



Alaska

Alternate Writing Assessment

Training Manual

Administration and Scoring

2008

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2007-2008 Task Crosswalk

07-08 TASK #	Grade Band	2007-2008 STRAND NAME	WRITING TASK NAME*	WHAT'S NEW AND WHAT'S THE SAME	06-07 TASK #	06-07 TASK NAME
1.34A	3/4	Write Using a Variety of Forms	Copy Letters	Taken from 06-07 test	Task 1	Copy Letters
1.34B	3/4	Write Using a Variety of Forms	Copy Words	Taken from 06-07 test	Task 2	Copy Words
1.34C	3/4	Write Using a Variety of Forms	Write own name	Taken from 06-07 test (<i>Scoring modified</i>)	Task 4	Write Your Own Name
1.34D	3/4	Write Using a Variety of Forms	Write words from dictation	Taken from 06-07 test	Task 5	Write Words from Dictation

1.56A	5/6	Write Using a Variety of Forms, Structures and Conventions of Writing	Copy sentences	Taken from 06-07 test (<i>Scoring modified</i>) and <i>new items added</i>	Task 3	Copy Sentences
1.56B	5/6	Write Using a Variety of Forms, Structures and Conventions of Writing	Write Own Name	Taken from 06-07 test (<i>Scoring modified</i>)	Task 4	Write Your Own Name
1.56C	5/6	Write Using a Variety of Forms, Structures and Conventions of Writing	Write words from dictation	Taken from 06-07 test	Task 5	Write Words from Dictation
1.56D	5/6	Write Using a Variety of Forms, Structures and Conventions of Writing	Write a Sentence	Taken from 06-07 test (<i>Scoring modified</i>)	Task 8	Write a Sentence

1.78A	7/8	Write Using a Variety of Forms, Structures and Conventions of Writing, Revise	Write sentences from dictation	Taken from 06-07 test (<i>Scoring modified</i>)	Task 6	Write Sentences From Dictation
1.78B	7/8	Write Using a Variety of Forms, Structures and Conventions of Writing, Revise	Revise Sentences	NEW	Task 7	Sentence Mechanics
1.78C	7/8	Write Using a Variety of Forms, Structures and Conventions of Writing, Revise	Write a sentence	Taken from 06-07 test	Task 8	Write a Sentence

1.910A	9/10	Write Using a Variety of Forms, Structures and Conventions of Writing, Revise	Revise Sentences	Taken from 06-07 test (<i>Scoring modified</i>) and <i>new items added</i>	Task 7	Sentence Mechanics
1.910B	9/10	Write Using a Variety of Forms, Structures and Conventions of Writing, Revise	Write a story	Taken from 06-07 test (<i>Scoring modified</i>)	Task 10	Write a Story without Pictures
1.910C	9/10	Write Using a Variety of Forms, Structures and Conventions of Writing, Revise	Revise Writing	NEW	NEW	NEW

* 3 Error Rule applies to all tasks

TASKS NOT USED IN 2007-2008 ALTERNATE ASSESSMENT				TASK #	WEB TASK NAME
				Task 9	Write a Story With Pictures

Introduction

This multimedia training system provides training and proficiency materials for the State of Alaska's Alternate Reading, Alternate Writing, Alternate Mathematics, and Alternate Science Assessments.

Training Activities

The intent of this training program is to provide teachers with the resources needed to understand the specific assessments that comprise the Alternate Assessment options in each content area. All components necessary to become a test administrator are included in the training program and in this manual.

There are two main activities provided as part of this program.

First, training is provided for both the administration and scoring of specific assessments. For each assessment, training is provided via a combined format of audio, text and video components. You are able to access the task overview, considerations for an appropriate administration, as well as a video example of a standard administration. Examples with actual students allow you to see the assessment being administered under standard conditions. Several tasks present modified administration examples as well. Second, opportunities are provided to determine your level of proficiency in scoring actual administration of assessment types as well as actual student responses. For each assessment, scoring guidelines are provided and a description of the scoring system is demonstrated in audio and text format. In addition, examples of scored items are provided via text and video formats. A range of examples is provided for each assessment in order to fully explicate the types of responses that denote a specific score.

Proficiency Activities

Administration

There are specific scenarios that provide you with opportunities to identify areas of weakness in *administration* of specific tasks.

Scoring

For each assessment within a content area, there are a series of student responses for you to score to test your proficiency in scoring. You will submit scores for each exercise in each of the content areas and receive immediate feedback on your accuracy. When you have successfully scored each of the proficiency activities (meet or surpass the specified level of accuracy), you are considered proficient in scoring that particular task. Your

progress is recorded based upon your login information. You will be able to see which tasks you have attempted and which you have completed by viewing the menu screens.

Parallel Paper Components

For certain proficiency of scoring activities, parallel paper documents are required. The paper documents generally are provided in instances where actual written responses must be scored or when the student responses are longer than a single word response. Paper responses can be found in Appendix A of the training manual.

Contact Information

If you have questions about the Alternate Assessments, please contact:

Sevrina Tindal
Education Specialist
Dillard Research Associates

Fax: 815-717-9683

Phone: 1-800-838-3163

E-mail: sevrina@dillardresearchassociates.com

Forward

This manual accompanies the web-based training with similar examples and directions and is intended for teachers and test administrators to use in supplementing the on-line training. Note that this manual is to be used as a compliment to the web training, but is not meant to be the exact same. This manual does not contain any of the proficiency tests that are embedded in the on-line training.¹ As a consequence, teachers and test administrators must complete the proficiency tests on-line in order to become either a qualified assessor or a qualified trainer. For the proficiency examinations, 10 trials are presented with established cut-off scores for passing each task. The materials for taking these proficiency trials are located on the web (<http://ak.k12test.com>) and include all necessary alternate forms of students' responses for tasks required of them.

The current version of the Alternate Assessment contains tasks that address a range of skills for becoming proficient in an alternate assessment based on Extended Grade Level Expectations as part of Alaska's large-scale assessment program. Students taking this test can comprise up to 1% of the population and must have significant cognitive disabilities. Each task presented in this manual uses previous versions of a previously secure test and depicts the kind of items presented in each task, the wording for administration, and directions in scoring student responses. Accommodation and modification issues also are addressed for each task though they need to be considered illustrative rather than exhaustive, given the complex nature of disabilities with this population. Finally, with some tasks, clarifying issues and answers are addressed at the end.

As the Alternate Assessment is entirely web-based in training, proficiency assessment, distribution of materials, data entry, and reporting, it is important for teachers to have minimal connectivity, use computer systems that are relatively current, and be skilled in navigating the internet. The actual test, however, is administered in a one-to-one situation with a test administrator and a student. Complete flexibility exists in the length or location of the testing situation and in the actual materials that are used. For example, to keep all materials available on the web, we have used paper-pencil formats but students with fine motor issues may use communication devices to copy words or letters or a left handed form for left handed students as their hand covers what they are viewing. Accommodated test administration is a valid indicator of proficiency. However, modified test administration does not indicate proficiency as the content has been modified and no longer addresses the ExGLE. Modified test administration can be used in the growth model to indicate growth over time.

An important component of this assessment is that many tasks have items scored as partially correct. The rationale for this is that the assessment should be sensitive to emerging skills and rather than count performance only as correct (1 point) or incorrect (0 points), the behavior (answer) is broken down into constituent parts with partial credit awarded. This sensitivity of the measure, however, can only be successfully accomplished if it also is accompanied by high quality administration and scoring.

¹ N.B. On some proficiency trials, the same task is presented more than once but has different student responses. We have done this to show minimum differences in our examples that result in different scoring results.

Task 1.34A: Copy Letters

The purpose of this task is to assess letter formation skills. This task requires students to copy a list of letters. The letters displayed in the scoring protocol table are shown on a writing sheet located in the Alternate Writing Student Materials section. There are two forms available for students to write on: Assisted Identify/Copy Letters (*1.34A Assisted: Copy Letters* - contains dotted lines), and Unassisted Identify/Copy Letters (*1.34A Unassisted: Copy Letters* - contains a single line). Choose the page most appropriate for the student.

Scoring			
Item	Letter	Student Response	Points
1	r		1/2
2	b		1/2
3	j		1/2
4	x		1/2
5	o		1/2
6	S		1/2
7	E		1/2
8	P		1/2
9	M		1/2
10	Q		1/2

Examples of Task Accommodation: Repeating the prompt multiple times, providing students with paper they would typically use for classroom assignments, providing students with assistive devices that allow them to maintain a grip on their writing instrument, providing students with response sheets that have enlarged response areas, substituting a font for the one provided in the protocol, providing students with the letters 1 at a time, on separate sheets of paper.

Examples of Task Modifications: Answering questions related to the correctness of formation, placement of punctuation, or capitalization, having students trace a dotted version of the letter, having students erase and write neater, guiding students' hands while they write.

Administration: Make sure the test administrator:




- Folds the writing sheet lengthwise so that the student has only a half sheet of letters to copy at a time.
- Presents the letters at a speed that is appropriate for the individual student.
- Says, “**Copy each letter exactly as you see it.**”
- Prompts the student after three seconds if no response.
- Prompts with individual words by saying, “**Copy this letter.**”
- Allows student to make changes, if the student requests such an opportunity.
- Uses a neutral tone.

Scoring

The letters are scored as if viewed by someone not familiar with the student's writing. Student's points are recorded in the appropriate box on the protocol. Student materials are kept with the protocol for a record of both correct and incorrect responses.

- Letters copied correctly = 2 points
- Letters copied partially correct = 1 point
- Letters copied incorrectly = 0 points

Example:

Letter	Student Response	Points
g		2
g		1
g		0

Task 1.34B: Copy Words

This task requires students to copy words. The words displayed in the scoring protocol table are shown on a writing sheet located in the Alternate Writing Student Materials section. There are two forms available for students to write on: Assisted Identify/Copy Words (*1.34B Assisted: Copy Words* - contains dotted lines), and Unassisted Identify/Copy Words (*1.34B Unassisted: Copy Words* - contains a single line). Choose the page most appropriate for the student.

Scoring			
Item	Word	Student Response	Points
1	jab		/4
2	zip		/4
3	met		/4
4	rug		/4
5	pal		/4
6	wed		/4
7	hog		/4
8	fin		/4

Examples of Task Accommodation: Repeating the prompt multiple times, providing students with paper they would typically use for classroom assignments, providing students with assistive devices that allow them to maintain a grip on their writing instrument, providing students with response sheets that have enlarged response areas, substituting a font for the one provided in the protocol, providing students with the letters or words 1 at a time, on separate sheets of paper.

Examples of Task Modifications: Answering questions related to the correctness of spelling, placement of punctuation, or capitalization, having students trace a dotted version of the letter, having students erase and write neater, guiding students' hands while they write.

Administration: Make sure the test administrator:

- Presents the student with a half sheet of words to copy at a time by folding the page lengthwise.
- Says, “**Copy the word _____ exactly as you see it.**”
- Prompts the student after three seconds if no response.
- Prompts with individual words by saying, “**Copy the word _____**”; if the student hesitates.
- Uses a neutral tone.

Scoring

The test administrator should write the student's response in the Student Response section of the scoring table as the test is being administered. Score the words as if viewed by someone not familiar with the student's writing. Score the student's responses for Correct Letter Sequences (CLS) for each word after the test has been administered. CLS is a pair of letters (or spaces and letters correctly sequenced) within a word. A description of how to score for CLS can be found in the scoring protocol.

Example:

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

Task 1.34C, Task 1.56B: Write Own Name²

This task requires students to write their first and last name. Use the writing sheet located in the Alternate Writing Student Materials section. There is an assisted sheet, containing dotted lines and an unassisted sheet, containing single lines. Choose the most appropriate writing sheet based on the skill development of the student.

To administer this task, place the student response sheet directly in front of the student. Point to the first line of the response sheet and say, "**Write your first name on this line.**" Point to the second line and say, "**Write your last name on this line.**" Write the student's exact response in the Student Response section of the scoring sheet.

Scoring			
Student Name	Student Response	Correct CLS	Possible CLS
1. First Name:			
2. Last Name:			

Examples of Task Accommodation: Repeating the prompt multiple times, telling the student a specific name to write, providing students with paper they would typically use for classroom assignments, providing students with assistive devices that allow them to maintain a grip on their writing instrument, providing students with response sheets that have enlarged response areas, providing students with the words 1 at a time.

Examples of Task Modifications: Answering questions related to the correctness of spelling or capitalization, having students trace a dotted version of their name, having students erase and write neater, guiding students' hands while they write.

Administration: Make sure the test administrator:

- Places the response sheet in front of the student.
- Points to the sheet while providing the direction.
- Records the student's response in the Student Response section of the scoring protocol.
- Uses a neutral tone.

² Scoring has been modified in the 2007-2008 Alternate Assessment

Scoring

The student is scored on percentage correct as well as total points possible. There is a key provided in the scoring protocol to convert to percentage correct. First, the test administrator should write the student's response in the Student Response section of the Scoring table as the test is being administered. Score the words as if viewed by someone not familiar with the student's writing. Score the student's responses for Correct Letter Sequences (CLS) for first name and last name after the entire test has been administered.

CLS is a pair of letters (or spaces and letters correctly sequenced) within a word. A description of how to score for CLS can be found in the scoring protocol. To determine the final CLS score, divide CLS achieved by CLS total possible. This will give you a percentage. Refer to the Scoring Key in the scoring protocol to identify the points that correspond to that percentage. Record both the points from the scoring key and the actual percentage in the scoring protocol.

Example:

Student Name	Student Response	Points
John	^J^o^h^n^	5 / 5
Doe	^D^o^e^	4 / 4
John	^J ----	1 / 5
Doe	^D^o --	2 / 4

Task 1.34D, Task 1.56C: Write Words From Dictation

This is a dictation exercise. The student is asked to write a word from dictation. The words displayed in the Scoring table of the protocol do not appear on the student's writing sheet, the administrator reads each word to the student out loud. The materials needed are located in the Alternate Writing Student Materials section. There is an assisted sheet and an unassisted sheet. Choose the most appropriate writing sheet based on the skill development of the student.

Scoring			
Item	Word	Student Response	CLS
1	if		/3
2	got		/4
3	ham		/4
4	up		/3
5	led		/4
6	does		/5
7	made		/5
8	go		/3
9	why		/4
10	saw		/4

Examples of Task Accommodation: Repeating the word multiple times, providing students with paper they would typically use for classroom assignments, providing students with assistive devices that allow them to maintain a grip on their writing instrument, providing students with response sheets that have enlarged response areas, substituting a font for the one provided in the protocol, providing students with the letters or words 1 at a time, on separate sheets of paper.

Examples of Task Modifications: Answering questions related to the correctness of spelling, placement of punctuation, or capitalization, having students trace a dotted version of the letter/word, having students erase and write neater, guiding students' hands while they write.

Administration: Make sure the test administrator:

- Provides the student with a half sheet of paper.
- Says, **“I am going to say a word and then I want you to write the word.”**
- Re-prompts the student when appropriate, **“Write the word_____”**
- Uses a neutral tone.

Scoring

Score the words as if viewed by someone not familiar with the student's writing. Score the student's responses for Correct Letter Sequences (CLS) after the entire test has been administered. CLS is a pair of letters (or spaces and letters) correctly sequenced within a word. A description of how to score for CLS can be found in the scoring protocol.

Example:

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

Task 1.56A: Copy Sentences³

This exercise requires students to copy individual sentences consisting of three, four, and five words. Each sentence is comprised of common words mixed between phonemically regular words and sight words. The materials needed are located in the Alternate Writing Student Materials section. There is an assisted sheet, containing dotted lines and an unassisted sheet, containing single lines. Choose the most appropriate writing sheet based on the skill development of the student.

Scoring		
Item	Sentence Dictated	Student Response
1	I am here.	
2	Why did they go?	
3	Jim's big dog is brown.	
	Total	

Examples of Task Accommodation: Repeating the sentence multiple times, providing students with paper they would typically use for classroom assignments, providing students with assistive devices that allow them to maintain a grip on their writing instrument, providing students with response sheets that have enlarged response areas, substituting a font for the one provided in the protocol, providing students with the words one at a time, on separate sheets of paper.

Examples of Task Modifications: Answering questions related to the correctness of spelling, placement of punctuation, or capitalization, having students trace a dotted version of the words, having students erase and write neater, guiding student's hand while they write.

Administration: Make sure the test administrator:

- Places the response sheet in front of the student.
- Points to each sentence while asking them to **“Copy the sentence _____(reads the sentence) exactly as you see it.”**
- Prompts individual sentences by saying, **“Copy the sentence _____,”** after a three second hesitation.

³ Scoring has been modified in the 2007-2008 Alternate Assessment

Scoring

The student is scored on percentage correct as well as total points possible. There is a key provided in the scoring protocol to convert to percentage correct. First, the test administrator should write the student's response in the Student Response section of the scoring table as the test is being administered. Score the words as if viewed by someone not familiar with the student's writing. Score the student's responses for Correct Word Sequences (CWS).

CWS is a pair of words (or spaces and words correctly sequenced) within a sentence. A description of how to score for CWS can be found in the scoring protocol. To determine the final CWS score, divide CWS achieved by CWS total possible. This will give you a percentage. Refer to the Scoring Key located in the scoring protocol to identify the points that correspond to that percentage. Record both the points from the scoring key and the actual percentage in the scoring protocol.

Example:

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

Task 1.56D, Task 1.78C: Write a Sentence

This task requires students to create, and then write a sentence about a chosen topic. The materials you need are located in the Alternate Writing Student Materials section. There is an assisted sheet, with dotted lines and an unassisted sheet, with single lines. Choose the most appropriate writing sheet based on the skill development of the student.

Scoring			
1. Total Words Written	2. Correct Letter Sequences	3. Total CLS Possible	4. Percent Correct
			%

Examples of Task Accommodation: Providing students with paper they would typically use for classroom assignments, providing students with assistive devices that allow them to maintain a grip on their writing instrument, providing students with response sheets that have enlarged response areas, providing students with the letters or words 1 at a time, on separate sheets of paper.

Examples of Task Modifications: Answering questions related to the correctness of spelling, placement of punctuation, or capitalization, having students trace a dotted version of the letter, having students erase and write neater, guiding students' hands while they write.

Administration: Make sure the test administrator:

- Spends time discussing the sentence topics with the student.
- Points to the first line on the writing sheet and says, **“Write a sentence about (chosen topic).”**
- Prompts the student after three seconds if there is no response.
- Maintains neutral tone.

Scoring

The student is scored on percentage correct as well as total points possible. There is a key provided in the scoring protocol to convert to percentage correct. First, the test administrator should write the student's response in the Student Response section of the scoring table as the test is being administered. Score the words as if viewed by someone not familiar with the student's writing. Score the student's responses for Correct Letter Sequences (CLS).

To determine the final CLS score, divide CLS achieved by CLS total possible. This will give you a percentage. Refer to the Scoring Key to identify the points that correspond to that percentage. Record both the points from the scoring key and the actual percentage in the scoring protocol.

A complete scoring guide for Ideas and Organization can be found in the scoring protocol.

Note: For task 1.78C, the student may receive up to two bonus points per sentence for clarity and legibility of handwriting.

Example:

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

Task 1.78A: Write Sentences from Dictation⁴

This is a dictation exercise. The student is asked to write sentences from dictation. The sentences displayed in the scoring table of the protocol do not appear on the student's writing sheet, the administrator will read each sentence aloud. The materials needed are located in the Alternate Writing Student Materials section. There is an assisted sheet, containing dotted lines and an unassisted sheet, containing single lines. Choose the most appropriate writing sheet based on the skill development of the student.

Scoring				
Item	Sentence Dictated	CWS	% Correct	Score
1	Pat fed dogs.	/4	%	
2	It is cold today.	/5	%	
3	Mother and I went to lunch.	/7	%	
	Total	/16	%	/10

Examples of Task Accommodation: Repeating the sentence multiple times, providing students with paper they would typically use for classroom assignments, providing students with assistive devices that allow them to maintain a grip on their writing instrument, providing students with response sheets that have enlarged response areas, substituting a font for the one provided in the protocol, providing students with the letters or words 1 at a time, on separate sheets of paper.

Examples of Task Modifications: Answering questions related to the correctness of spelling, placement of punctuation, or capitalization, having students trace a dotted version of the letter, having students erase and write neater, guiding students' hands while they write.

Administration: Make sure the test administrator:

- Dictates each individual sentence.
- Allows enough time for the student to complete the sentence before prompting the next item.
- Repeats the sentences and/or individual words as many times as necessary.
- Reads in a neutral tone.
- Presents student prompts verbatim.
- Doesn't provide assistance with spelling, capitalization or punctuation.

⁴ Scoring has been modified in the 2007-2008 Alternate Assessment, see page 26 for modified instructions

Scoring

The student is scored on percentage correct as well as total points possible. There is a key provided in the scoring protocol to convert to percentage correct. First, the test administrator should write the student's response in the Student Response section of the Scoring table as the test is being administered. Score the words as if viewed by someone not familiar with the student's writing. Score the student's responses for Correct Word Sequences (CWS).

To determine the final CWS score, divide CWS achieved by CWS total possible. This will give you a percentage. Refer to the Scoring Key to identify the points that correspond to that percentage. Record both the points from the scoring key and the actual percentage in the scoring protocol.

Note: Practice Test is scored for Correct Letter Sequences (CLS).

For this task, the student may receive one bonus point per sentence for clarity and legibility of handwriting.

Example:

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

Task 1.78B, Task 1.910A: Revise Sentences⁵

This task contains 2 components. First, the student is required to identify appropriate sentence mechanics. There are several short sentences requiring punctuation, capitalization or correct verb form. The student must choose the correct word or punctuation mark for the sentence. Next the student is given several words in random order and asked to make a sentence. The student is required to put the words in the correct order to make a complete sentence. The materials you need are located in the Alternate Writing Student Materials section.

Scoring		
Item	Student Response	Points
1	She was there (two <u>too</u>).	/1
2	(<u>It</u> it) is fun to play.	/1
3	Can they eat now (. <u>?</u>)	/1
4	We (<u>winned</u> <u>won</u>) a race.	/1
5	The boys (was <u>were</u>) hungry.	/1
6	Is our vacation in (<u>July</u> <u>July</u>)?	/1
7	My friend and (<u>I</u> <u>me</u>) went swimming.	/1
8	It happened to (<u>her</u> <u>she</u>).	/1

Examples of Task Accommodation: Repeating the sentence multiple times, providing students with assistive devices that allow them to maintain a grip on their writing instrument, substituting a font for the one provided in the protocol, providing enlarged print for students with limited vision.

Examples of Task Modifications: Answering questions related to the correctness of the student response, guiding students to the right answers, and substituting items for those on the response sheet.

Administration: Make sure the test administrator:

- States the entire direction set to the student: **“You will be editing these sentences. Each box contains one mistake. Circle the word that makes this sentence correct. “**
- Points to the correct sentence as the test administrator prompts: **“Begin with sentence 1.”**
- Prompts individual sentences by saying, **“Mark the word that is correctly written,”** after a three second hesitation.
- Rereads sentences if needed.
- Doesn’t provide assistance with spelling, capitalization or punctuation.
- Records student’s responses in the “Student Response” section of the Scoring table.



⁵ Scoring has been modified in the 2007-2008 Alternate Assessment

Scoring

For editing sentences, the student may receive one point for each correct edit. A correct response receives one point, and an incorrect response receives zero points. Record student responses and points in the scoring table. For making a sentence, the student may receive one point for each word placed in the correct order. So the total possible for each item is determined by how many words the sentence contains. The student may receive one point for a correctly placed word, and zero points for an incorrectly placed word.

- Correct Response = 1 point
- Incorrect Response = 0 points

Example:

Example	
Student Response	Points
	1
	0

Note: This scoring key refers to each individual edit. The actual task in the scoring protocol contains 4 edits per sentence.

Task 1.910B: Write a Story⁶

This is a story writing activity. If the student cannot write a sentence, skip this task. This task requires the student to produce a story based on a story starter. This task is comprised of the following two exercises:

1. Students write a story within a ten-minute time frame. This story is scored for Correct Word Sequence (CWS.) *This exercise is timed. You will need a stopwatch or clock.*
2. Students finish the story without the confines of a time limit. The story is scored using a holistic rating for ideas and organization.

The materials you need are located in the Alternate Writing Student Materials section

Scoring					
1. Tot. Words Written	2. CWS	3. Total CWS Poss.	4. Percent Correct	5. Ideas	6. Org.
			%	0	0
				1	1
				2	2
				3	3
				4	4

Examples of Task Accommodation: Repeating the prompt multiple times, providing students with paper they would typically use for classroom assignments, providing students with assistive devices that allow them to maintain a grip on their writing instrument, providing students with response sheets that have enlarged response areas, providing students with the letters or words 1 at a time, on separate sheets of paper.

Examples of Task Modifications: Answering questions related to the correctness of spelling, placement of punctuation, or capitalization, having students trace a dotted version of the letter, having students erase and write neater, guiding students' hands while they write.

Administration: Make sure the test administrator:

- Places the appropriate writing sheet in front of the student.
- After selecting one of the topics, says to the student, “**Next, you will write a story about (insert chosen topic).**”
- The test administrator begins the stopwatch right when the student begins writing.
- Prompts the student to finish the story after 10 minutes by saying, “**It is time to finish your story.**”

⁶ Scoring has been modified in the 2007-2008 Alternate Assessment

Scoring

The student is scored on percentage correct as well as total points possible. There is a key provided in the scoring protocol to convert to percentage correct. First, the test administrator should write the student's response in the Student Response section of the scoring table as the test is being administered. Score the words as if viewed by someone not familiar with the student's writing. Score the student's responses for Correct Word Sequences (CWS).

CWS is a pair of words (or spaces and words correctly sequenced) within a sentence. A description of how to score for CWS can be found in the scoring protocol. To determine the final CWS score, divide CWS achieved by CWS total possible. This will give you a percentage. Refer to the Scoring Key to identify the points that correspond to that percentage. Record both the points from the scoring key and the actual percentage in the scoring protocol.

Example:

Example					
Total Words	CWS	Total CWS Possible	Percent Correct	Ideas	Organization
13	15	15	100	2	2
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Student Response</div> <p style="text-align: center; font-family: monospace;">^One ^time ^my ^friend ^ate ^a ^hot ^pepper ^ ^He ^was ^in ^a ^contest.^]</p>					
13	5	15	33	2	2
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Student Response</div> <p style="text-align: center; font-family: monospace;">^One - tim - mi - friend - ate ^a^ hot - peper - ^He - wuz - in ^ a - cntist -]</p>					

Scoring Ideas and Content

5	The story is original with a highly original point of view that is consistently supported with details that address virtually all of the content (components).
4	The story has original elements that reflect a point of view and is generally supported with details that address most of the content.
3	Though the story is somewhat unusual in its point of view, it contains typical or common elements and somewhat inconsistently supports this content in the details.
2	The story has a very typical or common point of view that is not well supported in the details of the content.
1	The story has no point of view and details of content are lacking or inconsistent.
0	No writing sample is written or writing sample contains no legible words.

Scoring Organization

5	The story presents well-connected ideas that consistently relate to each other; transition words are apparent and function consistently with the ideas; the story has a beginning – middle – ending.
4	The story ideas that are loosely connected; some transition words are present but are not entirely consistent with the ideas; the story has a beginning but the middle and end are not clear.
3	The story ideas are not connected; a few transition words are present but don't function well to connect ideas; the beginning – middle – end are not sequenced.
2	The story idea(s) are juxtaposed with little transition or order to sequence them.
1	The story has a very limited number and sequence of ideas.
0	No writing sample is written or writing sample contains no legible words.

Task 1.910C: Revise Writing

This task addresses the student’s ability to copy sentences and choose appropriate sentences in order to create a story. The student is first asked to write the sentences, and then asked to put the story in order. The administrator begins by writing the first 2 words of the sentence and prompts the student to, **“Finish this sentence.”**

Revise Writing - Scoring		
Item	Sentence	Points
1	Look at this card: Write/Copy the words 'She^grabbed^a^can^of^soup'	/5
2	Look at this card: Write/Copy the words 'She^poured^soup^and^milk^in^the^pot'	/7
3	Look at this card: Write/Copy the words 'Sally^found^a^pot'	/3
4	Look at this card: Write/Copy the words 'Sally^ate^the^soup'	/3
5	Look at this card: Write/Copy the words 'Sally^cooked^it^into^soup'	/4
6	Look at this card: Write/Copy the words 'She^put^a^bowl^on^the^table'	/6
7	Put in order: 1. Sally found a pot. 2. She grabbed a can of soup. 3. She poured soup and milk in the pot. 4. Sally cooked it into soup. 5. She put a bowl on the table. 6. Sally ate the soup.	/6
Total Points		_____/34

Examples of Task Accommodation: Repeating the prompt, providing students with assistive devices that allow them to maintain a grip on their writing instrument, substituting a font for the one provided in the protocol, using a larger font for students with visual impairments.

Examples of Task Modifications: Answering questions related to the correctness of spelling, placement of punctuation, or capitalization, having students erase and write neater, guiding student's hand while they write, prompting the student by providing examples.

Administration: Make sure the test administrator:

- Presents the students with the materials, one sentence at a time.
- Writes the first two words of the sentence and asks the student to **“Finish copying the sentence.”**
- Presents the remaining sentences in the order listed in the scoring box.
- Prompts the student after a delay with no response.
- After all sentences have been written, ask the student to **“Put these cards in the right order to make a story.”**

Scoring

This task is scored for correct word sequences. The first two words are written by the administrator and do not count for scoring.

Correct Word Sequencing (CWS) Scoring Guide for Revise Writing	
The student may receive one point for each word written in the correct sequence.	
Administrator writes first word: Sally made ^ herself ^ some ^ soup.^	= 4 points
Example student response: Sally made - herself ^ some - otmeel.	= 1 point

Appendix A

Writing Proficiency Trials¹

¹ Note: These proficiency examples were extracted from the 2006-2007 User Manual, please ignore page numbering as it is not applicable to this document.

WRITE YOUR OWN NAME - Test Your Proficiency

TRIAL 1	Name	Student Response	Total CLS	CLS Possible
		Chris	Chris	
	Majors	Majors		

TRIAL 2	Name	Student Response	Total CLS	CLS Possible
		Allison	ALLISON	
	Choi	Choi		

TRIAL 3	Name	Student Response	Total CLS	CLS Possible
		Carrie	Carrie	
	McDonald	NcbomALb		

TRIAL 4	Name	Student Response	Total CLS	CLS Possible
		Laura	Laura	
	Martinez	marinez		

TRIAL 5	Name	Student Response	Total CLS	CLS Possible
		Ashley	Azhle	
	Lum	Lum		

WRITE YOUR OWN NAME - Continued

TRIAL 6	Name	Student Response	Total CLS	CLS Possible
	Trevor	T r v v		
	Coleman	C o l m a h		

TRIAL 7	Name	Student Response	Total CLS	CLS Possible
	Sue	S u e		
	Hong	H o n g		

TRIAL 8	Name	Student Response	Total CLS	CLS Possible
	Phil	P I L		
	Rogers	R o e e r s		

TRIAL 9	Name	Student Response	Total CLS	CLS Possible
	Albert	A l d e r t		
	Sanchez	S a n c h e s		

TRIAL 10	Name	Student Response	Total CLS	CLS Possible
	Bill	B i l l		
	Fry	F r y		

WRITE WORDS FROM DICTATION – Test Your Proficiency

TRIAL 1	Item	Student Response	Points
	if	if	/3
	up	ap	/3
	dip	bip	/4
	job	gb	/4
	fan	pan	/4
	leg	Leg	/4
	sat	cut	/4
	pot	got	/4
	am	am	/3
	pet	pit	/4

TRIAL 3	Item	Student Response	Points
	fan	fun	/4
	pot	bot	/4
	am	am	/3
	up	ip	/3
	dip	dep	/4
	job	jod	/4
	leg	leg	/4
	if	If	/3
	sat	sad	/4
	go	joe	/3

TRIAL 2	Item	Student Response	Points
	at	at	/3
	on	am	/3
	the	the	/4
	his	hiz	/4
	run	vun	/4
	and	anb	/4
	he	tid	/3
	did	hi	/4
	cap	kap	/4
	let	lut	/4

TRIAL 4	Item	Student Response	Points
	the	the	/4
	if	Iv	/3
	leg	LG	/4
	job	Jub	/4
	sat	sat	/4
	am	am	/3
	pot	pat	/4
	and	end	/4
	let	led	/4
	fan	the	/4

**WRITE WORDS FROM DICTATION – Test Your Proficiency
(continued)**

TRIAL 5	Item	Student Response	Points
	run	ron	/4
	on	an	/3
	his	h/s	/4
	and	nd	/4
	he	hee	/3
	cap	KEP	/4
	did	ded	/4
	let	lit	/4
	pet	ped	/4
at	at	/3	

TRIAL 7	Item	Student Response	Points
	did	deed	/4
	and	ond	/4
	he	HE	/3
	cap	cap	/4
	on	un	/3
	run	run	/4
	his	his	/4
	the	tru	/4
	pet	get	/4
at	at	/3	

TRIAL 6	Item	Student Response	Points
	up	uq	/3
	dip	dip	/4
	if	iv	/3
	leg	lsg	/4
	job	gob	/4
	sat	sut	/4
	am	Am	/3
	pot	pt	/4
	fan	Fam	/4
go	goe	/3	

TRIAL 8	Item	Student Response	Points
	let	lett	/4
	no	roh	/3
	go	goa	/3
	am	an	/3
	sat	cat	/4
	leg	lg	/4
	job	job	/4
	if	it	/3
	up	qu	/3
dip	dib	/4	

**WRITE WORDS FROM DICTATION – Test Your Proficiency
(continued)**

TRIAL 9	Item	Student Response	Points
	pot	POT	/4
	fan	FAN	/4
	at	ad	/3
	cap	COP	/4
	he	hie	/3
	and	und	/4
	his	hiis	/4
	run	VUM	/4
	the	thE	/4
on	oh	/3	

TRIAL 10	Item	Student Response	Points
	no	know	/3
	go	goh	/3
	did	bib	/4
	let	lat	/4
	pot	pod	/4
	am	um	/3
	fan	fan	/4
	up	UP	/3
	if	IF	/3
sat	ST	/4	

COPY/DICTATE SENTENCES - Test Your Proficiency

TRIAL 1	Model Sentences	Student Response	Total Words	CLS	CLS Possible
	Tom's shirt is wet.	Tom's shert is wet.			
	Let's go into the red house.	lets go into the red house.			
	My bed is soft.	my bad is soft			

TRIAL 2	Model Sentences	Student Response	Total Words	CLS	CLS Possible
	The man was kind.	The man was kind.			
	The hat is red.	th wt iz rb			
	She has to help Jill's mom.	She haz to help Jills mom			

TRIAL 3	Model Sentences	Student Response	Total Words	CLS	CLS Possible
	We will go to Joe's house.	we will goto jose house			
	A bird can fly.	a berd fly			
	A dog runs fast.	a dop runs fast.			

TRIAL 4	Model Sentences	Student Response	Total Words	CLS	CLS Possible
	My bed is soft.	mi put iz soft			
	Let's go into the red house.	lets goe into the red hose.			
	Tom's shirt is wet.	toms sirt is wet			

TRIAL 5	Model Sentences	Student Response	Total Words	CLS	CLS Possible
	I can hit the ball.	i can hit bal.			
	A bird can fly.	bird kan fly.			
	A dog runs fast.	a dog runs			

COPY/DICTATE SENTENCES – Test Your Proficiency

TRIAL 6	Model Sentences	Student Response	Total Words	CLS	CLS Possible
	We will go to Joe's house.	We will goe to Joe's house.			
	The man was kind.	The man was kind			
	She has to help Jill's mom.	she has to help Jill's mom			

TRIAL 7	Model Sentences	Student Response	Total Words	CLS	CLS Possible
	Let's go into the red house.	lit go entoo the red house			
	My bed is soft.	mi ped is sut			
	Tom's shirt is wet.	tom's shet iz wat			

TRIAL 8	Model Sentences	Student Response	Total Words	CLS	CLS Possible
	The man was kind.	Thu man waz kind			
	She has to help Jill's mom.	she has to hip jilz mum			
	The hat is red.	the hut is rad			

TRIAL 9	Model Sentences	Student Response	Total Words	CLS	CLS Possible
	A bird can fly.	A berd can fli.			
	A dog runs fast.	A dogrunz fast.			
	We will go to Joe's house.	we wil! go to jo's house.			

TRIAL 10	Model Sentences	Student Response	Total Words	CLS	CLS Possible
	Tom's shirt is wet.	Tums cheft is wet			
	The hat is red.	The hat is rid.			
	We will go to Joe's house.	We will go to Goe's house.			

WRITE A SENTENCE – Test Your Proficiency

TRIAL 1	Model Sentence	Student Response	Total Words	CLS	CLS Possible
	I like to play outside.	I lik to play ot side			
	I watch television.	i wch televishun			
	I eat a snack.	I eet a snak.			

TRIAL 2	Model Sentence	Student Response	Total Words	CLS	CLS Possible
	I ride my bike to the park.	I rid my bik to the park			
	I play with my dog.	I Plag with ny dog.			
	I take a nap.	I tak a nap			

TRIAL 3	Model Sentence	Student Response	Total Words	CLS	CLS Possible
	I play with my dog.	I plae with mi dog.			
	I do homework.	I doohomewurk			
	I jump rope with friends.	i jump rope with friends			

TRIAL 4	Model Sentence	Student Response	Total Words	CLS	CLS Possible
	I like to play outside.	I lik tu plae utsid			
	I eat candy.	I eat candy			
	I go to the mall.	I goe to the moll.			

TRIAL 5	Model Sentence	Student Response	Total Words	CLS	CLS Possible
	I watch television.	I wach televiju			
	I ride my bike to the park.	I rid my bik to the park.			
		I et A snak			

WRITE A SENTENCE – Test Your Proficiency (continued)

TRIAL 6	Model Sentence	Student Response	Total Words	CLS	CLS Possible
	I play with my dog.	I pluy my bog			
	I take a nap.	i tk a nap			
	I do homework.	i do hunework.			

TRIAL 7	Model Sentence	Student Response	Total Words	CLS	CLS Possible
	I like to play outside.	i like to bla otso			
	I go to the mall.	I go to the moll.			
	I eat candy.	eet candi.			

TRIAL 8	Model Sentence	Student Response	Total Words	CLS	CLS Possible
	I ride my bike to the park.	I rid mi' bik to the park			
	I eat a snack.	i ete a suk			
	I watch television.	I woch tv.			

TRIAL 9	Model Sentence	Student Response	Total Words	CLS	CLS Possible
	I play with my dog.	I blay with mi dog.			
	I take a nap.	I TAKE A NAP.			
	I do homework.	I do homework.			

TRIAL 10	Model Sentence	Student Response	Total Words	CLS	CLS Possible
	I jump rope with friends.	gump rope with frends.			
	I eat candy.	I eate cand.			
	I go to the mall.	I goto the mall			

WRITE A STORY WITH PICTURES – Test Your Proficiency

	Model Response	Student Response	Words Written	CWS	CWS Possible
TRIAL 1	A girl and boy plant some seeds. They water the seeds to grow. The flowers grow really big. They are happy.	A girl and boy plant sun seeds. The water the seeds to grow. The flowers grow really big. The are happy.			

	Model Response	Student Response	Words Written	CWS	CWS Possible
TRIAL 2	The boy and girl are in the sun. The plant grows because it has water and sun.	The boy and girl in the sun The plant grow becauz they hav water and sun			

	Model Response	Student Response	Words Written	CWS	CWS Possible
TRIAL 3	The plant grows up. The boy and girl are happy because it is pretty.	The plant growz up and the boy and girl are happy becauz tha are prity			

	Model Response	Student Response	Words Written	CWS	CWS Possible
TRIAL 4	A girl and boy plant seeds in the grass. They have fun in the sun and water it. The flowers grow bigger than them! The end.	A girl and a boy plant seeds in the grass. They hav fun in the sun and water it. The flowers grow bigger then them! The end.			

	Model Response	Student Response	Words Written	CWS	CWS Possible
TRIAL 5	A girl and boy plant a garden. They give it lots of water and sunshine. The flowers grow so big.	A girl and boy plant a garden. They giv it lots of water and sunshine. The flowers grow sooo big.			

WRITE A STORY WITHOUT PICTURES – Test Your Proficiency

	Model Response	Student Response	Words Written	CWS	CWS Possible
TRIAL 1	Camp is fun. We play games. We go swimming. I have lots of friends at camp.	Camp is fun we play games we go swim I have lots of friends at camp.			
TRIAL 2	I went to the swimming pool with my friend. We swam in the pool and the water was cold. We jumped on the diving board.	I went to the swimming pool with my friend we swim in the pool and water was cold. we jumped the diving board.			
TRIAL 3	One day I went to the movies with my friends. We saw a funny movie about a dog.	One day I went to the movies with my friends. We saw a fun movie about a dog.			
TRIAL 4	One day I went to the swimming pool with my friend. We swam in the pool. The water was cold. Next, we jumped off of the diving board.	One day I to the swimming pool my friend. we swam in pool water was cold next we jump off the diving board.			
TRIAL 5	One day I went to the playground with my friend. First we played on the wooden swings. Then we rode the twisty slide.	one day I went to the playground with my friend first we played on the wooden swings then rode the twisty slide			

WRITE A STORY WITHOUT PICTURES – Test Your Proficiency

TRIAL 6	Model Response	Student Response	Words Written	CWS	CWS Possible
	<p>Camp is fun. We play games. We eat food. Hot dogs are my favorite.</p>	<p>Camp is fun. we play games. we eat food. Hot dogs are my favrit.</p>			

TRIAL 7	Model Response	Student Response	Words Written	CWS	CWS Possible
	<p>One day I went to the movies with my friend. We saw a funny movie about a dog.</p>	<p>One day I wit to the movis with my freind. We saw a funny movi about a bog.</p>			

TRIAL 8	Model Response	Student Response	Words Written	CWS	CWS Possible
	<p>One day I went to the movies with my friend. We saw a funny movie about a dog.</p>	<p>1 day I wet to the movis with my frind. we saw a funny movi about a dog.</p>			

TRIAL 9	Model Response	Student Response	Words Written	CWS	CWS Possible
	<p>One day I went to the swimming pool with my friend. We swam in the pool and the water was cold. We jumped off of the diving board.</p>	<p>1 day wnto th swimig pul wit my frnd. we in the pool and wter wuz cold. we jumed of the diving bard.</p>			

TRIAL 10	Model Response	Student Response	Words Written	CWS	CWS Possible
	<p>One day I went to the playground with my friend. We played on swings. We dug holes in the sandbox. We rode our bikes home.</p>	<p>one dae i wint to the playgrnd with my frend. we plade on swings dug holes in the sandboes rode biks hom.</p>			