



Alaska Alternate Assessment
Scoring Directions for Writing

November 2010

NOTE: There is a difference between Student-Generated Writing and a task in the assessment that asks a student to put word cards in order (Word Ordering Task).

In **Student-Generated Writing**, punctuation is counted as part of the spelling of the word to which it is attached.

In the **Word Ordering Task**, the assessor is simply counting if adjacent words are in the correct order, even if the word with the ending punctuation is placed within the sentence.

1. Word Ordering Tasks

In the **Word Ordering Task**, the assessor is simply counting if adjacent words are in the correct order, even if the word with the ending punctuation is placed within the sentence.

Example: The sentence cards should be placed in this order:
My dog is fuzzy, dirty, and smelly.

The student orders the cards:
My fuzzy, dirty, smelly. is dog

The score earned would be: [My (given, so no point) - fuzzy, ^ dirty, ^ smelly. - is - dog -] for 2/6 points. Because this is a Word Ordering Task where the number of words are known and standardized, there is no requirement to convert the 2/6 into a percentile and equate to a point score.

Likewise, the student might order the words: [My dirty, fuzzy, smelly. is dog] and earn the same number of points (2/6), because "dirty," and "fuzzy," are interchangeable.

2. Student-Generated Writing

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 (^). Calculating the points earned for a CLS task is a calculation of the earned CLS divided by the possible CLS, and that percentage is converted to points, which are recorded in the scoring protocol. [see Appendix 1 for Correct Letter Sequence guidance and Appendix 3 for Scoring Key by grade band]

Some items in writing require conversion of the percent correct to a converted score, based on a provided conversion chart. Items of known length, as in spelling words dictated which the student writes, do not require the conversion. Items with variable length answers from one student to another, such as requests for a student to write his name, require conversion.

Scoring Correct Letter Sequence: For instance, in the **Grade 5/6** task requiring a student named "Kim Sherman" to write her name, there are 12 possible CLS points: $K^i^m^a^ (4)$ $S^h^e^r^m^a^n^ (8)$. If the student writes: kim shrmn, the student would earn 4 CLS $-k-i^m^a^-s---r^m-n^a^$. Four earned CLS points out of 12 possible =

33%, which converts to 5 points in writing using the conversion table. If she had written Kim srman, she would have earned 8 CLS: ^K^i^m^ -s---r^m^a^n^. Eight CLS points out of 12 possible= 66 % or 15 points in writing using the conversion table. [see Appendix 3]

NOTE: The score conversion calculations differ by grade level. Be sure to match the CLS / CWS task to the correct grade level Scoring Key.

- b. Correct Word Sequence (CWS)** is a sequence of adjacent, correctly spelled and punctuated words that are judged to be syntactically and semantically correct. Correctly punctuated starting and ending words are counted as correct word sequences. Sequences stop at the end of sentences, before an incorrect conjunction, or whenever two adjacent words are not correctly spelled. In the case of a run-on sentence in which conjunctions are used incorrectly to connect too many clauses together, the teacher must decide which clauses best fit together and cross out the incorrect conjunction. Each CWS is scored with a caret (^).[see Appendix 2 for Correct Word Sequence guidance and Appendix 3 for Scoring Key by grade band]

Calculating possible CWS: The total possible CWS in a sentence is one more than the number of words.

Correct Word Sequence (CWS) points are calculated by dividing the achieved number of Correct Words by the total CWS possible to obtain a percent correct. Use the conversion chart provided in the scoring protocol to calculate the student's total points (**For Grade 7/8** ~ 100% =10 points; 90% = 9 points, etc). This scoring conversion is necessary because each student will create a different and unique sentence. Converting the scores to a percentile allows standardized scoring of variable length responses. A complete Scoring Guide for Correct Word Sequences can be found in the appendix. [see Appendix 3]

For instance, a **Grade 7/8** student is asked to write a sentence about her dog, and she writes: my dg s very very big. She would earn 3 CWS of a possible 7 CWS: -my-dg-s-very^very^big.^ She did not earn points on either side of "my" because it wasn't capitalized, no points for "dg" and "s" because they were misspelled. She earned a point between both instances of "very", and a point after "big." because she included the period. $3/7 = 42\%$, or 4 points in the conversion calculation.

NOTE: The score conversion calculations differ by grade level. Be sure to match the CLS / CWS task to the correct grade level Scoring Key.

Capitalization and Punctuation: A misspelled word does not earn a ^ before or after the word. If the first word of the sentence is not capitalized, that word is considered misspelled and does not earn a ^ before or after the word. If the last word of the sentence does not contain ending punctuation, that word is considered misspelled and does not earn a ^ before or after the word.

Capitalization at the start of a sentence and punctuation at the end are two tricky pieces. A sentence that begins with a capitalized, correctly spelled word earns an initial ^ (caret, or point), whether or not the next word is spelled correctly. For example: [I are a gd stdnt] would be scored [^ I - are - a - gd- stdnt -]. If that same sentence were written [I are a gd student.] it would be scored: ^ I - are -a - gd - student. ^]

Example: The student intends to write: My dog is fuzzy, dirty, and smelly. The words fuzzy, dirty, and smelly are only spelled correctly if the punctuation is included (however, some leniency should be allowed for the comma attached to "dirty" as it could also be correct to write "My dog is fuzzy, dirty and smelly." If the student writes: My dg is fzyy, dirty and smelly then the student would earn: ^ My - dg - is - fzyy, - dirty ^ and - smelly -

One point for the sequence of the first word being capitalized and one point for the correctly spelled sequence of [dirty and].

If the student wrote: ^ My - dg - is - fzyy, - dirty ^ and ^ smelly. ^ then the student earns 4/8 CWS points. 4/8 equates to 50%, or 5 points for this task.

Multiple sentences in a paragraph: When a student writes two or more sentences in a story, each sentence is scored independently. For instance, if the student intends to write "My dog is fuzzy, dirty and smelly. I give him a bath on Saturdays." but writes My dg is fzyy, dirty and smelly. I give him bth on saterdays.

These would be scored: ^ My - dg - is - fzyy, - dirty ^ and ^ smelly.^ ^ I ^ give ^ him - bth - on - saterdays. - 7/16, or 44% for 12 points using the conversion table.

- c. **Ideas and Organization** points are scored using a rubric in the Scoring Protocol. The QA should locate the description in the scoring rubric that *most closely* describes the student's writing. [see Appendix 3]
- d. **Legibility** can earn up to 2 points. Scoring legibility depends on the professional judgment of the QA, and should adhere to the "Stranger Test" -- would a stranger who is unfamiliar with the student be able to decipher the student's writing? If most or all letters are legible enough for a stranger to read, the QA would assign a "2". If several to most letters are illegible (even if a stranger could "fill in the blanks" and make assumptions about the words), the QA would assign a "1". If almost all letters are indistinguishable as letters, the QA would assign a "0".

The legibility of a student who uses an assistive technology device or Braille is scored using the same criteria above, analyzing the legibility of the student's writing with the assistive technology tool.

Accommodations in administering writing include permission for the QA to repeatedly prompt the student to write more about the topic. For instance, if the

prompt is "Write about your pet" and the student writes "My dog", the QA may re-prompt by saying **Write more about your dog**. The QA may repeat the prompt several times.

It is also permissible in the writing, math, and science Alternate Assessments for the QA to touch each word as he or she reads the word out loud to the student. Many items in the reading Alternate Assessment also permit the QA to read the word or passage to the student. In those cases, it would also be permitted to touch each word as the QA reads.

Appendix 1

Correct Letter Sequence scoring guidance

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
	walenuit	^w^a^l^i^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^d^ CLS=5
	kind	^k^i^d^- CLS=3

Appendix 2 Correct Word Sequence scoring guidance

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, ^ I ^ 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

Appendix 3

Correct Letter and Correct Word Sequence scoring keys by grade band

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

Appendix 4

Ideas and Organization scoring guide

2011 SECURE TEST

IDEAS AND ORGANIZATION - SCORING GUIDE

IDEAS AND ORGANIZATION – SCORING GUIDE

The writing task in grades 5, 6, 7 and 8 requires the student to write a sentence. A transition in a sentence may include (but does not require) specific transitional words or conjunctions (e.g. although, however, but, etc), or words that connect similar thoughts.

IDEAS and ORGANIZATION	SCORE
No writing sample was generated, or the writing was illegible.	0
An incomplete sentence was written, but does not relate to the prompt.	1
A simple sentence was written, relates to the prompt, but does not constitute a complete thought (e.g. "My house")	2
A complete sentence was written, containing at least a subject and a verb. (house is big.)	3
A complete sentence with at least one descriptive detail such as an adjective, adverb, prepositional phrase or clause was written (I like my big house.). The sentence relates to the prompt.	4
A complete sentence with at least two descriptive details such as adjectives, adverbs, prepositional phrase or clause <u>or</u> a compound sentence was written. (My house is big with trees.)	5

Appendix 5
Questions and answers regarding CLS and CWS scoring

Questions regarding the samples provided on the CLS and CWS scoring guides:

CORRECT LETTER SEQUENCES – SCORING GUIDE

Rule 3: OMISSIONS: Required Letters are not written.

- The example word is: goat
- The student spelling: gt
- The scoring is: $^g^{---t}$ for a CLS of 2.
- The question is: Is the carrot after the “g” an error?

Kim Sherman 7/1/11 3:06 PM
Comment: This is an error. The CLS scoring guide has been revised, and the latest version is now posted on the ak.k12test.com site (11/17/2010).

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

- The example word is: Joe’s
- The student spelling is: Joes
- The scoring is: $^J^{o-e-s}$ for a CLS of 3
- The question is: Does the apostrophe belong to the “s” instead of the “e”? If it does, “e” would be incorrect?

Kim Sherman 7/1/11 3:06 PM
Comment: The apostrophe belongs to the |e|, this item is scored correctly.

CORRECT WORD SEQUENCES – SCORING GUIDE

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

- Sentence: When I woke up, I was very hungry.
- Student’s Sentence: When I woke up, I am very hungry.
- The scoring is: $^{When} I-woke-up, I am very hungry.^$ CWS=7
- The question was: Why is “woke” marked wrong, when the correct sentence sample has “woke” as correct? Should “am” be marked wrong and scored as follows:

$^{When} I^ woke^ up, I- am- very ^hungry.^$ CWS=7

Kim Sherman 7/1/11 3:06 PM
Comment: Though either sentence can be correct, and both score the same CWS, we should keep the sample consistent. The CWS score has been changed to reflect this (11/17/2010). The CWS scoring guide throughout the ak.k12test.com site will be updated by noon Friday, 11/19/2010.

CORRECT WORD SEQUENCES – SCORING GUIDE

Rule 5: SEMANTICS: Words must be semantically correct.

- Sentence: When I woke up, I was very hungry.
- Student’s Sentence: When I woke up, hungered me.
- The scoring is: $^{When} I^ woke^ up,- hungered -me. ^$ CLW=5
- The question was: Why is “me” marked correct? Should “me” be marked wrong and scored as follows?: $^{When} I^ woke^ up,- hungered -me. -$ CLW=4

Kim Sherman 7/1/11 3:06 PM
Comment: NEW: After further review, we have agreed that [hungered me.] should not receive any points. The revised scoring rubric will show a CWS of 4. The CWS scoring guide throughout the ak.k12test.com site will be updated by noon Friday, 11/19/2010.