

APPENDIX W

ELA SCORING RUBRICS — MCAS-ALT

MCAS-Alt RUBRIC for Scoring Portfolio Strands

	1	2	3	4	5
Level of Complexity	Portfolio strand reflects little or no basis in, or is unmatched to, curriculum framework learning standard(s) required for assessment.	Student primarily addresses motor and communication “access skills” during instruction based on curriculum framework standards in this strand.	Student addresses curriculum framework standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of curriculum framework standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of curriculum framework standards (3 or more) at grade-level expectations in this strand.

	M	1	2	3	4
Demonstration of Skills and Concepts (Accuracy)	The portfolio strand contains insufficient information to determine a score.	Student’s performance is primarily inaccurate and demonstrates minimal understanding in this strand (0–25% accurate).	Student’s performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26–50% accurate).	Student’s performance is mostly accurate and demonstrates some understanding in this strand (51–75% accurate).	Student’s performance is accurate and is of consistently high quality in this strand (76–100% accurate).
Independence	The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0–25% independent).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26–50% independent).	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51–75% independent).	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76–100% independent).
Self-Evaluation	Evidence of planning, self-correction, task-monitoring, goal-setting, and reflection was not found in the student’s portfolio in this content area.	Student infrequently plans, self-corrects monitors, sets goals, and reflects in this content area — only one example of self-evaluation was found in this strand.	Student plans, self-corrects monitors, sets goals, and reflects in this content area — multiple examples of self-evaluation were found in this strand.		
Generalized Performance		Student demonstrates knowledge and skills in one context or uses one approach and/or method of response and participation in this strand.	Student demonstrates knowledge and skills in multiple contexts or uses multiple approaches and/or methods of response and participation in this strand.		

Scoring Guide	
Score	Description
3	<ul style="list-style-type: none"> • Demonstrates full understanding of the reading material • Includes important and specific evidence/details for support
2	<ul style="list-style-type: none"> • Demonstrates partial understanding of the reading material • Includes some important evidence/details for support
1	<ul style="list-style-type: none"> • Demonstrates minimal understanding of the reading material • Includes little or no evidence/details for support
0	<ul style="list-style-type: none"> • Demonstrates no understanding of the reading material • Includes insufficient evidence/details for support

Grade 3-4 English Language Arts Rubric - 3 Point SR Items

Grade 3-5 English Language Arts Rubric

Text-Based Essay

Idea Development		Conventions	
<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA ** • SELECTION AND EXPLANATION OF EVIDENCE/ DETAILS ** • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF PURPOSE FOR WRITING 		<ul style="list-style-type: none"> • SENTENCE STRUCTURE • GRAMMAR, USAGE AND MECHANICS 	
4	<ul style="list-style-type: none"> • Central idea is clear and fully developed • Effective selection and explanation of evidence/details • Effective organization • Clear expression of ideas • Full awareness of the purpose for writing 	3	<ul style="list-style-type: none"> • Consistent control of a variety of sentence structures relative to length of essay • Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
3	<ul style="list-style-type: none"> • Central idea is general and moderately developed • Appropriate selection and explanation of evidence/details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the purpose for writing 	2	<ul style="list-style-type: none"> • Mostly consistent control of sentence structures relative to length of essay • Mostly consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
2	<ul style="list-style-type: none"> • Central idea may be present and is somewhat developed • Limited selection and explanation of evidence/details • Limited organization • Basic expression of ideas • Partial awareness of the purpose for writing 	1	<ul style="list-style-type: none"> • Little control and/or no variety in sentence structure and/or • Little control of grammar, usage and mechanics relative to complexity and/or insufficient length
		0***	Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length
1	<ul style="list-style-type: none"> • Central idea is not present and/or not developed • Insufficient evidence/details • Minimal or no organization • Poor expression of ideas • Minimal awareness of the purpose for writing 		
0***	<ul style="list-style-type: none"> • The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question. 		

**For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

***If a student receives a score of 0 on the Idea Development trait, s/he can receive a maximum of a score of 1 on the Conventions trait. Similarly, if a student receives a score of 0 on the Conventions trait, s/he can receive a maximum of a score of 1 on the Idea Development trait.

Text-Based Essay

Grade 6-8, 10 English Language Arts Rubric

Text-Based Essay

Idea Development		Conventions	
<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA ** • SELECTION AND EXPLANATION OF EVIDENCE/ DETAILS ** • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF TASK AND MODE 		<ul style="list-style-type: none"> • SENTENCE STRUCTURE • GRAMMAR, USAGE AND MECHANICS 	
5	<ul style="list-style-type: none"> • Central idea is insightful and fully developed • Skillful selection and explanation of evidence/details • Skillful and/or subtle organization • Rich expression of ideas • Full awareness of the task/mode 	3	<ul style="list-style-type: none"> • Consistent control of a variety of sentence structures relative to length of essay • Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
4	<ul style="list-style-type: none"> • Central idea is clear and well-developed • Effective selection and explanation of evidence/details • Effective organization • Clear expression of ideas • Full awareness of the task/mode 	2	<ul style="list-style-type: none"> • Mostly consistent control of sentence structures relative to length of essay • Mostly consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
3	<ul style="list-style-type: none"> • Central idea is general and moderately developed • Appropriate selection and explanation of evidence/details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the task/mode 	1	<ul style="list-style-type: none"> • Little control and/or no variety in sentence structure and/or • Little control of grammar, usage and mechanics relative to complexity and/or insufficient length
		0***	Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length
2	<ul style="list-style-type: none"> • Central idea may be present and is somewhat developed • Limited selection and explanation of evidence/details • Limited organization • Basic expression of ideas • Partial awareness of the task/mode 		
1	<ul style="list-style-type: none"> • Central idea is not developed • Insufficient evidence/details • Minimal organization • Poor expression of ideas • Minimal awareness of the task/mode 		
0***	The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.		

**For narrative writing (Standard 3), the quality and development of narrative elements will be assessed in place of a central idea. Narrative elements should include but are not limited to: plot, character, setting, dialogue, action, and/or description. Students should use evidence/details to demonstrate understanding of text.

***If a response receives score of 0 on the Idea Development trait it will receive a maximum score of 1 on the Conventions trait. Similarly, if a response receives a score of 0 on the Conventions trait it will receive a maximum score of 1 on the Idea Development trait.