

**Alaska Department Of Education & Early Development
Assessment & Accountability Unit**

Practice Test

**Alternate Assessment - WRITING
SCORING PROTOCOL**

Student Name: _____

Student Grade: _____

Alaska State Student ID: _____

District Student ID (optional): _____

District Name: _____

School Name: _____

Teacher Name: _____

Qualified Assessor Name: _____

Date Test Completed: _____

ALTERNATE ASSESSMENT - WRITING - GENERAL INSTRUCTIONS

Writing Permissible Accommodations – Alaska Alternate Assessment

Follow the directions detailed in the Scoring Protocol for each item. Text printed in **bold** in the Scoring Protocol should be read as written to the student. Assessors may repeat the student prompt if needed.

Examples of Task Accommodation (Should be familiar to student, used in instruction):

- Enlarging the pictures for a student with limited vision, providing colored pictures, providing real objects from the classroom
- Prompting the student to write more about the topic repeatedly. For instance, if the prompt is “Write about your pet,” and the student writes, “My dog,” the Assessor may re-prompt by saying, “Write more about your dog.” The Assessor may repeat the prompt several times
- Touching each word as the Assessor reads the word out loud to the student.
- 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 one at a time, on separate sheets of paper

Examples of Task Modification (not allowed during test administration):

- Answering questions related to the correctness of formation
- Placing of punctuation or capitalization for the student
- Having students trace a dotted version of the letter
- Having students erase and write neater
- Guiding students’ hands while they write
- Providing students with a smaller set of tasks

Administration: Make sure the Assessor:

- Places the proper series of cards one at a time in front of the student
- Presents the letters at a speed that is appropriate for the individual student
- Prompts the student after a delay with no response
- Allows student to make corrections, if the student requests such an opportunity
- Removes cards already presented and place them face down to limit distractions
- Records each student response discreetly as it is provided
- Maintains a neutral tone

**TASK 1.34: WRITE USING A VARIETY OF FORMS
- ADMINISTRATION, SCORING**

Directions

1.34B - Copy Words

Present the student with the materials located in the student materials. Choose whether assisted or unassisted is more appropriate for the student. Say, **“Copy the word (read the word to the student) exactly as you see it.”** Continue presenting words. Prompt the student after a delay with no response. If the student hesitates, prompt again by saying, **“Copy the word ____.”** Score the words as if viewed by someone not familiar with the student’s writing. Record student’s points in the scoring box. If the student responds incorrectly, record his or her response AND the score.

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

Note: Refer to the Writing Scoring Manual to score CLS.

1.34B - Copy Words - Scoring				Notes
Item	Word	Student Response	Points	
1	yet		/4	
2	can		/4	
3	fit		/4	
4	bake		/5	
5	song		/5	
6	or		/3	
7	be		/3	

**TASK 1.56: STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING
- ADMINISTRATION, SCORING**

Directions

1.56A - Conventions of Writing

Present the student with the sentence sheet located in the student materials. Say, **“Each box contains one mistake. Circle the word that makes this sentence correct.”** Then point to the number one and say **“I will read the sentence with each word. You pick the correct word.”** Prompt the student after a delay with no response. If the student responds incorrectly, record his or her response and the score. Record student’s points in the scoring box.

Scoring: This task has four sentences, and each edit is worth two points for each sentence. Partial credit is not awarded for any items.

1.56A - Conventions of Writing - Scoring				Notes
Item	Sentence	Student Response	Score	
1	(<u>Bob</u> bob) looked at his paper.		/2	
2	Come on over to the (<u>school.</u> school)		/2	
3	(play <u>Play</u>) the game with us.		/2	
4	Will you sing a (song. <u>song</u> ?)		/2	

**TASK 1.56: WRITE USING A VARIETY OF FORMS
- ADMINISTRATION, SCORING**

Directions

1.56B - Write Own Name

Present the student with the materials located in the student materials. Choose whether assisted or unassisted is more appropriate for the student. Say, **“Write your first name on this line.”** Point to the second line. Say, **“Write your last name on this line.”**

Scoring: The student is scored on percentage of correct letter sequences. 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. Refer to the Writing Scoring Manual to score CLS.

Scoring Key

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

1.56B - Write Own Name - Scoring

Notes

Student Name	Student Response	% Correct	Points
First and Last Name:			/25

TASK 1.78: WRITE USING A VARIETY OF FORMS - ADMINISTRATION, SCORING

Directions

1.78C - Communicate Ideas Using Words

Cut out the words for Items 1-7 in the student materials. Present the student with the first word, then place the other words on the desk in front of the student in the order specified in the Student Materials. Say to the student, “**Begin with this word.**” (Point to and read the first word of the sentence.) (Assessor may read all words to the student.) “**Finish the sentence using these words.**” (Point to and read remaining words.) The student is required to place the words in the correct order to make a sentence. Each word correctly placed is worth one point.

Scoring: This task is scored for Correct Word Sequences. **Because the first word is given for each Item, the word sequence scoring begins between the first and second word.** Refer to the Writing Scoring Manual to score CWS.

1.78C - Communicate Ideas Using Words - Scoring			Notes
Item	Incorrect Sentence	Points	
1	Will ^ you ^ help ^ me ^ write? ^	/5	
2	Mary ^ went ^ for ^ a ^ walk. ^	/5	
3	Was ^ the ^ movie ^ fun ^ to ^ watch? ^	/6	
4	The ^ game ^ will ^ be ^ today. ^	/5	
5	He ^ is ^ a ^ good ^ man. ^	/5	
6	Barb ^ saw ^ the ^ same ^ show. ^	/5	
7	Did ^ you ^ go ^ into ^ the ^ store? ^	/6	

TASK 1.78: WRITE USING A VARIETY OF FORMS - ADMINISTRATION, SCORING

Directions

1.78D - Write a Sentence

Present the student with the materials located in the student materials. Choose whether assisted or unassisted is more appropriate for the student. Point to the first line on the writing sheet and say, **“Write a sentence about a friend.”** (*Item 1*). Prompt the student after a delay with no response. After the student is finished with the first sentence, point to the second line on the writing sheet and say, **“Write a sentence about your home.”** (*Item 2*). Record student responses and points in the scoring box.

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. Refer to the Writing Scoring Manual to score CWS, Ideas and Organization, and legibility.

Scoring Key

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

1.78D - Write a Sentence - Scoring

Item	Sentence Written	CWS	% Correct	Score	Ideas & Org.	Legibility
1	friend			/10	/5	/2
2	home			/10	/5	/2

TASK 1.910: STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING - SCORING and ADMINISTRATION

Directions

1.910A - Conventions of Standard English

Present the student with the sentence sheet located in the student materials. 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.) Prompt the student after a delay with no response. If the student responds incorrectly, record his or her response and the score in the scoring box.

Scoring: This task has seven sentences. Each edit is worth two points, and each sentence contains two edits for a total of four points possible for each sentence. The student earns two points for each correct selection or edit. Partial credit is not awarded for any items.

1.910A - Conventions of Standard English - Scoring			Notes
Item	Incorrect Sentence	Pts	
1	(the <u>The</u>) cat and the dog were (<u>friends</u> . friends)	/4	
2	Cindy (<u>ate</u> eat) all of the pizza last (<u>night</u> <u>night</u> .)	/4	
3	What did (<u>sam</u> <u>Sam</u>) say to (<u>her?</u> her)	/4	
4	Do you (<u>want</u> wants) to (<u>ran</u> run) ?	/4	
5	See the (<u>blue</u> blew) color of the (<u>water</u> <u>water</u> .)	/4	
6	Can (<u>i</u> I) start to (<u>eat</u> ate) the food ?	/4	
7	(<u>Dancing</u> dancing) will start on (<u>friday</u> <u>Friday</u>) night.	/4	

**TASK 1.910: WRITE USING VARIETY OF FORMS
- ADMINISTRATION, SCORING**

Directions

1.910B - Write a Story

Present the student with the blank writing sheet located in the student materials. Choose whether assisted or unassisted is more appropriate for the student. Say, “**Next, you will write a story about your favorite thing you like to do.**” Prompt if the student has trouble with this topic; the administrator can help the student by asking “**Think about your favorite thing you like to do. Write a story about what you like to do, and describe what it is like.**” Prompt the student after a delay with no response. If the student does not like the topic, you may have them write a story about their family, school, or best friend.

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. Refer to the Writing Scoring Manual to score CWS and Ideas and Organization.

Scoring Key

Percent Correct	Points
91% - 100%	30
81% - 90%	27
71% - 80%	24
61% - 70%	21
51% - 60%	18
41% - 50%	15
31% - 40%	12
21% - 30%	9
11% - 20%	6
1% - 10%	3
0%	0

1.910B - Write a Story - Scoring					Notes
Correct CWS	Total CWS Possible	% Correct	Score	Ideas & Org.	
			/30	/5	