scoring
Joe's	Joe's	^J^o^e'^s^ CLS=5
	Joes	^J^o⁻e⁻s^ CLS=3
kind.	kind.	^k^i^n^d.^ CLS=5
	kind	^k^i^n⁻d⁻ CLS=3

CORRECT WORD SEQUENCE

Rule 1: SPELLING: Adjacent words must be spelled correctly	
Sentence	**Scoring**
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
^ When ^ I ‾ wok ‾ up, ^ I ^ was ‾ verry ‾ hungry. ^	CWS = 5

Rule 2: CAPITALIZATION AT THE BEGINNING & PUNCTUATION AT THE END: The first word of a sentence must be capitalized, and correct punctuation must be present at the end of a sentence.	
Sentence	**Scoring**
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
‾ when ‾ I ^ woke ^ up, ^ I ^ was ^ very ‾ hungry ‾	CWS = 5

Rule 3: CAPITALIZATION WITHIN A SENTENCE: Within a sentence, words that are not proper nouns should not be capitalized and all proper nouns must be capitalized for a correct writing sequence to be scored.	
Sentence	**Scoring**
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
^ When ‾ i ‾ woke ^ up, ^ I ^ was ‾ Very ‾ hungry. ^	CWS = 5

Rule 4: SYNTAX: Words must be syntactically correct. Sentences that begin with conjunctions are considered syntactically correct.	
Sentence	**Scoring**
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
^ When ^ I ‾ woke ‾ up, ^ I ^ am ^ very ^ hungry. ^	CWS = 7

Rule 5: SEMANTICS: Words must be semantically correct.	
Sentence	**Scoring**
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
^ When ^ I ^ woke ^ up, ‾ hungered ‾ me. ^	CWS = 5

Rule 6: PUNCTUATION WITHIN A SENTENCE: Adjacent words must be correctly punctuated, including quotation marks and commas (when part of a quotation or a series of nouns).	
Sentence	**Scoring**
^ "When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry," ^ I ^ said. ^	CWS = 11
^ "When ^ I ^ woke ^ up, ^ I ^ was ^ very ‾ hungry ‾ I ^ said. ^	CWS = 9
^ "When ^ I ^ woke ^ up ^ I ^ was ^ very ‾ hungry ‾ I ^ said. ^ (In some instances, a comma is appropriate, or can be omitted.)	CWS = 9

Rule 7: STORY TITLES AND ENDINGS: Words written as part of a story title or ending are included in the correct word sequence total.	
Sentence	**Scoring**
^ My ^ Story ^	CWS = 3
‾ my ‾ Story ^	CWS = 1

Correct Letter Sequence and Correct Word Sequence, Scoring Keys

Grade 3 and 4, student generated responses are scored on a percentage of Correct Letter Sequence. The number of letters correctly sequenced is divided by the number of total possible letters.

Percent Correct	Points
100%	25
80% - 99%	20
60% - 79%	15
40% - 59%	10
20% - 39%	5
0% - 19%	0

Grades 5 and 6, Grades 7 and 8, student generated responses (Write a Sentence) are scored on a percentage of Correct Word Sequence. The number of words correctly sequenced is divided by the number of total words.

Percent Correct	Points
91% - 100%	10
81% - 90%	9
71% - 80%	8
61% - 70%	7
51% - 60%	6
41% - 50%	5
31% - 40%	4
21% - 30%	3
11% - 20%	2
1% - 10%	1
0%	0

Grade 5 and 6, student generated responses (Write Own Name) are scored on a percentage of Correct Letter Sequence. The number of letters correctly sequenced is divided by the number of total possible letters.

Percent Correct	Points
100%	25
80% - 99%	20
60% - 79%	15
40% - 59%	10
20% - 39%	5
0% - 19%	0

Grades 9 and 10, student generated responses (Write a Sentence) are scored on a percentage of Correct Word Sequence. The number of words correctly sequenced is divided by the number of total words.

Percent Correct	Points
100%	30
90%	27
80%	24
70%	21
60%	18
50%	15
40%	12
30%	9
20%	6
10%	3
0%	0

TASK 1.34: WRITE USING A VARIETY OF FORMS - ADMINISTRATION

Directions - Please refer to the front of this booklet for Test Materials Preparation Guide and Permissible Accommodations Guidelines for this grade level.

1.34A - Copy Letters

Present the student with the materials located in the student materials section. Choose whether assisted or unassisted is more appropriate for the student. Score the letters as if viewed by someone not familiar with the student's writing. Record student responses and points in the scoring table. Mark a check (√) or (+) if the students provides a correct response and enter the student's score. Record incorrect responses verbatim and enter the student's score. Say, **"Copy each letter exactly as you see it."** If the student hesitates, prompt individual letters by pointing and saying, **"Copy this letter."**

Scoring:　　　　　　　　Letters copied correctly　　　=2
　　　　　　　　　　　　　　Letters copied partially correct =1
　　　　　　　　　　　　　　Letters copied incorrectly　　　=0

1.34B - Copy Words*

Present the student with the materials located in the student materials section. Choose whether assisted or unassisted is more appropriate for the student. Score the words as if viewed by someone not familiar with the student's writing. Mark a check (√) or (+) if the students provides a correct response and enter the student's score. Record incorrect responses verbatim and enter the student's score. Say, **"Copy the word** (read the word to the student) **exactly as you see it."** Continue presenting words. If the student hesitates, prompt again by saying, **"Copy the word ____."**

Scoring: This task is scored for Correct Letter Sequences (CLS). Total points possible will vary depending on the number of letters in the word.

Example, for the 3 letter word 'dog':　　　　　^d^o^g^ = 4 points
　　　　　　　　　　　　　　　　　　　　　　^d-u-g^ = 2 points

1.34C - Write Own Name*

Present the student with the materials located in the student materials section. Choose whether assisted or unassisted is more appropriate for the student. Point to the line. Say, **"Write your first name on this line."** Score the letters as if viewed by someone not familiar with the student's writing. Mark a check (√) or (+) if the students provides a correct response and enter the student's score. Record incorrect responses verbatim and enter the student's score.

Scoring: The student is scored on percentage of Correct Letter Sequences (CLS). For this task, the CLS achieved divided by the total CLS possible equals the percent correct. Use the key to the right to calculate the student's total points.

Scoring Key

Percent Correct	Points
100%	25
80% - 99%	20
60% - 79%	15
40% - 59%	10
20% - 39%	5
0% - 19%	0

1.34D - Matching and Sequencing Pictures

Present the student with the materials located in the student materials section. Mark a check (√) or (+) if the students provides a correct response and enter the student's score. Record incorrect responses verbatim and enter the student's score. Say, **"I will read you a story and ask you questions about it."** Read the story: **"Feeding the Cat. Joe's family has a cat. The cat's name is Milo. Joe puts Milo's food in a bowl and feeds him everyday after school. Milo sleeps in Joe's room every night."** Present student with item 1. Say,

Item 1: **"Which picture would you use to tell this story?"** Then point to the three answer choices (cat, dog, bear). If student does not respond, prompt again by saying, **"Which picture would you use to tell this story?"** Ask student to, **"Point to the picture you think is correct."** Wait for a response, then
Item 2: **"Which picture shows Milo's food bowl?"** Then point to the three answer choices, (stove, bowl, pot). Re-prompt if necessary.
Scoring: This task is scored 12.5 points for each correct response.

*Note: Refer to the last pages of the scoring protocol for a complete scoring guide for Correct Letter Sequence (CLS).

TASK 1.78: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING - ADMINISTRATION

Directions

1.78D - Write a Sentence *

Scoring Key

Percent Correct	Points
100%	10
90%	9
80%	8
70%	7
60%	6
50%	5
40%	4
30%	3
20%	2
10%	1
0%	0

Choose whether assisted or unassisted is more appropriate for the student. Record student responses and points in the scoring table. Mark a check (√) or (+) if the student provides a correct response and record the student's score. Record incorrect responses verbatim and enter the student's score. Point to the first line on the writing sheet and say,

Item 1: **"Write a sentence about winter."** After the student is finished with the first sentence, point to the second line on the writing sheet and say,

Item 2: **"Write a sentence about family."**

Scoring: For this task, the student will be scored for Correct Word Sequences (CWS). After calculating the CWS, follow the scoring guidelines to the right. The student will also be scored for ideas and organization. Each sentence may receive up to two points for legibility.

Scoring (legibility):

        0 = no writing, or completely illegible.

        1 = writing is very difficult to decipher, many errors in spelling or reversed letters.

        2 = a person who does not know the student could read the writing.

Note: A student uses a Brailler or other assistive device may earn full points for legibility.

1.78E - Revise Sentences

Present the student with the sentence sheet located in the student materials section. Point to the four sentences and say, **"For each sentence you will choose one of three words to make the sentence correct."** Point to Item 1 and say, **"I will read the sentence with each word. You pick the correct word."** (Note: Read parts of each sentence and let the student select the correct option.) If the student responds incorrectly, record his or her response and the score. Record student's points in the scoring table.

Scoring: This task has four sentences. Each sentence is worth four points. Partial credit is not awarded for any items.

Note: Refer to the last pages of the scoring protocol for a complete scoring guide for Correct Word Sequences (CWS).

TASK 1.910: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING - ADMINISTRATION

Directions

1.910A - Conventions of Standard English

Present the student with the sentence sheet located in the student materials section. Point to the first box in the first sentence. Say, **"Each box contains one mistake. Circle the word that makes this sentence correct."** Then point to the first sentence and say, **"I will read the sentence with each word. You pick the correct word."** (Note: Read parts of each sentence and let the student select the correct option.) Record student responses and points in the scoring table. Mark a check (√) or (+) if the student provides a correct response and record the student's score. Record incorrect responses verbatim and enter the student's score.

Scoring: This task has seven sentences. For Items 1-4, each edit is worth one point and each sentence contains four edits for a total of four points possible for each sentence. The student earns one point for each correct selection or edit. Items 5-7 are scored for Correct Letter Sequences. Because the first word is given, the word sequence scoring begins between the first and second word. If the student moves the first word, place the word at the start and say, "**This is the first word. Finish the sentence using these words.**" Indicate the remaining words again.

1.910B - Write a Story *

Present the student with the blank writing sheet located in the student materials section. Choose whether assisted or unassisted is more appropriate for the student. Say, **"Next, you will write a story about your house."** If the student has trouble with this topic, the assessor can help the student by asking, **"Think about your house where you live. Write a story about your house, and describe what it is like."** Record student responses and points in the scoring table. Mark a check (√) or (+) if the student provides a correct response and record the student's score. Record incorrect responses verbatim and enter the student's score.

Scoring: For this task, the student will be scored for Correct Word Sequences (CWS). The CWS achieved divided by the total CWS possible equals the percent correct. Use the key to the right to calculate the student's total points. The student may earn up to 5 points for Ideas and Organization. *

Scoring Key

Percent Correct	Points
100%	30
90%	27
80%	24
70%	21
60%	18
50%	15
40%	12
30%	9
20%	6
10%	3
0%	0

1.910C - Revise Writing

This task is administered in two parts. First, present the student with the materials located in the student materials section. All prompts and choices may be read aloud to the student. Say to the student, **"Here are some sentences for a story titled 'Going to the Store. Which words will complete the sentences about Going to the Store?"** Point to the first sentence and say, **"Which words will complete this sentence?"** as you indicate the answer options presented below the sentence. Continue prompting in the order listed in the scoring table. Record student responses and points in the scoring table. Mark a check (√) or (+) if the student provides a correct response and record the student's score. Record incorrect responses verbatim and enter the student's score.

Scoring: The student receives 5 points for identifying the correct answer. No partial credit is given. Correct response = 5 points, Incorrect response = 0 points.

After the student has finished the sentences, present him/her with the flashcards two at a time. Say, **"Now we will review the story about Going to the Store."** Place the first two cards in front of the student in random order and say, **"Which one comes first?"** Wait for a response, then say, **"Which one comes next?"** Continue presenting the cards in pairs in the order listed in the scoring table.

*Scoring***:** The student may receive one point for each correct group of two.

Note: Refer to the last pages of the scoring protocol for a complete scoring guide for Correct Word Sequences (CWS).
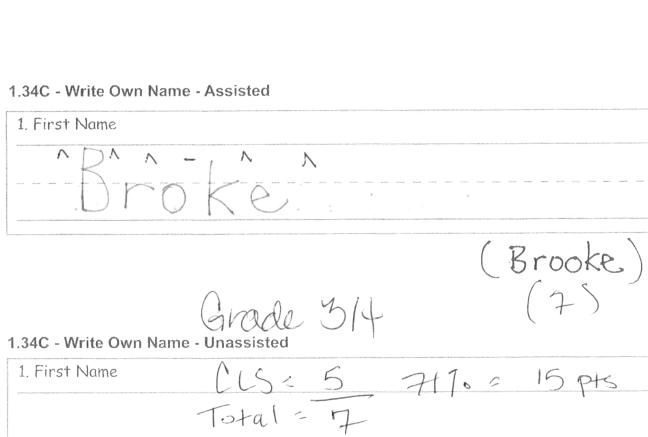
1.34C - Write Own Name - Assisted

1. First Name

morganAnne

(morgan Anne)
(7)   (5)

Grade 3/4   Total = 12

1.34C - Write Own Name - Unassisted

1. First Name   CLS = 7 = 58% = 10 pts
                        Total = 12

1.34C - Write Own Name - Assisted

1. First Name

^ B^ ^ - ^ ^
Broke

(Brooke)

(7)

Grade 3/4

1.34C - Write Own Name - Unassisted

1. First Name

CLS = 5   7/7 = 15 pts

Total = 7

1.34C - Write Own Name - Assisted

1. First Name

d o b b y   L e e

(Bobby Lee)
(6)   (4)

Grade 3/4

1.34C - Write Own Name - Unassisted

1. First Name

$\text{CLS} = \dfrac{8}{\text{Total} = 10} = 80\% = 20 \text{ pts}$

TASK 1.78: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING

1.78D - Write a Sentence - Assisted

(Write about a job.)

^ I ^ take of the trsh.

^ I ^ make ^ my ^ bed. ^

Total 6

Total 5

Grade 78

$cws = \dfrac{7}{Total = 11} > 64\% = 6$

2011 SECURE TEST

TASK 1.78: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING

1.78D - Write a Sentence - Assisted   (write about lunch.)

1

we had hot bogs for lunch. And milk.

2

Grade 7/8
one Sentence
Total = 9

$CWS = \frac{2}{Total} = \frac{2}{9} = 22 - 7o - 3$

3

2011 SECURE TEST

TASK 1.78: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING

1.78D - Write a Sentence - Assisted   (Write about an animal)

1

^ My ^ dog ⁻ warm and nice

Grade 7/8

$$\frac{CWS = 3}{Total = 6} = 50\% = 5$$

2

3

2011 SECURE TEST

TASK 1.910B: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING

1.910B - Write a Story - Assisted   (Tell about playing in the snow.)

snow is cold but

I pay outsid anyway.

I build snow forts

and trow snowballs

Grade 9/10
2 sentences

Sentence 1 = 9
Sentence 2 = 8
                    17

Cws = 8/17 = 47% = 12
Total

2011 SECURE TEST

TASK 1.910B: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING

1.910B - Write a Story - Assisted   (Tell about summer.)

in summer i do not go
to shool but i hike.
. My family hikes.

Grade 9/10
2 sentences
Sentence 1 = 12
Sentence 2 = 4
_____
16

CWS = 8 = 50% = 15
Total = 16

TASK 1.910B: WRITE USING A VARIETY OF FORMS, STRUCTURES AND
CONVENTIONS OF WRITING, REVISE WRITING

1.910B - Write a Story - Assisted (Tell about a book you've
Read.)

i play ^outside.^

Grade 9/10
CWS = 2 = 50% = 15
Total = 4

2011 SECURE TEST

TASK 1.910B: WRITE USING A VARIETY OF FORMS, STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING

1.910B - Write a Story - Assisted

(tell about a book you've read.)

^A^ Book ^

^I^ read ^ Old Turtle.

Grade 9/10

$$\frac{Title = 3}{Sentence = 5} = 8$$

$$CWS \frac{6}{8} = 75\% = 21$$