

APPENDIX U

ELA-WRITING SCORING RUBRICS- MCAS-ALT

Scoring Rubric for MCAS-Alt Writing– Opinion/Argument

	M	1	2	3	4
Level of Complexity		Opinion/argument not submitted, or unmatched to requirement.	Student addressed Writing through “access skills.”	Student addressed Writing through “entry points.”	Student addressed Writing at “grade-level.”
Expression of Ideas and Content	Opinion/argument was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Piece lacked a clear opinion/claim, preference, or point of view; or was unmatched to assignment or off-topic; or used text provided by the teacher.	Piece related to assignment minimally; no reasons or evidence to support opinion/claim, point of view; or included a list or picture(s) without text.	Piece presented an opinion/claim, preference, or point of view; reason(s), evidence, or information to support opinion/claim were limited, vague, and/or sometimes off-topic.	Piece was clear and information was accurate; reasons and evidence to support opinion/claim were clear, appropriate, and on-topic.
Knowledge of Conventions		No conventions were evident (i.e., little or no text); or could not be understood due to frequent errors in writing mechanics, grammar, and usage.	General meaning could be determined, but frequent errors in writing mechanics, grammar, and usage interfered with understanding.	Meaning was mostly clear; errors in writing mechanics, grammar, and usage sometimes interfered with understanding.	Meaning was clear; minor errors in writing mechanics, grammar, and usage rarely or never interfered with understanding.
Text Structure		Single words or pictures were used to express ideas, with little or no sentence formation; or used vocabulary provided by the teacher.	Sentence fragments (phrases), with occasional complete sentences, were used to express ideas.	One or two complete sentences were used to express ideas.	A paragraph of at least three well-organized complex sentences was used to express ideas.
Use of Vocabulary		Vocabulary was unrelated to concept, or was provided by the teacher.	Vocabulary was related to concept, but was limited and/or repetitive.	Vocabulary was functional and appropriate, with some repetition, and occasional use of connecting words and/or phrases.	Vocabulary expressed ideas clearly and included appropriate connecting words and/or phrases.
Independence	Opinion/argument was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Student required extensive, almost continuous, prompts to complete writing assignment. (0-25%)	Student required frequent prompts to complete writing assignment (i.e., most responses or sentences were prompted). (26-50%)	Student required few prompts to complete writing assignment (i.e., most responses or sentences were <u>un</u> prompted). (51-75%)	Student required no, or very occasional, prompts to complete writing assignment. (76-100%)

Self-Evaluation	No evidence of planning, self-correction (editing), task-monitoring, goal-setting, and reflection was found for this writing sample.	Evidence of planning, self-correction (editing), task-monitoring, goal-setting, and/or reflection was found for this writing sample.			
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Scoring Rubric for MCAS-Alt Writing—Informative/Explanatory Text

	M	1	2	3	4
Level of Complexity		Informative/explanatory text not submitted, or unmatched to requirement.	Student addressed Writing through “access skills.”	Student addressed Writing through “entry points.”	Student addressed Writing at “grade-level.”
Expression of Ideas and Content	Informative/explanatory text was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Lacked main idea; or main idea was unclear, unmatched to assignment, or off-topic; or used text provided by the teacher.	Main idea related to the assignment minimally; no facts, details, or descriptions included; or included a list or picture(s) without text.	Main idea was evident; facts, details, and/or descriptions were limited, vague, and/or off-topic.	Main idea was clear; information was accurate; facts, details, and/or descriptions were clear, appropriate and on-topic.
Knowledge of Conventions		No conventions were evident (i.e., little or no text); or meaning could not be understood due to frequent errors in writing mechanics, grammar, and usage	General meaning could be determined; frequent errors in writing mechanics, grammar, and usage interfered with understanding.	Meaning was mostly clear; errors in writing mechanics, grammar, and usage sometimes interfered with understanding.	Meaning was clear; minor errors in writing mechanics, grammar, and usage rarely or never interfered with understanding.
Text Structure		Single words or pictures were used to express ideas, with little or no sentence formation.	Sentence fragments (phrases), with occasional complete sentences, were used to express ideas.	One or two complete sentences were used to express ideas.	A paragraph of at least three well-organized, complex sentences was used to express ideas.
Use of Vocabulary		Vocabulary was unrelated to concept; or used vocabulary provided by the teacher.	Vocabulary was related to concept, but was limited and/or repetitive.	Vocabulary was functional and appropriate, with some repetition, and occasional use of connecting words and/or phrases.	Vocabulary expressed ideas clearly and included appropriate connecting words and/or phrases.
Independence	Informative/explanatory text was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Student required extensive, almost continuous, prompts to complete writing assignment. (0-25%)	Student required frequent prompts to complete writing assignment (i.e., most responses or sentences were prompted). (26-50%)	Student required occasional prompts to complete writing assignment (i.e., most responses or sentences were <u>un</u> prompted). (51-75%)	Student required no, or very occasional, prompts to complete writing assignment. (76-100%)
Self-Evaluation	No evidence of planning, self-correction (editing), task-monitoring, goal-setting, and reflection was found for this writing sample.	Evidence of planning, self-correction (editing), task-monitoring, goal-setting, and/or reflection was found for this writing sample.			

Scoring Rubric for MCAS-Alt Writing–Narrative Text

	M	1	2	3	4
Level of Complexity		Narrative not submitted, or unmatched to requirement.	Student addressed Writing through “access skills.”	Student addressed Writing through “entry points.”	Student addressed Writing at “grade-level.”
Expression of Ideas and Content	Narrative was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Narrative lacked event sequence and was unclear, unmatched to assignment, or off-topic; or used text provided by the teacher.	Main idea related to the assignment minimally; no details, descriptions, or event sequence included; or included a list or picture(s) without text to describe or sequence events.	Narrative included an event sequence; details and descriptions were limited, vague, and sometimes off-topic.	Narrative included clear event sequence; details and descriptions were clear, appropriate, and on-topic.
Knowledge of Conventions		No conventions were evident (i.e., little or no text generated by the student); or could not be understood due to frequent errors in writing mechanics, grammar, and usage.	General meaning could be determined, but frequent errors in writing mechanics, grammar, and usage interfered with understanding.	Meaning was mostly clear; errors in writing mechanics, grammar, and usage sometimes interfered with understanding.	Meaning was clear; minor errors in writing mechanics, grammar, and usage rarely or never interfered with understanding.
Text Structure		Single words or pictures were used to express ideas, with little or no sentence formation.	Sentence fragments (phrases), with occasional complete sentences, were used to express ideas.	One or two complete sentences were used to express ideas.	A paragraph of at least three well-organized complex sentences was used to express ideas.
Use of Vocabulary		Vocabulary was unrelated to concept; or used vocabulary provided by the teacher.	Vocabulary was related to concept, but was limited and/or repetitive.	Vocabulary was functional and appropriate, with some repetition, and occasional use of connecting words and/or phrases.	Vocabulary expressed ideas clearly and included appropriate connecting words and/or phrases.
Independence	Narrative was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Student required extensive, almost continuous, prompts to complete writing assignment. (0-25%)	Student required frequent prompts to complete writing assignment (i.e., most responses or sentences were prompted). (26-50%)	Student required occasional prompts to complete writing assignment (i.e., most responses or sentences were <u>un</u> prompted). (51-75%)	Student required no, or very occasional, prompts to complete writing assignment. (76-100%)

Self-Evaluation	No evidence of planning, self-correction (editing), task-monitoring, goal-setting, and reflection was found for this writing sample.	Evidence of planning, self-correction (editing), task-monitoring, goal-setting, and/or reflection was found for this writing sample.			
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