



**Alaska Alternate Assessment
2012 Writing Scoring Manual**

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Introduction

The *2012 Writing Scoring Manual* is published in an effort to provide Assessors of the Alaska Alternate Assessment (AKAA) with additional guidance, examples, and clarification regarding the scoring of the AKAA Writing assessments. The Alaska Department of Education and Early Development (EED) and Dillard Research Associates (DRA) will use this manual to train new and current Assessors in a more targeted manner to address as many potential concerns and/or misunderstandings in the field regarding how to score written expression as possible.

For those who seek additional information, the *Using CBM for Progress Monitoring in Written Expression and Spelling* manual, presented at the July 2007 National Summer Progress Monitoring Institute and published by Lynn S. Fuchs and Douglas Fuchs, is a suggested resource. This guidance can be accessed at the following link within the Resources tab, followed by the Response to Intervention sub-section. This manual is found within the Written Expression sub-section therein:

<http://www.studentprogress.org/weblibrary.asp#expression>

Scoring Written Expression

There are four scoring applications that must be considered by AKAA Assessors, scoring Correct Word Sequences (CWSs), scoring Correct Letter Sequences (CLSs), scoring Ideas and Organization (I&O), and scoring Legibility. The rules and expectations about scoring CWS will be addressed first, followed by the rules and expectations about scoring CLS. Scoring Ideas and Organization and Legibility will be addressed as the last section in the manual.

Pre-determined or Open-ended Items

There is a critical distinction to consider when scoring written expression: does the item have a pre-determined answer, or is it open-ended? When responses are pre-determined, it is possible to determine the maximum number of correct sequences by comparing the student's response to the model of the correct response for scoring purposes (e.g., when the student copies a provided word, for which there is clearly one correct answer to compare to as a model). However, when the answer is not provided the Assessor must score only what is written and identify, count, and score the correct sequences (e.g., 'Write a sentence about what you did this summer,' which has no correct model to use for comparison). In these open-ended situations, you *score only what you see*. You cannot infer what words are/might be missing.

Scoring Keys

For student-generated responses where there can be multiple correct answers (e.g., "Write your name here _____."), the EED and DRA have developed percentage-based scoring keys, called the *Correct Word Sequence Scoring Key* and *Correct Letter Sequence Scoring Key*, which must be used in combination with the CWS and CLS scoring rules. These scoring keys can be found on pages 13-15. Examples of how to score student-generated responses are also included in that section.

Acronyms & Important Terms

CWS	Correct Word Sequence
CLS	Correct Letter Sequence
I & O	Ideas and Organization
legibility	Legibility is the ability of a person who does not know the student to determine exactly what a student has written. It includes the correct formation of letters, as well as letters into words, and words into sentences. It includes a left-to-right orientation, as well as appropriate use of lines and space where the written product is recorded.
caret (^)	Demonstrates that the implied space/transition is <u>correct</u> .
dash (-)	Demonstrates that the implied space/transition is <u>incorrect</u> .
scoring key	A table used to convert percentage correct scores into test score points. This is necessary for student responses that are not pre-determined by test content, such as, "Write your first name here." Students have first names of varying numbers of letters. The scoring key converts the number of letters into a common metric so a student named ^S^e^a^n^ who spells his name correctly would get the same credit that a student named ^B^r^i^t^t^a^n^y^ who spells her name correctly would get, even though their names vary in terms of the number of letters.
exemplar	An example of writing provided as an example for Assessors to better understand the application of a specific scoring expectation.
implied space	At both the beginning and the end of each word/letter, there is a space that is scored within both CWS and CLS for starting and ending a sentence/word with the correct word/letter, respectively (e.g., the sentence ^He^is^here.^ has two implied spaces, with points awarded for beginning the sentence with a capital and spelling 'He' correctly, as well as having correct end punctuation, the period, and spelling 'here.' correctly; ^b^e^d^ has two implied spaces, one to the left and one to the right).
transition	Between words/letters there are transitions that are scored within both CWS and CLS (e.g., ^b^e^d^ has two transitions; ^He^is^here.^ has two transitions). In order to be awarded a point for a successful transition, both words involved must be independently correct (e.g., spelled/capitalized/punctuated appropriately) and they must also be in the correct order given analysis of the meaning (semantics) and structure (syntax) of the overall sentence.
syntax	The formal structure of language
semantics	The meaning, or communication message, of language
punctuation	Abstract symbols used to convey specific grammatical constructs, such as phrases, clauses, questions, statements, and sentences (e.g., commas, semi-colons, periods, question marks, exclamation points, quotation marks).
capitalization	Using a capital letter for the word at the beginning of a sentence or using a capital letter at the beginning of a word to identify a proper noun.

Correct Word Sequences Rules

Definition: A Correct Word Sequence (CWS) is a series of words and transitions that are correctly spelled, capitalized, punctuated and are syntactically and semantically acceptable within the context of a sentence. There are implied spaces at the beginning and end of each sentence. There are also transitions between each word that are scored for correctness. In order to be awarded a point for a proper transition, both words must be independently correct (e.g., correctly spelled/capitalized/punctuated) and must also be written in the correct order in the sentence (e.g., looking at the overall sentence meaning, or semantics, and structure, or syntax). Scoring writing using a CWS method allows Assessors an objective manner of scoring student's writing of sentences, paragraphs, etc.

Each correct CWS is scored with a caret (^). Each incorrect CWS is scored with a dash (-). If the first word is correct (including capitalization), a caret (^) is placed before that word. If the last word is correct (including end punctuation), a caret (^) is placed after that word. Note: Scoring transitions involves looking at the sequence of the words for correctness; transitions thus cannot be attributed to one word. Both words must be independently correct and also be in the correct order for a transition point to be awarded.

Conversely, if the first word is not correct, a dash (-) is placed in the implied space to the left of (in front of) the word and in the transition to the right of (after) the word, thus resulting in a two-point loss. If the end word is not correct, both the transition to the left of (in front of) the last word and the implied space to the right of (after) the last word are incorrect. A dash (-) is placed both before and after the last word. When scoring, first determine the number of possible CWS, then score for CWS by adding the number of carets. This also results in a two-point loss. There are seven rules involved in scoring CWS:

- **CWS Rule 1** **Maximum Number of Sequences**
- **CWS Rule 2** **Spelling**
- **CWS Rule 3** **Beginning Capitalization**
 - *CWS Rule 3a* *Internal Capitalization*
- **CWS Rule 4** **Beginning Punctuation**
 - *CWS Rule 4a* *Internal Punctuation*
 - *CWS Rule 4b* *End Punctuation*
- **CWS Rule 5** **Syntax**
- **CWS Rule 6** **General Semantics**
- **CWS Rule 7** **Story Titles and Endings**

The rules and examples of each rule (Rule 1, Rule 2, Rule 3, Rule 4, Rule 5, Rule 6, & Rule 7), and subsets (*Rule 3a, Rule 4a, and 4b*) are provided below. All examples include an appropriately scored example, as well as the typical errors associated with each type of scoring.

CWS Rule 1 – Maximum Number of Sequences: The maximum number of sequences possible for CWS is the total number of words plus one (# words + 1). The same pattern repeats for longer sentences.

CWS Scored Sentence	CWS Score Points
^I^am.^ (2 words + 1 = 3 possible sequences)	CWS = 3
^You^are^tall.^ (3 words + 1 = 4 possible sequences)	CWS = 4
^You^are^very^tall.^ (4 words + 1 = 5 possible sequences)	CWS = 5
^You^are^the^tallest^person.^ (5 words + 1 = 6 possible sequences)	CWS = 6
^You^are^the^tallest^person^here.^ (6 words + 1 = 7 possible sequences)	CWS = 7
^You^are^the^tallest^person^in^Alaska.^ (7 words + 1 = 8 possible sequences)	CWS = 8
^You^are^the^tallest^person^in^the^state.^ (8 words + 1 = 9 possible sequences)	CWS = 9

CWS Rule 2 – Spelling: Words that are next to each other must be spelled correctly in order to constitute a correct word as part of a correct word sequence. If a word is misspelled, the transition/implied space to the left (in front of) and the transition/implied space to the right of (after) the word are both incorrect. Spelling errors thus result in a loss of two-points, unless combined with other errors in sequence. Spelling is scored as follows:

CWS Scored Sentence	CWS Score Points
^When^I^woke^up,^I^was^very^happy.^ (correct sentence)	CWS = 9/9
-Wen-I^woke^up,^I^was^very^happy.^ (misspelling 'When')	CWS = 7/9
^When^I-wok-up,^I^was-verry-happy.^ (misspelling 'woke' & 'very')	CWS = 5/9

CWS Rule 3 – Beginning Capitalization: The first word of a sentence must be capitalized to constitute a correct word as part of a correct word sequence. If the first word is not capitalized, the implied space to the left of (in front of) the word and the transition to the right of (after) the word are both incorrect. Beginning capitalization errors thus result in a loss of two-points, unless combined with other errors in sequence. Beginning capitalization is scored as follows:

CWS Scored Sentence	CWS Score Points
^When^I^woke^up,^I^was^very^happy.^ (correct sentence)	CWS = 9/9
-when-I^woke^up,^I^was^very^happy.^ (incorrect capitalization)	CWS = 7/9

CWS Rule 3a – Internal Capitalization: Proper nouns must be capitalized to constitute a correct word as part of a correct word sequence; words that are not proper nouns, alternately, should not be capitalized. If a proper noun is not capitalized or a word that is not a proper noun is capitalized, the implied space/transition to the left of (in front of) and to the right of (after) the word are both incorrect. Internal capitalization errors thus result in a two-point loss, unless combined with other errors in sequence. Internal capitalization is scored as follows:

CWS Scored Sentence	CWS Score Points
^I^was^still^happy^when^I^woke^up.^ (correct sentence)	CWS = 9/9
^I^was^still^happy^when-i-woke^up.^ (incorrect internal capitalization)	CWS = 7/9

CWS Rule 4 – Beginning Punctuation: Words that are next to each other must have appropriate punctuation in order to be scored as correct, including quotation marks and commas. If a word does not have appropriate punctuation, the implied space/transition to the left of (in front of) and the implied space/transition to the right of (after) the word are both incorrect. Beginning punctuation errors thus result in a loss of two-points, unless combined with other errors in sequence. Beginning punctuation is scored as follows:

CWS Scored Sentence	CWS Score Points
^"I^am^still^happy,"^ I^said.^ (correct sentence)	CWS = 7/7
-I-am^still^happy,"^ I^said.^ (missing open quotation mark)	CWS = 5/7

CWS Rule 4a – Internal Punctuation: Adjacent words must have appropriate punctuation, including quotation marks and commas. If a word does not have appropriate punctuation, the implied space/transition to the left of (in front of) and the implied space/transition to the right of (after) the word are both incorrect. Internal punctuation errors thus result in a loss of two-points, unless combined with other errors in sequence. Internal punctuation is scored as follows:

CWS Scored Sentence	CWS Score Points
^"I^am^still^happy,"^ I^said.^ (correct sentence)	CWS = 7/7
^"I^am^still-happy"- I^said.^ (missing comma)	CWS = 5/7

CWS Rule 4b – End Punctuation: Sentences must have appropriate end punctuation (periods, question marks, and exclamation points). If a word does not have appropriate end punctuation, the transition to the left of (in front of) and the implied space to the right of (after) the word are both incorrect. End punctuation errors thus result in a loss of two-points, unless combined with other errors in sequence. End punctuation is scored as follows:

CWS Scored Sentence	CWS Score Points
^"I^am^still^happy,"^ I^said.^ (correct sentence)	CWS = 7/7
^"I^am^still^happy,"^ I-said- (missing period)	CWS = 5/7

CWS Rule 5 – Syntax: Syntax includes all of the rules that define how words can be combined in English into clauses, phrases, and sentences. It is the formal aspect of grammar, or the structure of the language. Yoda, the Jedi master in the *Star Wars* movie series, provides many famous examples of inappropriate syntax. For example he uses phrases such as, "Unhappy with you, I am." The structure is wrong (syntax), while the meaning remains intact (semantics). Words that are next to each other must be placed in an order that is allowable within English syntactical requirements. There are acceptable sentences in which word order will allow for multiple formations, so the appropriateness of the structure must be viewed through acceptable meaning. Syntax errors are typically the result of selecting inappropriate word order structures, or an inappropriate match between the subject and the predicate. For AKAA purposes, sentences that begin with conjunctions are acceptable, as are sentences that end with prepositions. Because syntax may include additional words and/or multiple acceptable structures, it is not possible to establish a simple two-point loss scoring rule for syntax. Syntax is scored as follows:

CWS Scored Sentence	CWS Score Points
^"I^am^still^happy,"^ I^said.^ (correct sentence)	CWS = 7/7
^"I^am^happy^still,"^I^said.^ (acceptable, even though not in typical order)	CWS = 7/7
^"I-still^happy-am,"- I^said.^ (wrong word order)	CWS = 4/7
^I^said,-"Me-is-happy^still."^ (wrong subject/verb agreement)	CWS = 4/7
^I-be-happy.^ (wrong subject/verb agreement)	CWS = 2/4
^But^I^don't^want^to^do^that.^ (starting with a conjunction)	CWS = 8/8
^And^that's^what^I^told^him.^ (starting with a conjunction)	CWS = 7/7
^Where's^she^going^to?^ (ending with a preposition)	CWS = 5/5

CWS Rule 6 – General Semantics: Semantics includes all of the rules that define how we make meaning out of clauses, phrases, and sentences. It is the content aspect of grammar, or what the words in a specific combination actually mean. Words must be combined such that they construct meaning. If a combination of words does not construct a clear and accepted meaning, then it does not constitute a correct word sequence. Semantics errors typically result from misspellings (addressed in CLS below), omission of critical words, inappropriate word usage, selecting inappropriate prefixes and suffixes, using adjectives in place of nouns inappropriately, using adjectives in place of adverbs inappropriately, etc. Because semantics is subject to the interpretation of the entire sentence, as well as the meaning related to sentence syntax, it is not possible to generate a simple two-point loss rule for semantics. Semantics is scored as follows:

CWS Scored Sentence	CWS Score Points
^He-not^healthy.^ (omission of the verb, without a model provided)	CWS = 3/4
^I^don't^know-nobody.- (inappropriate word usage/double negative)	CWS = 3/5
^He^is-inhealthy.- (inappropriate prefix)	CWS = 2/4
^He^learned-quick.- (adjective used as an adverb)	CWS = 2/4

CWS Rule 7 – Story Titles and Endings: Words that are written as part of a story’s title or ending are included in the CWS total using Rules 1-6. For AKAAs purposes, quotation marks or underlining are optional for story titles. Story titles and endings are scored as follows:

CWS Scored Sentence	CWS Score Points
^My^Story^ (correct title)	CWS = 3/3
-my-Story^ (incorrect capitalization)	CWS = 1/3
^The^End^ (correct ending)	CWS = 3/3
^The-end- (incorrect capitalization)	CWS = 1/3

There are some examples that have caused consternation for scoring writing that are difficult to address unless you are familiar with the student. You will know your students and understand what materials they have been exposed to recently and can use your knowledge to determine whether or not the student intended to use the words written as part of a title, or as part of the body of the story. For example, a student may write, "Magic Princess – Hot land," with the words 'Hot land.' written below the words 'Magic Princess'. Would this be scored as a title with one attempt to write a sentence, or as two attempts to write a sentence? The answer is that it is almost impossible to determine unless you are the Assessor and are familiar with the student. That being said, the student would receive 3 points for '^Magic^Princess^' if it were considered as a title, whereas the student would receive only 1 point if it were considered as a sentence (^Magic-Princess-). It is best to give the benefit of the doubt when scoring writing, where feasible. We therefore recommend that this example would be scored as a title with one attempted sentence.

There may also be situations where students in the upper grades write multiple sentences. Remember that when scoring CWS for multiple sentences that there are two implied spaces between the sentences (one at the end of the first sentence; one at the beginning of the following sentence).

Miscellaneous AKAAs CWS Exceptions – Here are examples of situations that may occur in student writing, as well as expectations regarding how to score them for the purposes of the Alternate Assessment:

1. Slang words, such as “gonna” and “kinda” are not correct words.
2. Count numerals, dates, and amounts as correct words.
3. Count ampersand (&) as one correct word.
4. Count hyphenated words as one word [e.g., ^He’s^hot-tempered.^ (3 possible sequences)].
5. “A lot” is two words, not one.
6. “Lunchroom” is one word, not two.
7. “Gray” and “grey” are both correct words.
8. “t-shirts,” “teeshirts,” and “t shirts” are correct words and counted as one word.
9. The word “like” in the middle of a sentence is not a correct word (e.g., ^He^wore-like-a^t-shirt.^)
10. Abbreviations are correct words (e.g., min., hr., lb., etc.)

Correct Letter Sequences Rules

Definition: A Correct Letter Sequence (CLS) is a sequence of letters, or implied spaces/spaces and letters, correctly sequenced within a word. Scoring writing using a CLS method allows Assessors an objective manner of scoring student spelling of individual words. Each correct CLS is scored with a caret (^). Each incorrect CLS is scored with a dash (-). If the first letter is correct, a caret is placed to the left of (in front of) that letter. If the last letter is correct, a caret is placed to the right of (after) that letter. When scoring, first determine the number of possible CLS, then score for CLS by adding the number of carets. There are five rules involved in scoring CLS:

- **CLS Rule 1** **Maximum Number of Sequences**
- **CLS Rule 2** **Implied Spaces**
- **CLS Rule 3** **Insertions**
 - *CLS Rule 3a* *Capital Letters*
 - *CLS Rule 3b* *Rotated Letters*
- **CLS Rule 4** **Omissions**
 - *CLS Rule 4a* *Double Letters*
- **CLS Rule 5** **Punctuation**

The rules and examples of each rule (Rule 1, Rule 2, Rule 3, Rule 4, & Rule 5), and subsets (*Rule 3a*, *Rule 3b*, and *Rule 4a*) are provided below. All examples include an appropriately-scored example, as well as the typical errors associated with each type of scoring.

CLS Rule 1 - Maximum Number of Sequences: The maximum number of sequences possible for any given spelling word using CLS is the number of letters that are in the word, plus one (#letters +1). This pattern is elaborated in the table below. The same pattern repeats for longer words.

Word	CLS Coding	CLS Score Points
I	^I^	CLS = 2
In	^i^n^	CLS = 3
The	^t^h^e^	CLS = 4
Boat	^b^o^a^t^	CLS = 5
Apple	^a^p^p^l^e^	CLS = 6
Saturn	^S^a^t^u^r^n^	CLS = 7
Trouble	^t^r^o^u^b^l^e^	CLS = 8

CLS Rule 2 - Implied Spaces: There is an implied space to the left of (in front of) and to the right of (after) each word that must be scored for correctness. Because insertions of a letter at the beginning or end of a word may result in only a one-point loss (e.g., with the 's-t^o^p^' and 's-t^o^p-s' examples below), it is not possible to establish a simple two-point rule for CLS implied spaces. Implied spaces are scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
top (4 possible sequences)	top	^t^o^p^	CLS = 4/4
	dop	-d-o^p^	CLS = 2/4
	tod	^t^o-d-	CLS = 2/4
	stop	s-t^o^p^	CLS = 3/4
	stops	s-t^o^p-s	CLS = 2/4

CLS Rule 3 - Insertions: When extra letters are written within the word, it is called an insertion. Because insertions of a letter within a word may result in only a one-point loss if all of the other letters are correct (e.g., with the '^w^a-u-l^n^u^t^' example below), it is not possible to establish a simple two-point rule for CLS insertions. Insertions are scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
walnut (7 possible sequences)	walnut	^w^a^l^n^u^t^	CLS = 7/7
	waulnut	^w^a-u-l^n^u^t^	CLS = 6/7
	walenut	^w^a^l-e-n^u^t^	CLS = 6/7

CLS Rule 3a - Capital Letters: When capital letters are inserted into a word, the letter does not count as a correct letter sequence, even when it's the correct letter. If a capital letter is inserted, the preceding and following transitions are both incorrect. Capital letter insertion errors thus result in a loss of two-points, unless combined with other errors in sequence. A capital letter insertion is scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
cup (4 possible sequences)	cup	^c^u^p^	CLS = 4/4
	cUp	^c-U-p^	CLS = 2/4
word (5 possible sequences)	word	^w^o^r^d^	CLS = 5/5
	woRd	^w^o-R-d^	CLS = 3/5
	Word	-W-o^r^d^	CLS = 3/5

CLS Rule 3b – Rotated Letters: When rotated letters are inserted into a word, they do not count as a correct letter sequence (e.g., d for b, q for p, b for p, d for p, etc.). If a letter is rotated, the implied space/transition to the left of (in front of) and the implied space/transition to the right of (after) the word are both incorrect. Rotated letter insertion errors thus result in a loss of two-points, unless combined with other errors in sequence. A rotated letter insertion is scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
best (5 possible sequences)	best	^b^e^s^t^	CLS= 5/5
	dest	-d-e^s^t^	CLS = 3/5
ripple (7 possible sequences)	ripple	^r^i^p^p^l^e^	CLS = 7/7
	riqple	^r^i-q-p^l^e^	CLS = 5/7

CLS Rule 4 – Omissions: When required letters are missing, it is called an omission. Because omissions of multiple letters within a word may result in a loss that is less than two points per letter (e.g., with the '^g---t^' example below), it is not possible to establish a simple two-point rule for CLS omissions, unless combined with other errors in sequence. An omission is scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
goat (5 possible sequences)	goat	^g^o^a^t^	CLS = 5/5
	got	^g^o--t^	CLS = 3/5
	oat	--o^a^t^	CLS = 3/5
	gt	^g---t^	CLS = 2/5

CLS Rule 4a – Double Letters: There is a special type of omission for double letters (e.g., ll, tt, ee, oo). If one letter in a double-letter combination is omitted, count only the first letter written as a CLS. The transition to the right of (after) the first letter of the double-letter error is scored as incorrect, as is the transition to the right of (after) where the second letter should have been. Double-letter omissions thus result in a loss of two points, unless combined with other errors in sequence. Double-letter omissions are scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
cool (5 possible sequences)	cool	^c^o^o^l^	CLS = 5/5
	col	^c^o--l^	CLS = 3/5
fell (5 possible sequences)	fell	^f^e^l^l^	CLS = 5/5
	fel	^f^e^l--	CLS = 3/5

Word	Student Spelling	CLS Coding	CLS Score Points
peep (5 possible sequences)	peep	^p^e^e^p^	CLS = 5/5
	pep	^p^e--p^	CLS = 3/5
battle (7 possible sequences)	battle	^b^a^t^t^l^e^	CLS = 7/7
	batl	^b^a^t--l--	CLS = 3/7

CLS Rule 5 – Punctuation: When scoring sentences for CLS, punctuation is scored as part of the letter that is to the left of the punctuation mark. When there are punctuation errors, the implied space/transition to the left (in front of) and the implied space/transition to the right (after) the letter are both incorrect. Punctuation errors therefore result in a loss of two-points, unless combined with other errors in sequence. Punctuation is scored as follows:

Word	Student Spelling	CLS Coding	CLS Score Points
Joe's (5 possible sequences)	Joe's	^J^o^e'^s^	CLS = 5/5
	Joes	^J^o-e-s^	CLS = 3/5
type. (5 possible sequences)	type.	^t^y^p^e.^	CLS = 5/5
	type	^t^y^p-e-	CLS = 3/5
true? (5 possible sequences)	true?	^t^r^u^e?^	CLS = 5/5
	true	^t^r^u-e-	CLS = 3/5

Miscellaneous CLS Scoring Examples

Here are some general examples of scoring CLS, using a variety of words and a variety of errors. The top entry is scored for a correct student response; the bottom entry is an incorrect response:

Word	Student Spelling	CLS Coding	CLS Score Points
a (2 possible sequences)	a	^a^	CLS = 2/2
	e	-e-	CLS = 0/2
on (3 possible sequences)	on	^o^n^	CLS = 3/3
	oh	^o-h-	CLS = 1/3
her (4 possible sequences)	her	^h^e^r^	CLS = 4/4
	here	^h^e^r-e	CLS = 3/4
did (4 possible sequences)	did	^d^i^d^	CLS = 4/4
	i	--i--	CLS = 0/4

Word	Student Spelling	CLS Coding	CLS Score Points
more <i>(5 possible sequences)</i>	more	^m^o^r^e^	CLS = 5/5
	mure	^m-u-r^e^	CLS = 3/5
part <i>(5 possible sequences)</i>	part	^p^a^r^t^	CLS = 5/5
	darp	-d-a^r-p-	CLS = 1/5
teach <i>(6 possible sequences)</i>	teach	^t^e^a^c^h^	CLS = 6/6
	teech	^t^e-e-c^h^	CLS = 4/6
David's <i>(7 possible sequences)</i>	David's	^D^a^v^i^d'^s^	CLS = 7/7
	dauids	-d-a^v^i-d-s^	CLS = 3/7
should? <i>(7 possible sequences)</i>	should?	^s^h^o^u^l^d?^	CLS = 7/7
	shood	^s^h^o-o---d-	CLS = 3/7
mother <i>(8 possible sequences)</i>	mother	^m^o^t^h^e^r^	CLS = 8/8
	muthr	^m-u-t^h--r^	CLS = 3/8
college <i>(8 possible sequences)</i>	college	^c^o^l^l^e^g^e^	CLS = 8/8
	colage	^c^o^l--a-g^e^	CLS = 5/8
science. <i>(8 possible sequences)</i>	science.	^s^c^i^e^n^c^e.^	CLS = 8/8
	since	^s--i--n^c-e-	CLS = 2/8

Correct Word and Letter Scoring Keys

For student-generated responses where there can be multiple correct answers (e.g., “Write your name here _____.”), the EED and DRA have developed percentage-based scoring keys, called the *Correct Word Sequence Scoring Key* and *Correct Letter Sequence Scoring Key*, which must be used in combination with the CWS and CLS scoring rules. These scoring keys can be found below. For responses that have multiple correct answers, the Assessor must first calculate the percent correct for the sentence (e.g., the total number of words correct/the total number of words + 1) and then transfer the percentage correct over to the points column using the keys provided to determine how many points to award. Examples of how to score student-generated responses are included in this section.

Correct Word Sequence Scoring Key

In *Writing Grades 5 & 6 and Grades 7& 8*, student-generated responses (e.g., “Write a Sentence”) are scored on a percentage of correct word sequences. The number of words sequenced correctly is divided by the total number of words, plus one [CWS/(#words + 1)]. The extra point is the result of the total number of implied spaces and transitions within the sentence.

CWS Grades 5-8 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

Examples

Sentence	CWS Percent Correct	CWS Score Points
^I^walked^over^to^the^store.^ (7 possible sequences; 6 total words + 1)	7/7 = 100%	CWS = 10
^I^walked-ovr-to^the^store.^ ('over' misspelled)	5/7 = 71%	CWS = 8
^I-wal-ovr-to^the^store.^ (‘walked’, ‘over’ misspelled)	4/7 = 57%	CWS = 6
^I-wal-ovr-tu-the^store.^ (‘walked’, ‘over’, ‘to’ misspelled)	3/7 = 43%	CWS = 5

In *Writing Grades 9 and 10*, student-generated responses (e.g., “Write a Sentence”) are scored on a percentage of correct word sequences. The number of words sequenced correctly is divided by the total number of words, plus one [CWS/(#words +1)]. The extra point is the result of the total number of implied spaces and transitions within the sentence.

CWS Grades 9-10 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

Examples

Sentence	CWS Percent Correct	CWS Score Points
^I^walked^over^to^the^store.^ (7 possible sequences; 6 total words + 1)	7/7 = 100%	CWS = 30
^I^walked-ovr-to^the^store.^ ('over' misspelled)	5/7 = 71%	CWS = 24
^I-wal-ovr-to^the^store.^ ('walked', 'over' misspelled)	4/7 = 57%	CWS = 18
^I-wal-ovr-tu-the^store.^ ('walked', 'over', 'to' misspelled)	3/7 = 43%	CWS = 15

Correct Letter Sequence Scoring Key

In *Writing Grades 3 and 4* and *Writing Grades 5 and 6*, student-generated responses (e.g., “Write Your First Name”) are scored on a percentage of correct letter sequences. The number of letters sequenced correctly is divided by the total number of letters, plus one [CLS/(#letters + 1)]. The extra point is the result of the total number of implied spaces and transitions within the sentence.

CLS Grades 3-6 Scoring Key

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

Examples

Student Word	CLS Percent Correct	CLS Scoring Points
^J^o^h^n^a^t^h^a^n^ (10 possible sequences; 9 total letters + 1)	10/10 = 100%	CLS = 25
-j-o^h^n^a^t^h^a^n^ (not capitalized)	8/10 = 80%	CLS = 20
-j-o^h^n-e-t^h^a^n^ (not capitalized, misspelling)	6/10 = 60%	CLS = 15
-j-o^h^n-e-t^h^a-- (not capitalized, misspelling, omission of 'n')	4/10 = 40%	CLS = 10

Ideas and Organization Scoring Guides

The writing task in **Grades 5, 6, 7, & 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., and, but, although, however, etc.), or words that connect similar thoughts. Ideas and Organization scoring for sentences is based upon the following rubric:

Ideas and Organization	Score
A complete sentence with at least two descriptive details such as adjectives, adverbs, a prepositional phrase, or a clause, or a compound sentence was written. The sentence relates to the prompt.	5
A complete sentence with at least one descriptive detail, such as an adjective, adverb, prepositional phrase, or clause was written. The sentence relates to the prompt.	4
A complete sentence was written, containing at least a subject and a verb. The sentence relates to the prompt.	3
A simple sentence was written; it relates to the prompt, but does not constitute a complete thought.	2
An incomplete sentence was written; it does not relate to the prompt.	1
No writing sample was generated, or the writing was illegible.	0

Note: for this student population, implied subjects are acceptable. Credit for implied subjects is therefore assumed in the rubric provided above. For example, if a student writes, "Went outside." within the context of writing about what s/he wants to do after school, it can be assumed that the implied subject is "I" and the student is therefore given credit for having constructed a complete sentence with a subject and a verb. The detail provided, "outside", would allow her/him to achieve a '4' based on the rubric above.

Here are some exemplars to guide your decision-making procedures. Keep in mind that these are only examples and that your scoring will depend upon a variety of factors.

Topic: Write a sentence about your trip to the store.

Score of 5 Exemplar

I went to the store downtown. (This is a complete sentence that has two descriptive details: it has a preposition, 'to the store', as well as an adjective 'downtown'. It also relates to the prompt.)

Score of 4 Exemplar

I went to the store. (This is a complete sentence that has one descriptive detail: it has a preposition, 'to the store'. It also relates to the prompt.)

Score of 3 Exemplar

I like the store. (This is a complete sentence, with a subject 'I' and a verb 'like'. It has no descriptive details. It does relate to the prompt.)

Score of 2 Exemplar

the store here. (This is a simple sentence that relates to the prompt; it does not constitute a complete thought.)

Score of 1 Exemplar

my hous (This is an incomplete sentence that does not relate to the prompt.)

Score of 0 Exemplar

[illegible, or no story written]

The writing sample in **Grades 9 & 10** requires the student to write a story. A transition in a story may include appropriate use of conjunctions or two or more sentences that relate to each other and to the topic. A list of details or activities could indicate appropriate “transition” if they relate to each other and to the topic. Ideas and Organization scoring is based upon the following rubric:

Ideas and Organization	Score
The story contains two or more sentences; all sentences relate to the topic, utilize subject/verb structure, and the story contains at least two descriptive details, such as adjectives, adverbs, prepositional phrases, or clauses, and/or a transitional word (e.g., however, because, first, last, finally, etc.).	5
The story has two or more sentences; all sentences relate to the topic, utilize subject/verb structure, and contain at least one descriptive detail, such as an adjective, adverb, prepositional phrase, or clause.	4
The story contains at least two sentences; all sentences relate to the topic and contain at least a subject and verb.	3
A simple story was written; it relates to the prompt, but does not constitute a complete thought.	2
An incomplete story was written; it does not relate to the prompt.	1
No writing sample was generated, or the writing was illegible.	0

Note: for this student population, implied subjects are acceptable. Credit for implied subjects is therefore assumed in the rubric provided above. For example, if a student writes, "Went outside." and "Ate dinner." within the context of writing about three things that s/he wants to do after school, it can be assumed that the implied subject is "I" and the student is therefore given credit for having constructed two complete sentences with a subject and a verb. The details provided, "outside" and "dinner", would allow her/him to achieve a '4' based on the rubric above.

Here are some exemplars to guide your decision-making procedures. Keep in mind that these are only examples and that your scoring will depend upon a variety of factors.

Topic: Write about your trip to the store.

Score of 5 Exemplar

I went to the store. I got a cherry soda. (This story contains two sentences that relate to the topic and utilize appropriate subject/verb structure. It contains two descriptive details, the prepositional phrase 'to the store' and the adjective 'cherry'. It could also contain a transition word instead of a descriptive detail, but transition words are not required.)

Score of 4 Exemplar

I went to the store. I got a soda. (This story contains two sentences that relate to the topic and utilize appropriate subject/verb structure. It contains one descriptive detail, the prepositional phrase 'to the store'.)

Score of 3 Exemplar

I went shopping. I got soda. (This story contains two sentences that relate to the topic and utilize appropriate subject/verb structure. It contains no descriptive details.)

Score of 2 Exemplar

the store here. (This story is a simple story that relates to the prompt but does not constitute a complete thought.)

Score of 1 Exemplar

my hous (This is an incomplete story that does not relate to the prompt.)

Score of 0 Exemplar

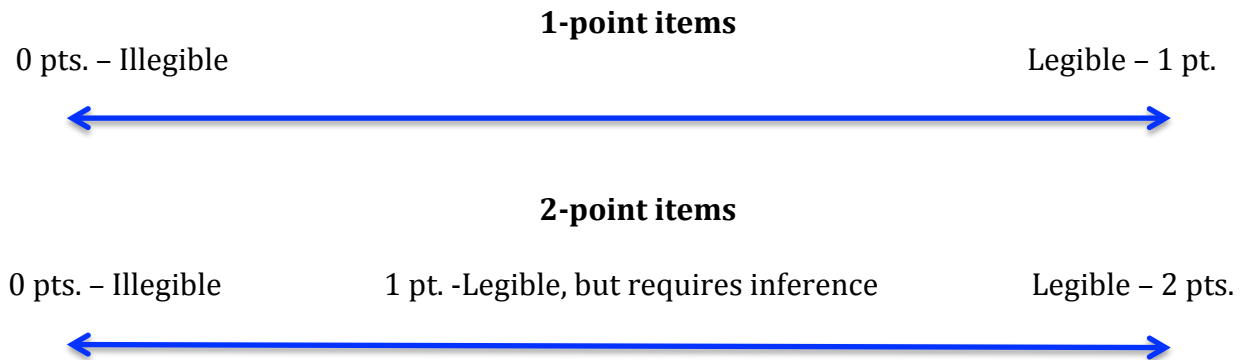
[illegible, or no story written]

Legibility (Grades 7 & 8)

Legibility is the ability of a person who does not know the student to determine exactly what a student has written. The written product generated by the student may be handwritten, or generated with the assistance of a communication device. All written products can be scored using the criteria below. There are four criteria that must be met in order for a student to receive the point(s) for legibility. They address the domains of letter formation, orientation, spacing, and size:

1. The letters (and/or numerals, if applicable) and words are written in a standard manner such that any able reader would be able to decode them.
2. The letters and words are written in an appropriate, left-to-right orientation (and top-to-bottom, if applicable).
3. The student spaced letters and words appropriately such that the letters and words are clearly seen as separate, but also are not too far apart.
4. The student used the lines provided in the student materials or by the Assessor appropriately, ensuring that the letters and words are generally contained within the lines and of a relatively uniform size.

Legibility Rating Scale



Notes to the Field

There are many reasoned judgments that are made in the process of establishing rules for scoring writing for the AKAA. We have utilized the *Using CBM for Progress Monitoring in Written Expression and Spelling* manual, presented at the July 2007 National Summer Progress Monitoring Institute and published by Lynn S. Fuchs and Douglas Fuchs, as our primary source for development of this *2012 Writing Scoring Manual*. There are situations that Assessors will encounter, however, that the Fuchs manual does not speak to (e.g., “How do your score CWS when a student uses word lists to generate sentences?”). There are also other scoring modalities that have been employed with which we differ in terms of our interpretation, particularly within the context of assessing students with significant cognitive disabilities in Alaska. We want to be explicit about these differences and are providing this chart to elaborate our specific approach.

Topic/Question/Comment	EED & DRA Determination
<p>1. CWS - You count spelling for CWS; how does this apply to a student who uses word lists (e.g., whole words on index cards, word magnets, etc.) to generate sentences?</p>	<p>Clearly, the words for a student in such a situation will be spelled correctly. All the student is required to do in such instances is to put the appropriate words in the right order. In this instance, the student could not be penalized for spelling errors.</p>
<p>2. CLS - Letter reversals – Some CLS scoring metrics differentiate between the following two scenarios:</p> <p>A) Letter reversals where the letter can actually be misinterpreted if the letter is reversed, such reversing p for b, b for d, p for d, etc.; and,</p> <p>B) Letter reversals where the letter reversal cannot result in misunderstanding, such as the case with “k,” where writing it backwards does not lead to misinterpretation.</p> <p>These metrics count scenario A as a misspelled word, but scenario B as spelled correctly.</p>	<p>Allowing letter reversals of either type A or B reinforces an expectation that is below the standard that we are setting. We also must be mindful of scoring consistency from year to year. We have always counted all letter reversals as misspelled words. We will continue to do so.</p>
<p>3. CWS/CLS - I have a student who writes in all capital letters. How should I score this student for capitalization?</p>	<p>For the rare student who writes in all capital letters, scoring for capitalization will be automatic. It would thus not be possible for the student to lose points for beginning capitalization or capitalization for proper nouns. EED has also determined that the student should not be penalized for internal capitalization, either, as long as the student consistently uses all capitals.</p>

<p>4. I've seen other coding systems used, where errors are simply not coded and correct sequences receive a caret (^). Why doesn't EED use this kind of approach?</p>	<p>Our system makes it absolutely clear what is correct and what is incorrect. It also assists the Assessor when scoring writing to have the errors all spelled out specifically with dashes (-). EED also finds it very useful to have the dashes when conducting score-behind writer rater studies. EED has selected this coding system in an effort to maintain an active coding system, where both correct sequences and incorrect sequences must be recorded, and are therefore more explicit.</p>
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2013 Writing Scoring Manual Addendum

This addendum contains examples gathered from the 2012 Writing Study. These examples have been modified to protect student confidentiality, while maintaining the look and feel of the original submissions. These examples are now included in the Writing Scoring Mini-Lesson training package, as well.

SENTENCE #1 – One-word sentence

-Mrs.JonesStegismifavritedinasour.- **CWS = 0/2 = 0% = 0 points;**

Grade 7/8 I & O = 4/5

The student wrote all of the words in the sentence as one word and as such we are justified in stating that the student should receive no credit, despite the appropriate capitalization and end punctuation and the fact that a good deal of text was written for a student in our population (the AIMSWeb manual has an example like this scored as one word and given no credit, as well). The student in effect wrote one, incorrectly spelled word. Using CWS Rule 1, there are two possible score points (1 word + 1). The definition of 'Implied Spaces' on page 2 establishes that the word must be correctly spelled for the student to receive credit for implied spaces. This word is not spelled correctly, so there can be no credit earned for either implied space. The I & O score is 4/5 because it is a complete sentence with one descriptive adjective, "favorite". It also related to the prompt that was provided.

SENTENCE #2 – Benefit of the doubt

The second sentence has two possible scoring modes:

^I-like-do^not^like^scoring^2^sentences.^ CWS = 7/9 = 78% (higher score) = 8 points

^I^like-do-not-like-scoring^2^sentences.^ CWS = 5/9 = 56% (lower score) = 6 points

Grade 7/8 I & O = 4/5

As we discussed in our training and is reiterated on page 1 in the WSM within the 'Pre-determined or Open-ended Items' paragraph, the Assessor must score what is written when no correct model is provided. There are eight words in this sentence, so there are nine total CWS possible using CWS Rule 1 (in combination with the 'Miscellaneous AKAA CWS Exceptions' section, example 2, which establishes that numerals such as '2' are to be treated as correct words). The student cannot include both 'like' and 'do not like' in the same sentence, as they are antithetical in English, so both constructs must be scored as incorrect and compared. This is a 'benefit of the doubt' situation, as discussed in our training and on page 7 of the

WSM (within CWS Rule 7). The Assessor should select the scoring mode that yields the higher score, which is the first method. The I & O score is 4/5 because it is a complete sentence with one descriptive adverb, "not". We are assuming that this example relates to the prompt that was provided.

One additional way of looking at *Sentence #2*, which yields the same scoring outcome, is to consider the 'Miscellaneous AKA CWS Exceptions' section, example 9. Using the word 'like' in the middle of a sentence is incorrect. Although it is unclear if the student was trying to write in "Valley Girl" speak, the scoring outcome would be the same, $7/9 = 78\%$.

SENTENCE #3 - High I & O ≠ High CWS

-NCa-football^is^a^football-Game-it^is-veri-oAisoMe-to-Play.- **CWS= 4/13 = .30769231** (we round this to 31%, rounding to the hundredths' place) = **4 points; Grade 7/8 I & O = 5/5**

We selected this example because it demonstrates a sentence that contains a good deal of content – including at least two descriptive details - which yields a high score in I&O, yet has many errors and misspellings that limit the CWS potential. It also is an example that involves rounding to the hundredths' place, which some Assessors had difficulty with during the writing scoring study.

SENTENCE #4 - High variability

^I-play- **CWS = 1/3 = 33% = 4 points; Grade 7/8 I & O = 3/5**

This example is shared because scoring errors when the sentences are short lead to wider disparities in terms of points earned. Some Assessors scored examples like this as 2/3, giving the student credit for the transition between 'I' and 'play'. However, you are scoring this as a sentence and there is no end punctuation (see CWS Rule 4b). That makes the word 'play' incorrect. The example is also interesting because it provides a clear example of a 3-pt response for I & O. It is a complete sentence containing a subject and verb that does relate to the prompt. It does not have any descriptive details. Therefore, it's a 3/5.

SENTENCE #5 - Word Sequencing

The student is provided with the first word, 'Did' and given the six words: you, have, at, party?, the, fun (out of order)

The correct sequence is: Did^you^have^fun^at^the^party?^ for a total of 7 CWS points possible (the first word is given, so the implied space does not count for these types of items). Let's look at three examples of how to score incorrect sequences.

1. Did^you^have^fun-the-at-party?^ **CWS = 4/7**
2. Did^you-party?-have-fun-the-at- **CWS = 1/7**

3. Did-party?-you-have^fun^at-the- CWS = 2/7

The critical component in these sentences is the word card with the end punctuation. If that card is out of place, it impacts other word sequences – even when the sequence is correct. For example, in number 3 above, the 'you' cannot be correct as it would need to be capitalized. Also, the sequence 'at the' at the end of the sentence is actually the correct sequence. However, 'the' cannot end the sentence appropriately as it has no end punctuation. Therefore 'the' is wrong and no credit should be given for the 'at the' transition.

SENTENCE #6 – Clauses & Phrases

-About-a^computer.^ CWS = 2/4 = 50% = 5 points; Grade 7/8 I & O = 2/5

This is an interesting example, as it can help demonstrate application of the syntax/semantics rules (see CWS Rules 5 and 6). This is a prepositional phrase. It is not a complete sentence according to semantics requirements. It also does not convey meaning, so it violates semantics rules. It is missing both a subject and a verb, so we cannot use the implied subject exception in this example because there is no verb. The sentence is also a clear example of an I & O rating of '2', as it does not constitute a complete thought but does relate to the prompt.

SENTENCE #7 – Implied Subjects

^Sit^down!^ CWS = 3/3 = 100% = 10 points; Grade 7/8 I & O = 4/5

Imperative sentences are good examples of situations where implied subjects are appropriate grammatically. In this example, 'you' is the implied subject. The student used perfect end punctuation (a period would have also been acceptable). It is thus a complete sentence that contains one descriptive detail, the adverb 'down'. The I & O score is therefore a '4'.

STORY #1 – One sentence story

^I^love-goNgto-the-Park-and-swiNing-and-play-catch^with^my-uNcle-and-playin-green^grass^and^having^a-coke.- CWS= 8/22 = 36% for 12 points; Grade 9/10 I & O = 2/5

This story provides an example of two words written as one, 'goNgto'. The student may have intended to write 'going to' and the Assessor may have even heard them say this; however, you must score exactly what is written, not what the student may have intended to write. Many Assessors scored words like this as two words, though there was no spacing between the words. It's scored as one word here. You'll also notice that the student used capital letters to begin words that should not be capitalized and within some of the words. These unnecessary capitalizations make the words incorrect (see CLS Rule 3a). The word 'coke' should also be capitalized, as it's a proper name. No points are thus awarded for transitions involving 'coke.' The

most common examples of this were capital N's and capital P's. Instruction needs to address this issue. With regard to I & O, this is only one sentence, as the student strung together several clauses with the conjunction 'and'. As such, the score for I & O is limited to 2 points, even though there is a good deal of detail. In order to garner a 3 or higher, the student must write at least two sentences.

STORY #2 - General story considerations

^I-Love-P.E.^

CWS = 2/4, or, alternately:

^I^Love^P.E.^

CWS = 4/4 (considered as a title, yielding a higher percentage)

gym-we^play-insid-basketball-

CWS = 1/6

it-was-a-fun.^

CWS = 1/5

**CWS= 6/15 = 40% for 12 points;
Grade 9/10 I & O = 5/5**

This example is interesting, as the student used three different lines to convey that s/he is writing different sentences (though accurate end punctuation is not used in the middle sentence). Each sentence should be scored separately and the totals summed. Thus, sentence one is 4/4, as considering the sentence as a title yields a higher score; sentence 2 is 1/6; and, sentence 3 is 1/5. This makes for a total of 6/15 for the entire story. When scoring long entries, it is critical to determine if the student used the lines to separate sentences, or if sentences roll across lines. Considering an entry as another sentence adds a transition in between the two entries (compared to considering the entries as one, long sentence). It also drastically changes the potential for making a higher score on I & O, as the student needs to write at least two sentences to earn a score higher than a '2'. With regard to I & O, the student has two or more sentences, all relate to the topic, subject/verb structure is used, and the story as a whole has at least two descriptive details; this makes it a 5/5. Please note that the descriptive detail requirements for grade 9/10 I & O apply to the entire story, not to each individual sentence.

STORY #3 – Bulleted lists


Fictitious prompt: What are some activities you did this summer?

Student response (three sentences in a bulleted list):

- ^Went^outside.^ CWS= 3/3
- ^Play-wuth-friends.^ CWS= 2/4
- -watch-movies.^ CWS= 1/3

**CWS= 6/10 = 60% for 18 points;
Grade 9/10 I & O = 4/5**

This example elaborates our existing approach to scoring bulleted and/or numbered lists. Students are given credit for an implied subject of "I" and each bulleted/numbered entry is treated as a sentence. End punctuation requirements for bulleted lists follow those that apply to all lists. These examples are treated as complete sentences. The I & O score for this example is 4/5, as more than two sentences that relate to the topic are written and they contain one descriptive detail, 'wuth friends', a prepositional phrase.



Scoring Writing for the 2013 AKAA

Mini-Lesson



Objectives

- ◆ To train new mentors about how to score writing for the AKAA
 - ◆ Presentation
 - ◆ Guided Practice
 - ◆ Independent Practice
 - ◆ Follow-up
- ◆ To have 100% pass rate on the writing proficiency tests!

Color-coded Handouts

- ◆ 2012 Writing Scoring Manual (Approved for use in 2012-13) - white paper
- ◆ 2013 WSM Addendum – light blue paper
- ◆ Mini-lesson PPT – light yellow paper
- ◆ Mini-lesson worksheet – light tan paper
- ◆ Mini-lesson answers document – light pink paper
- ◆ Activities Guide – light green paper

Same Manual

- ◆ *2012 Writing Scoring Manual (Approved for use in 2012-13)*
 - ◆ Correct Word Sequences (CWS)
 - ◆ Correct Letter Sequences (CLS)
 - ◆ Ideas & Organization (I&O)
 - ◆ Legibility
- ◆ NOTE: You can simply print the 2013 Addendum and add it to your 2012 Writing Scoring Manual.

Nationally Accepted Writing Scoring

- ◆ Dr. Gerald Tindal developed the methodology for scoring CLS and CWS
- ◆ The model was used by many states and enhanced by practitioners, including Lynn and Doug Fuchs
- ◆ Their manual, which forms the foundation of our scoring and training methodology, can be found at:

<http://www.studentprogress.org/weblibrary.asp#expression>

Agenda & Handouts

- ◆ Goal is to prepare you to take the writing proficiency examinations
- ◆ You will need a copy of the 2012 Writing Scoring Manual
- ◆ You will need a copy of the Writing Scoring Mini-Lesson handout (light yellow paper)

CWS Rules

◆ **CWS Rule 1**

◆ **CWS Rule 2**

◆ **CWS Rule 3**

◆ *CWS Rule 3a*

◆ **CWS Rule 4**

◆ *CWS Rule 4a*

◆ *CWS Rule 4b*

◆ **CWS Rule 5**

◆ **CWS Rule 6**

◆ **CWS Rule 7**

Maximum Number of Sequences

Spelling

Beginning Capitalization

Internal Capitalization

Beginning Punctuation

Internal Punctuation

End Punctuation

Syntax

General Semantics

Story Titles and Endings

Implied Spaces & Sequences

Implied Spaces

This is a sentence.

Sequences

^s^e^q^u^e^h^c^e^

^You^score^the^sequences,^not^the^words!^

^Use^caution^when^scoring^sentences^that^wrap^to^the^next^line.^

CWS Exercises

◆ Rule 1: Maximum Number of Sequences

You are great.	CWS=
This room is very comfortable.	CWS=
Nobody loves trainings on scoring writing more than I do!	CWS=

CWS Answers

◆ Rule 1: Maximum Number of Sequences

^You^are^great.^ (3 words +1=4)	CWS= 4
^This^room^is^very^comfortable.^ (5 words +1=6)	CWS= 6
^Nobody^loves^trainings^on^scoring^writing^more^than^I^do!^ (10 words +1=11)	CWS= 11

CWS Exercises

◆ Rule 2 Spelling

You are grate.	CWS= /
This room is vary comfortable.	CWS= /
Nobody luv's trainengs on scoring writing more than I do!	CWS= /

CWS Answers

◆ Rule 2 Spelling

^You^are-grate.- ('great' spelled incorrectly)	CWS= 2/4
^This^room^is-vary-comfortable.^ ('very' spelled incorrectly)	CWS= 4/6
^Nobody-luvs-trainengs-on^scoring^writing^more^than^I ^do!^ ('loves' and 'trainings' spelled incorrectly)	CWS= 8/11

CWS Exercises

◆ Rule 3 Capitalization

you are great.	CWS= /
Nobody loves trainings on scoring writing more than i do!	CWS= /

CWS Answers

◆ Rule 3 Capitalization

-you-are [^] great. [^] ('You' not capitalized)	CWS= 2/4
[^] Nobody [^] loves [^] trainings [^] on [^] scoring [^] writing [^] more [^] than-i-do! [^] ('I' not capitalized)	CWS= 9/11

CWS Exercises

◆ Rule 4 Punctuation

You are great	CWS= /
This room is very comfortable," she said.	CWS= /
Nobody loves trainings on scoring writing more than I do	CWS= /

CWS Answers

◆ Rule 4 Punctuation

^You^are-great- (missing end punctuation)	CWS= 2/4
-This-room^is^very^comfortable,"^she^said.^ (missing open quotation mark)	CWS= 6/8
^Nobody^loves^trainings^on^scoring^writing^more^than^I-do- (missing end punctuation)	CWS= 9/11

CWS Exercises

◆ Rule 5 Syntax

You is great.	CWS= /
"This room is very comfortable," her said.	CWS= /
Nobody loves trainings on scoring writing more than me does!	CWS= /

CWS Answers

◆ Rule 5 Syntax

^You-is-great.^ (incorrect verb tense)	CWS= 2/4
^"This^room^is^very^comfortable,"-her-said.^ (incorrect pronoun)	CWS= 6/8
^Nobody^loves^trainings^on^scoring^writing^more^than-me-does!- (incorrect pronoun and verb tense)	CWS= 8/11

CWS Exercises

◆ Rule 6 Semantics

You are greatly.	CWS= /
"This room very comfortable," she said.	CWS= /
Nobody loves trainings on scoring writing most than I do!	CWS= /

CWS Answers

◆ Rule 6 Semantics

^You^are-greatly.- (adverb used where an adjective is required)	CWS= 2/4
^"This^room-very^comfortable,"^she^said.^ (we wouldn't know what word(s) is/are missing in a testing situation; we've thus scored one incorrect sequence based on what is actually written – there are only 7 possible sequences, as the student has written 6 words)	CWS= 6/7
^Nobody^loves^trainings^on^scoring^writing-most-than^I^do!^ (incorrect adverb)	CWS= 9/11

CWS Exercises

◆ Rule 7 Story Titles and Endings

This is My Storie	CWS= /
And thatz how it end	CWS= /

CWS Answers

◆ Rule 7 Story Titles and Endings

^This^is^My-Storie- ('Story' misspelled)	CWS= 3/5
^And-thatz-how^it-end- ('that's' misspelled; 'end' should be 'ends' – student gets more points with example treated as sentence)	CWS= 2/6

CLS Rules

- ◆ **CLS Rule 1** **Maximum Number of Sequences**
- ◆ **CLS Rule 2** **Implied Spaces**
- ◆ **CLS Rule 3** **Insertions**
 - ◆ *CLS Rule 3a* *Capital Letters*
 - ◆ *CLS Rule 3b* *Rotated Letters*
- ◆ **CLS Rule 4** **Omissions**
 - ◆ *CLS Rule 4a* *Double Letters*
- ◆ **CLS Rule 5** **Punctuation**

CLS Exercises

◆ Rule 1 Maximum Number of Sequences

you	CLS= /
learn	CLS= /
quickly	CLS= /

CLS Answers

◆ Rule 1 Maximum Number of Sequences

$^y^o^u^$ (3 letters +1=4)	CLS= 4
$^l^e^a^r^n^$ (5 letters +1=6)	CLS= 6
$^q^u^i^c^k^l^y^$ (7 letters +1=8)	CLS= 8

CLS Exercises

◆ Rule 2 Implied Spaces

Word	kid	CLS= /
kid	kidd	CLS= /
	skid	CLS= /

CLS Answers

◆ Rule 2 Implied Spaces

Word		CLS= 4/4
kid	$^k^i^d$	CLS= 3/4
	$s-k^i^d$	CLS= 3/4

CLS Exercises

◆ Rule 3 Insertions

Word		CLS= /
	a p p l e	CLS= /
apple	a p q l e	CLS= /
	a p l e	CLS= /
	a P P l e	CLS= /

CLS Answers

◆ Rule 3 Insertions

Word		CLS= 6/6
apple	$\hat{a}^{\hat{p}}\hat{p}^{\hat{l}}\hat{e}^{\hat{a}}$	CLS= 6/6
	$\hat{a}^{\hat{p}}\hat{q}\hat{l}^{\hat{e}}\hat{a}$	CLS= 4/6
	$\hat{a}^{\hat{p}}\hat{-}\hat{l}^{\hat{e}}\hat{a}$	CLS= 4/6
	$\hat{a}\hat{-}\hat{P}\hat{-}\hat{P}\hat{l}^{\hat{e}}\hat{a}$	CLS= 3/6

CLS Exercises

◆ Rule 4 Omissions

Word	<code>textbook</code>	CLS= /
textbook	<code>textbok</code>	CLS= /
	<code>textb</code>	CLS= /
	<code>extbook</code>	CLS= /

CLS Answers

◆ Rule 4 Omissions

Word		CLS= 9/9
textbook	^t^e^x^t^b^o^o^k^	CLS= 9/9
	^t^e^x^t^b^o^-k^	CLS= 7/9
	^t^e^x^t^b^- - -	CLS= 5/9
	-e^x^t^b^o^o^k^	CLS= 7/9

CLS Exercises

◆ Rule 5 Punctuation

Word	S h a n e ' s	CLS= /
Shane's	S h a n e s	CLS= /

CLS Answers

◆ Rule 5 Punctuation

Word	$\wedge S \wedge h \wedge a \wedge n \wedge e \wedge s \wedge$	CLS= 7/7
Shane's	$\wedge S \wedge h \wedge a \wedge n \wedge e \wedge s \wedge$	CLS= 5/7

Calculating CWS/CLS (Possible, Earned, & Percentages)

- ◆ First, calculate the maximum number of possible sequences using Rule 1
- ◆ Second, record each correct sequence (^) and incorrect sequence (-)
- ◆ Third, count the number of correct sequences
- ◆ Fourth, take the number of correct sequences and divide it by the number of possible sequences to determine the percentage
- ◆ Fifth, use the relevant scoring key to see how many points that percentage earns

CWS Scoring Key

Grade 9-10 Exercise

Sentence	CWS Percent Correct	CWS Score Points
U are scoring this sentence vary well!		
i don't understand y u write like this.		

CWS Scoring Key

Grade 9-10 Answer

Sentence	CWS Percent Correct	CWS Score Points
-U-are^scoring^this^sentence-vary-well!^ (7 words +1=8 possible sequences)	4/8 = 50%	15
-i-don't^understand-y-u-write^like^this.^ (8 words +1=9 possible sequences)	4/9 = 44%	15

CLS Scoring Key Exercise

Student Word	CLS Percent Correct	CLS Score Points
M a y g (Meg is correct)		
B r i t e n y (Brittany is correct)		

CLS Scoring Key Answer

Student Word	CLS Percent Correct	CLS Score Points
[^] M-a-y-g [^] (Meg is correct)	2/4 = 50%	10
[^] B [^] r [^] i [^] t- -e-n [^] y [^] (Brittany is correct)	6/9 = 67%	15

I&O Scoring Guide – Gr. 5-8

Ideas and Organization Scoring Guides

The writing task in **Grades 5, 6, 7, & 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., and, but, although, however, etc.), or words that connect similar thoughts. Ideas and Organization scoring for sentences is based upon the following rubric:

Ideas and Organization	Score
A complete sentence with at least two descriptive details such as adjectives, adverbs, prepositional phrase, or clause or a compound sentence was written. The sentence relates to the prompt.	5
A complete sentence with at least one descriptive detail, such as an adjective, adverb, prepositional phrase, or clause was written. The sentence relates to the prompt.	4
A complete sentence was written, containing at least a subject and a verb. The sentence relates to the prompt.	3
A simple sentence was written; it relates to the prompt, but does not constitute a complete thought.	2
An incomplete sentence was written; it does not relate to the prompt.	1
No writing sample was generated, or the writing was illegible.	0

I&O Scoring

Grade 5–8 Exercise

Student Sentence	I&O Scoring Level
I went to the beach.	

I&O Scoring

Grade 5–8 Answer

Student Sentence	I&O Scoring Level
I went to the beach.	4
Discussion: The student has written a complete sentence that relates to the prompt with one descriptive detail, a prepositional phrase 'to the beach'.	

I&O Scoring Guide Gr. 9-10

The writing sample in **Grades 9 & 10** requires the student to write a story. A transition in a story may include appropriate use of conjunctions or two or more sentences that relate to each other and to the topic. A list of details or activities could indicate appropriate “transition” if they relate to each other and to the topic. Ideas and Organization scoring is based upon the following rubric:

Ideas and Organization	Score
The story contains two or more sentences; all sentences relate to the topic, utilize subject/verb structure, and the story contains at least two descriptive details, such as adjectives, adverbs, prepositional phrases, or clauses, and/or a transitional word (e.g., however, because, first, last, finally, etc.).	5
The story has two or more sentences; all sentences relate to the topic, utilize subject/verb structure, and contain at least one descriptive detail, such as an adjective, adverb, prepositional phrase, or clause.	4
The story contains at least two sentences; all sentences relate to the topic and contain at least a subject and verb.	3
A simple story was written; it relates to the prompt, but does not constitute a complete thought.	2
An incomplete story was written; it does not relate to the prompt.	1
No writing sample was generated, or the writing was illegible.	0

I&O Scoring

Grade 9–10 Exercise

Student Story	I&O Scoring Level
I went fishing with my family. We caught a lot of salmon near the inlet.	

I&O Scoring

Grade 9–10 Answer

Student Story	I&O Scoring Level
I went fishing with my family. We caught a lot of salmon near the inlet.	5
Discussion: The student has written a story that contains two complete sentences that relate to the prompt. The sentences both contain descriptive details. The first sentence includes a prepositional phrase, 'with my family'. The second sentence includes an adjective, 'a lot' and two prepositional phrases 'of salmon' and 'near the inlet'.	

Scoring Legibility Gr. 7-8

- ◆ The letters (and/or numerals, if applicable) and words are written in a standard manner such that any able reader would be able to decode them.
- ◆ The letters and words are written in an appropriate, left-to-right orientation (and top-to-bottom, if applicable).
- ◆ The student spaced letters and words appropriately such that the letters and words are clearly seen as separate, but also are not too far apart.
- ◆ The student used the lines provided in the student materials or by the Assessor appropriately, ensuring that the letters and words are generally contained within the lines and of a relatively uniform size.

Legibility Rating Scale

Legibility Rating Scale

1-point items

0 pts. – Illegible

Legible – 1 pt.



2-point items

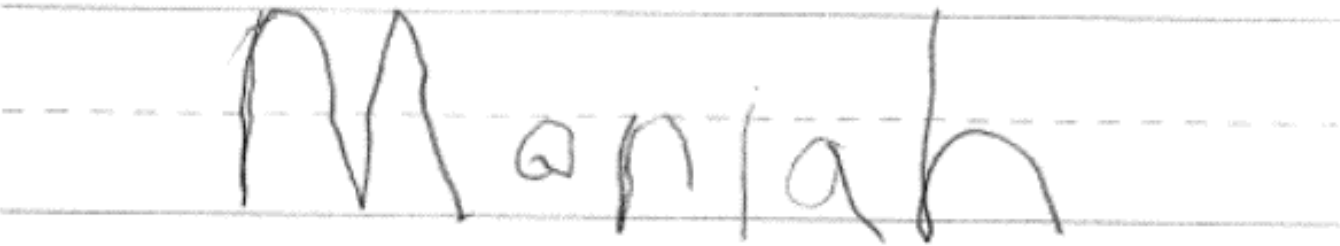
0 pts. – Illegible

1 pt. -Legible, but requires inference

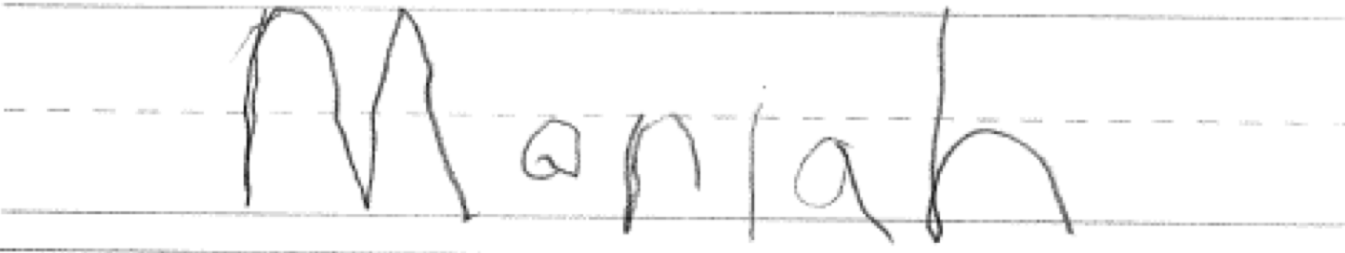
Legible – 2 pts.



Legibility Scoring Exercise

Student work sample	Legibility Points
<p data-bbox="200 696 484 739">1. First Name</p> 	

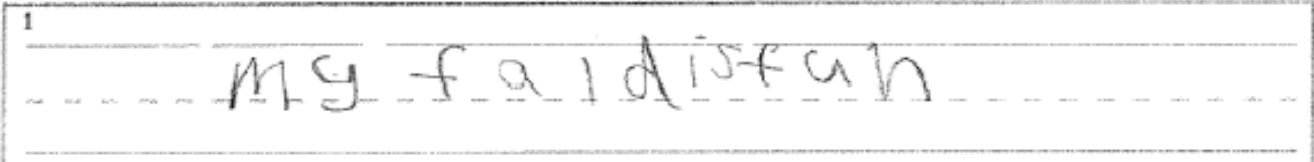
Legibility Scoring Answer

Student work sample	Legibility Points
<p data-bbox="202 706 492 749">1. First Name</p> 	1
<p data-bbox="164 1063 1738 1206">Discussion: Moriah spelled her name in a standard manner that an able reader can easily decode. The letters are written left-to-right. Her spacing is appropriate and her writing is generally contained within the lines. She earns full credit.</p>	

Legibility Scoring Exercise

Student work sample	Legibility Points
<p data-bbox="183 702 788 729">1.78D - Write A Sentence - Assisted</p> <div data-bbox="175 791 1474 951"><p data-bbox="195 801 208 819">1</p><p data-bbox="394 825 1093 896">my favorite</p></div>	

Legibility Scoring Answer

Student work sample	Legibility Points
<p data-bbox="170 664 788 692">1.78D - Write A Sentence - Assisted</p> <div data-bbox="162 758 1483 918">  </div>	2
<p data-bbox="150 958 1754 1153">Discussion: This student spelled her sentence in a standard manner that an able reader can easily decode, despite misspelling 'friend'. The words are written left-to-right. Her spacing is appropriate and her writing is generally contained within the lines. She earns full credit.</p>	

New Information

- ◆ *Results of 2012 Writing Study*
 - ◆ *Rounding (*we round to the hundredths)*
 - ◆ *Word Sequences with provided words (*end punctuation clarification)*
 - ◆ *Scoring CWS with multiple sentences (* there are two transitions between two sentences)*
 - ◆ *Internal capitalization (*folks did not deduct points for N's, P's, L's, etc., in the middle of words)*
 - ◆ *Be consistent and do not enter scores that are impossible (*6/5 is not a possible score; also, make sure that the score you record on the SP matches the one you wrote in the SM – or at least enter the correct one of the two!)*
 - ◆ *ELOS Administration clarifications (*it is never appropriate to administer every item of both assessments)*

Rounding & Hundredths

- ◆ The results of our 2012 Writing Study demonstrated that some Assessors were having difficulty with rounding.
- ◆ For the AKAA, we round to the hundredths' place, for example:
 - ◆ $[13/14 = .92\mathbf{8}57143 = .93 = \mathbf{93\%}$ (the thousandths' place is 8; $8 \geq 5$, therefore the 2 in the hundredth's place is rounded up to 3)]
 - ◆ $[1/21 = .04\mathbf{7}619048 = .05 = \mathbf{5\%}$ (the thousandths' place is 7; $7 \geq 5$, therefore the 4 is rounded up to 5)]

Addendum of New Sentence Examples Adapted from the Field

- ◆ *Sentence 1*: One-word sentence
- ◆ *Sentence 2*: Benefit of the doubt
- ◆ *Sentence 3*: High I & O ≠ High CWS
- ◆ *Sentence 4*: High variability
- ◆ *Sentence 5*: Word sequencing
- ◆ *Sentence 6*: Clauses & Phrases
- ◆ *Sentence 7*: Implied Subjects

Addendum of New Story Examples Adapted from the Field

- ◆ *Story 1*: One-sentence story
- ◆ *Story 2*: General story considerations
- ◆ *Story 3*: Bulleted Lists

ELOS 3X3 Scoring Rule

- ◆ If a student receives a '0' on three consecutive items in a task, skip to the next task. If the student continues to receive a '0' on three consecutive items for three consecutive tasks within a content area, stop administration of the Standard AKA and proceed to administer the ELOS for that content area
 - ◆ NOTE: an 'NA/I' does not count as a '0' for purposes of the three-by-three rule
- ◆ The ELOS must be administered in its entirety, all three tasks composed of 15 items.

Questions?

Writing Scoring Mini-lesson

EED and DRA have developed a comprehensive new manual that addresses all present concerns regarding scoring writing for the AKA, called the *2012 Writing Scoring Manual*. This mini-lesson will introduce you to the process of scoring writing in a manner that is sufficient to allow you complete your training requirements.

The manual addresses how to score Correct Word Sequences (CWS), Correct Letter Sequences (CLS), Ideas and Organization (I&O), and Legibility. There are also resources for you to use in the 'Acronyms and Important Terms', or glossary, and the 'Notes to the Field' section. This training helps get you prepared to tackle these issues.

Correct Word Sequences

Let's go over the rules for scoring CWS, then you'll complete some practice scoring exercises.

A Correct Word Sequence (CWS) is a series of words and transitions that are correctly spelled, capitalized, punctuated and are syntactically and semantically acceptable within the context of a sentence. There are implied spaces at the beginning and end of each sentence. There are also transitions between each word that are scored for correctness.

Each correct CWS is scored with a caret (^). Each incorrect CWS is scored with a dash (-). If the first word is correct (including capitalization), a caret (^) is placed before that word. If the last word is correct (including end punctuation), a caret (^) is placed after that word. When scoring, first determine the number of possible CWS, then score for CWS by adding the number of carets. There are seven rules involved in scoring CWS:

- **CWS Rule 1** **Maximum Number of Sequences**
- **CWS Rule 2** **Spelling**
- **CWS Rule 3** **Beginning Capitalization**
 - CWS Rule 3a *Internal Capitalization*
- **CWS Rule 4** **Beginning Punctuation**
 - CWS Rule 4a *Internal Punctuation*
 - CWS Rule 4b *End Punctuation*
- **CWS Rule 5** **Syntax**
- **CWS Rule 6** **General Semantics**
- **CWS Rule 7** **Story Titles and Endings**

As mentioned, this training will give you an introductory understanding of the "big picture" of scoring for writing. Further training will elaborate additional details.

The **maximum number of sequences** rule is that the total number of possible sequences is always one greater than the number of words required. For example,

CWS Scored Sentence	CWS Score Points
^I^am.^ (2 words + 1 = 3 possible sequences)	CWS = 3
^You^are^tall.^ (3 words + 1 = 4 possible sequences)	CWS = 4

Let's have you practice scoring according to CWS Rule 1 with the following exercises:

You are great.	CWS=
This room is very comfortable.	CWS=
Nobody loves trainings on scoring writing more than I do!	CWS=

The rule for **spelling** is that adjacent words have to be correct in order to earn a score point. For example,

CWS Scored Sentence	CWS Score Points
^When^I^woke^up,^I^was^very^happy.^ (correct sentence)	CWS = 9
-Wen-I^woke^up,^I^was^very^happy.^ (misspelling 'When')	CWS = 7
^When^I-wok-up,^I^was-verry-happy.^ (misspelling 'woke' & 'very')	CWS = 5

Let's have you practice scoring according to CWS Rule 2 with the following exercises:

You are grate.	CWS= /
This room is vary comfortable.	CWS= /
Nobody luvs trainengs on scoring writing more than I do!	CWS= /

The rule for **beginning and internal capitalization** is that the first word of a sentence, or proper nouns, must be capitalized to constitute a correct word. For example,

CWS Scored Sentence	CWS Score Points
^When^I^woke^up,^I^was^very^happy.^ (correct sentence)	CWS = 9
-when-I^woke^up,^I^was^very^happy.^ (incorrect capitalization)	CWS = 7

CWS Scored Sentence	CWS Score Points
^I^was^still^happy^when^I^woke^up.^ (correct sentence)	CWS = 9
^I^was^still^happy^when-i-woke^up.^ (incorrect internal capitalization)	CWS = 7

Let's have you practice scoring according to CWS Rule 3 with the following exercises:

you are great.	CWS= /
Nobody loves trainings on scoring writing more than i do!	CWS= /

The rule for **beginning, internal, and end punctuation** is that the use of symbols must be correct in order for the student to receive credit. For example,

CWS Scored Sentence	CWS Score Points
^"I^am^still^happy,"^ I^said.^ (correct sentence)	CWS = 7
-I-am^still^happy,"^ I^said.^ (missing open quotation mark)	CWS = 5

CWS Scored Sentence	CWS Score Points
^"I^am^still^happy,"^ I^said.^ (correct sentence)	CWS = 7
^"I^am^still-happy"- I^said.^ (missing comma)	CWS = 5

CWS Scored Sentence	CWS Score Points
^"I^am^still^happy,"^ I^said.^ (correct sentence)	CWS = 7
^"I^am^still^happy,"^ I-said- (missing period)	CWS = 5

Let's have you practice scoring according to CWS Rule 4 with the following exercises:

You are great	CWS= /
This room is very comfortable," she said.	CWS= /
Nobody loves trainings on scoring writing more than I do	CWS= /

The rule for **syntax** is that the structure of the sentence must follow grammatical rules, including subject/verb agreement and subject-verb-object structure (for simple sentences, which are largely what we gather on the AKAA). For example,

CWS Scored Sentence	CWS Score Points
^"I^am^still^happy,"^ I^said.^ (correct sentence)	CWS = 7
^"I^am^happy^still,"^ I^said.^ (acceptable, even though not in typical order)	CWS = 7
^"I-still^happy-am,"- I^said.^ (wrong word order)	CWS = 4
^I^said,"-Me-is-happy^still."^ (wrong subject/verb agreement)	CWS = 4

Let's have you practice scoring according to CWS Rule 5 with the following exercises:

You is great.	CWS= /
"This room is very comfortable," her said.	CWS= /
Nobody loves trainings on scoring writing more than me does!	CWS= /

The rule for **semantics** is that the sentence must be structured such that it's meaning is appropriately conveyed. Errors in this domain usually result from omissions and inappropriate word usage. For example,

CWS Scored Sentence	CWS Score Points
^He-not^healthy.^ (omission of the verb, without a model provided)	CWS = 3/4
^I^don't^know-nobody.- (inappropriate word usage/double negative)	CWS = 3/5
^He^is-inhealthy.- (inappropriate prefix)	CWS = 2/4
^He^learned-quick.- (adjective used as an adverb)	CWS = 2/4

Let's have you practice scoring according to CWS Rule 6 with the following exercises:

You are greatly.	CWS= /
"This room very comfortable," she said.	CWS= /
Nobody loves trainings on scoring writing most than I do!	CWS= /

The rule for **story titles and endings** is that they are included in CWS totals for calculating overall points and scoring them follows rules 1-6 elaborated above. For example,

CWS Scored Sentence	CWS Score Points
^My^Story^ (correct title)	CWS = 3
-my-Story^ (incorrect capitalization)	CWS = 1
^The^End^ (correct ending)	CWS = 3
^The-end- (incorrect capitalization)	CWS = 1

Note: It's important to mention that it is that we try to give the benefit of the doubt when scoring writing in situations where there are not clearly defined expectations. If there are two ways of scoring a title or ending that are possible and one results in a higher score, award the higher score to the student.

Let's have you practice scoring according to CWS Rule 7 with the following exercises:

This is My Storie	CWS= /
And thatz how it end	CWS= /

Correct Letter Sequences

Now, let's move on to scoring CLS. A Correct Letter Sequence (CLS) is a sequence of letters, or implied spaces/spaces and letters, correctly sequenced within a word. Scoring writing using a CLS method allows Assessors an objective manner of scoring student spelling of individual words. Each correct CLS is scored with a caret (^). Each incorrect CLS is scored with a dash (-). If the first letter is correct, a caret is placed to the left of (in front of) that letter. If the last letter is correct, a caret is placed to the right of (after) that letter. When scoring, first determine the number of possible CLS, then score for CLS by adding the number of carets. There are five rules involved in scoring CLS:

- **CLS Rule 1** **Maximum Number of Sequences**
- **CLS Rule 2** **Implied Spaces**
- **CLS Rule 3** **Insertions**
 - *CLS Rule 3a* *Capital Letters*
 - *CLS Rule 3b* *Rotated Letters*
- **CLS Rule 4** **Omissions**
 - *CLS Rule 4a* *Double Letters*
- **CLS Rule 5** **Punctuation**

The **maximum number of sequences** rule is that the total number of possible sequences is always one greater than the number of letters required. For example,

Word	CLS Coding	CLS Score Points
I	^I^	CLS = 2
in	^i^n^	CLS = 3
the	^t^h^e^	CLS = 4

Let's have you practice scoring according to CLS Rule 1 with the following exercises:

y o u	CLS= /
l e a r n	CLS= /
q u i c k l y	CLS= /

The rule for **implied spaces** is that there are spaces that precede and follow each letter that must be scored for correctness. For example,

Word	Student Spelling	CLS Coding	CLS Score Points
top (4 possible sequences)	top	^t^o^p^	CLS = 4/4
	dop	-d-o^p^	CLS = 2/4
	tod	^t^o-d-	CLS = 2/4
	stop	s-t^o^p^	CLS = 3/4
	stops	s-t^o^p-s	CLS = 2/4

Let's have you practice scoring according to CLS Rule 2 with the following exercises:

Word		CLS= /
kid	kid	CLS= /
	kidd	CLS= /
	skid	CLS= /

The rule for **insertions (including capital letters and rotated letters)** is that letters that are inserted into a word are scored as incorrect. For example,

Word	Student Spelling	CLS Coding	CLS Score Points
walnut (7 possible sequences)	walnut	[^] w [^] a [^] l [^] n [^] u [^] t [^]	CLS = 7/7
	waulnut	[^] w [^] a [^] -u [^] -l [^] n [^] u [^] t [^]	CLS = 6/7
	walenut	[^] w [^] a [^] l [^] -e [^] -n [^] u [^] t [^]	CLS = 6/7

Word	Student Spelling	CLS Coding	CLS Score Points
cup (4 possible sequences)	cup	[^] c [^] u [^] p [^]	CLS = 4/4
	cUp	[^] c-U-p [^]	CLS = 2/4
word (5 possible sequences)	word	[^] w [^] o [^] r [^] d [^]	CLS = 5/5
	woRd	[^] w [^] o-R-d [^]	CLS = 3/5
	Word	-W-o [^] r [^] d [^]	CLS = 3/5

Word	Student Spelling	CLS Coding	CLS Score Points
best (5 possible sequences)	best	[^] b [^] e [^] s [^] t [^]	CLS= 5/5
	dest	-d-e [^] s [^] t [^]	CLS = 3/5
ripple (7 possible sequences)	ripple	[^] r [^] i [^] p [^] p [^] l [^] e [^]	CLS = 7/7
	riqple	[^] r [^] i-q-p [^] l [^] e [^]	CLS = 5/7

Let's have you practice scoring according to CLS Rule 3 with the following exercises:

Word		CLS= /
apple	apple	CLS= /
	apqle	CLS= /
	aple	CLS= /
	aPPlE	CLS= /

The rule for **omissions (including double letters)** is that the all required letters must be included for the student to receive credit. For example,

Word	Student Spelling	CLS Coding	CLS Score Points
goat (5 possible sequences)	goat	[^] g [^] o [^] a [^] t [^]	CLS = 5/5
	got	[^] g [^] o--t [^]	CLS = 3/5
	oat	--o [^] a [^] t [^]	CLS = 3/5
	gt	[^] g--t [^]	CLS = 2/5

Word	Student Spelling	CLS Coding	CLS Score Points
cool (5 possible sequences)	cool	[^] c [^] o [^] o [^] l [^]	CLS = 5/5
	col	[^] c [^] o--l [^]	CLS = 3/5
fell (5 possible sequences)	fell	[^] f [^] e [^] l [^] l [^]	CLS = 5/5
	fel	[^] f [^] e [^] l--	CLS = 3/5

Let's have you practice scoring according to CLS Rule 4 with the following exercises:

Word	Student Spelling	CLS Score Points
	t e x t b o o k	CLS= /
textbook	t e x t b o k	CLS= /
	t e x t b	CLS= /
	e x t b o o k	CLS= /

The rule for **punctuation** is that it is scored along with the letter that is to the left of the punctuation mark. For example,

Word	Student Spelling	CLS Coding	CLS Score Points
Joe's (5 possible sequences)	Joe's	[^] J [^] o [^] e' [^] s [^]	CLS = 5/5
	Joes	[^] J [^] o-e-s [^]	CLS = 3/5
type. (5 possible sequences)	type.	[^] t [^] y [^] p [^] e. [^]	CLS = 5/5
	type	[^] t [^] y [^] p-e-	CLS = 3/5

Let's have you practice scoring according to CLS Rule 5 with the following exercise:

Word	Student Spelling	CLS Score Points
	S h a n e ' s	CLS= /
Shane's	S h a n e s	CLS= /

Using the CWS and CLS Scoring Keys

There are situations where students are asked to write responses for which there are multiple correct answers, such as "Write a Sentence" or "Write a story". In these situations, the scoring keys we have developed below allow for equitable determinations of score points. There is one version for grades 5-8 (with 10 score points possible) and another version for grades 9-10 (with 30 score points possible). They are included below, with examples:

Correct Word Sequence Scoring Key

In *Writing Grades 5 & 6 and Grades 7& 8*, student-generated responses (e.g., "Write a Sentence") are scored on a percentage of correct word sequences. The number of words sequenced correctly is divided by the total number of words, plus one [CWS/(#words + 1)]. The extra point is the result of the total number of implied spaces and transitions within the sentence.

CWS Grades 5-8 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

Examples

Sentence	CWS Percent Correct	CWS Score Points
^I^walked^over^to^the^store.^ (7 possible sequences; 6 total words + 1)	7/7 = 100%	CWS = 10
^I^walked-ovr-to^the^store.^ ('over' misspelled)	5/7 = 71%	CWS = 8
^I-wal-ovr-to^the^store.^ ('walked', 'over' misspelled)	4/7 = 57%	CWS = 6
^I-wal-ovr-tu-the^store.^ ('walked', 'over', 'to' misspelled)	3/7 = 43%	CWS = 5

In *Writing Grades 9 and 10*, student-generated responses (e.g., “Write a Sentence”) are scored on a percentage of correct word sequences. The number of words sequenced correctly is divided by the total number of words, plus one $[CWS / (\#words + 1)]$. The extra point is the result of the total number of implied spaces and transitions within the sentence.

CWS Grades 9-10 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

Examples

Sentence	CWS Percent Correct	CWS Score Points
^I^walked^over^to^the^store.^ <i>(7 possible sequences; 6 total words + 1)</i>	$7/7 = 100\%$	CWS = 30
^I^walked-ovr-to^the^store.^ ('over' misspelled)	$5/7 = 71\%$	CWS = 24
^I-wal-ovr-to^the^store.^ (‘walked’, ‘over’ misspelled)	$4/7 = 57\%$	CWS = 18
^I-wal-ovr-tu-the^store.^ (‘walked’, ‘over’, ‘to’ misspelled)	$3/7 = 43\%$	CWS = 15

Let's have you practice scoring two grade 9/10 student sentence writing entries for CWS using the 30-point scoring key above.

Sentence	CWS Percent Correct	CWS Score Points
U are scoring this sentence vary well!		
i don't understand y u write like this.		

There are situations in writing tasks where the answers can be open-ended, not having a pre-determined correct answer. For example, when a student is asked to write her first name, this could result in several different correct answers across multiple students (e.g., Meg versus Brittany). These scoring keys are used for such situations. The conversion key allows us to make equitable scoring determinations based upon the percentage of words/letters correct in open-ended contexts.

Correct Letter Sequence Scoring Key

In *Writing Grades 3 and 4* and *Writing Grades 5 and 6*, student-generated responses (e.g., "Write Your First Name") are scored on a percentage of correct letter sequences. The number of letters sequenced correctly is divided by the total number of letters, plus one [CLS/(#letters + 1)]. The extra point is the result of the total number of implied spaces and transitions within the sentence.

CLS Grades 3-6 Scoring Key

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

Examples

Student Word	CLS Percent Correct	CLS Scoring Points
^J^o^h^n^a^t^h^a^n^ (10 possible sequences; 9 total letters + 1)	10/10 = 100%	CLS = 25
-j-o^h^n^a^t^h^a^n^ (not capitalized)	8/10 = 80%	CLS = 20
-j-o^h^n^-e-t^h^a^n^ (not capitalized, misspelling)	6/10 = 60%	CLS = 15
-j-o^h^n^-e-t^h^a-- (not capitalized, misspelling, omission of 'n')	4/10 = 40%	CLS = 10

Let's have you practice scoring two student writing entries for CLS using the 25-point rubric above.

Student Word	CLS Percent Correct	CLS Score Points
M a y g (Meg is correct)		
B r i t e n y (Brittany is correct)		

Student writing entries in grades 5-10 are also scored for Ideas & Organization (I&O). There is one scoring guide for grades 5-8 and a separate, more difficult, scoring guide for grades 9-10. Both scoring guides have a total of five points possible. The scoring guides are provided below:

Ideas and Organization Scoring Guides

The writing task in **Grades 5, 6, 7, & 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., and, but, although, however, etc.), or words that connect similar thoughts. Ideas and Organization scoring for sentences is based upon the following rubric:

Ideas and Organization	Score
A complete sentence with at least two descriptive details such as adjectives, adverbs, prepositional phrase, or clause or a compound sentence was written. The sentence relates to the prompt.	5
A complete sentence with at least one descriptive detail, such as an adjective, adverb, prepositional phrase, or clause was written. The sentence relates to the prompt.	4
A complete sentence was written, containing at least a subject and a verb. The sentence relates to the prompt.	3
A simple sentence was written; it relates to the prompt, but does not constitute a complete thought.	2
An incomplete sentence was written; it does not relate to the prompt.	1
No writing sample was generated, or the writing was illegible.	0

Let's score a Grade 5 student writing submission using the I&O scoring rubric above. The topic is to "Write a sentence about what you did this summer."

Student Sentence	I&O Scoring Level
I went to the beach.	

The writing sample in **Grades 9 & 10** requires the student to write a story. A transition in a story may include appropriate use of conjunctions or two or more sentences that relate to each other and to the topic. A list of details or activities could indicate appropriate “transition” if they relate to each other and to the topic. Ideas and Organization scoring is based upon the following rubric:

Ideas and Organization	Score
The story contains two or more sentences; all sentences relate to the topic, utilize subject/verb structure, and the story contains at least two descriptive details, such as adjectives, adverbs, prepositional phrases, or clauses, and/or a transitional word (e.g., however, because, first, last, finally, etc.).	5
The story has two or more sentences; all sentences relate to the topic, utilize subject/verb structure, and contain at least one descriptive detail, such as an adjective, adverb, prepositional phrase, or clause.	4
The story contains at least two sentences; all sentences relate to the topic and contain at least a subject and verb.	3
A simple story was written; it relates to the prompt, but does not constitute a complete thought.	2
An incomplete story was written; it does not relate to the prompt.	1
No writing sample was generated, or the writing was illegible.	0

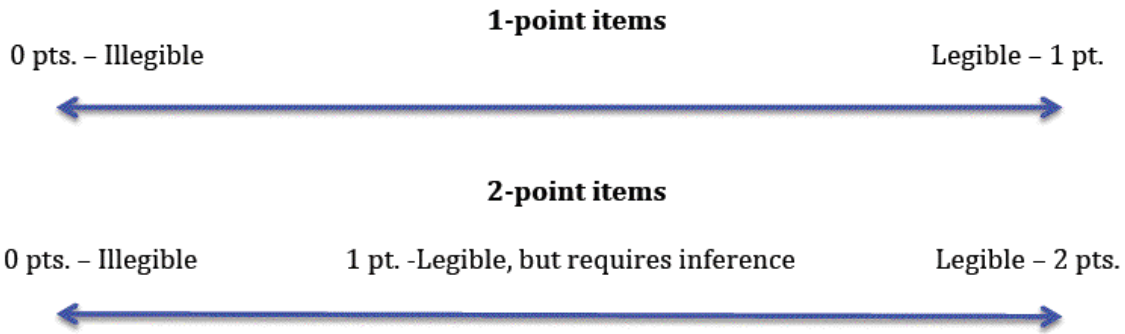
Let's score a Grade 9 student writing submission using the I&O scoring rubric above. The topic is to "Write a story about what you did this summer."

Student Story	I&O Scoring Level
I went fishing with my family. We caught a lot of salmon near the inlet.	

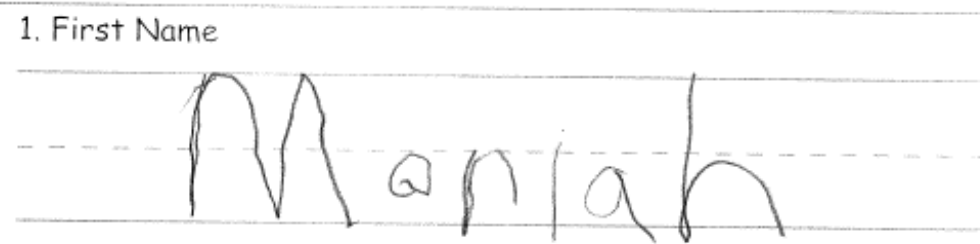
Legibility (Grades 7 & 8)

1. The letters (and/or numerals, if applicable) and words are written in a standard manner such that any able reader would be able to decode them.
2. The letters and words are written in an appropriate, left-to-right orientation (and top-to-bottom, if applicable).
3. The student spaced letters and words appropriately such that the letters and words are clearly seen as separate, but also are not too far apart.
4. The student used the lines provided in the student materials or by the Assessor appropriately, ensuring that the letters and words are generally contained within the lines and of a relatively uniform size.

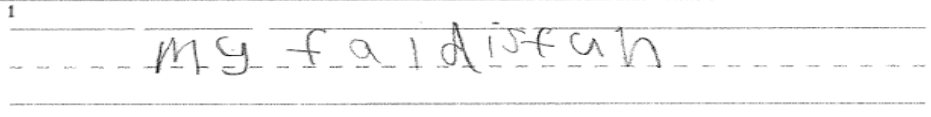
Legibility Rating Scale



Let's score a simple word for legibility, worth one point in this case (some items have two possible points for legibility):

Student work sample	Legibility Points
<p>1. First Name</p> 	

Now, let's score a two-point example for legibility:

Student work sample	Legibility Points
<p>1.78D - Write A Sentence - Assisted</p> 	

Congratulations, you are now ready to get started on the writing proficiency test!

CWS Mini-lesson Answers**Rule 1 Maximum Number of Sequences**

^You^are^great.^ (3 words +1=4)	CWS= 4
^This^room^is^very^comfortable.^ (5 words +1=6)	CWS= 6
^Nobody^loves^trainings^on^scoring^writing^more^than^I^do!^ (10 words +1=11)	CWS= 11

Rule 2 Spelling

^You^are-grate.- ('great' spelled incorrectly)	CWS= 2/4
^This^room^is-vary-comfortable.^ ('very' spelled incorrectly)	CWS= 4/6
^Nobody-luvs-trainengs-on^scoring^writing^more^than^I ^do!^ ('loves' and 'trainings' spelled incorrectly)	CWS= 8/11

Rule 3 Capitalization

-you-are^great.^ ('You' not capitalized)	CWS= 2/4
^Nobody^loves^trainings^on^scoring^writing^more^than-i-do!^ ('I' not capitalized)	CWS= 9/11

Rule 4 Punctuation

^You^are-great- (missing end punctuation)	CWS= 2/4
-This-room^is^very^comfortable,"^she^said.^ (missing open quotation mark)	CWS= 6/8
^Nobody^loves^trainings^on^scoring^writing^more^than^I-do- (missing end punctuation)	CWS= 9/11

Rule 5 Syntax

^You-is-great.^ (incorrect verb agreement)	CWS= 2/4
^"This^room^is^very^comfortable,"-her-said.^ (incorrect pronoun)	CWS= 6/8
^Nobody^loves^trainings^on^scoring^writing^more^than-me- does!- (incorrect pronoun and verb agreement)	CWS= 8/11

Rule 6 Semantics

^You^are-greatly.- (adverb used where an adjective is required)	CWS= 2/4
^"This^room-very^comfortable,"^she^said.^ (we wouldn't know what word(s) is/are missing in a testing situation; we've thus scored one incorrect sequence based on what is actually written – there are only 7 possible sequences, as the student has written 6 words)	CWS= 6/7
^Nobody^loves^trainings^on^scoring^writing-most-than^I^do!^ (incorrect adverb)	CWS= 9/11

Rule 7 Story Titles and Endings

^This^is^My-Storie- ('Story' misspelled)	CWS= 3/5
^And-thatz-how^it-end- ('that's' misspelled; 'end' should be 'ends' – student gets more points with example treated as sentence)	CWS= 2/6

CLS Mini-lesson Answers

Rule 1 Maximum Number of Sequences

$^y^o^u^$ (3 letters +1=4)	CLS= 4
$^l^e^a^r^n^$ (5 letters +1=6)	CLS= 6
$^q^u^i^c^k^l^y^$ (7 letters +1=8)	CLS= 8

Rule 2 Implied Spaces

Word	$^k^i^d^$	CLS= 4/4
kid	$^k^i^d^-d$	CLS= 3/4
	$s-k^i^d^$	CLS= 3/4

Rule 3 Insertions

Word	$^a^p^p^l^e^$	CLS= 6/6
apple	$^a^p^-q^-l^e^$	CLS= 4/6
	$^a^p^-^-l^e^$	CLS= 4/6
	$^a^-P^-P^-l^e^$	CLS= 3/6

Rule 4 Omissions

Word	$^t^e^x^t^b^o^o^k^$	CLS= 9/9
textbook	$^t^e^x^t^b^o^-^-k^$	CLS= 7/9
	$^t^e^x^t^b^-^-^-$	CLS= 5/9
	$^-^-e^x^t^b^o^o^k^$	CLS= 7/9

Rule 5 Punctuation

Word	$^S^h^a^n^e^'s^$	CLS= 7/7
Shane's	$^S^h^a^n^-e^-s^$	CLS= 5/7

CWS Scoring Key (grades 9–10)

Sentence	CWS Percent Correct	CWS Score Points
-U-are^scoring^this^sentence-vary-well!^ (7 words +1=8 possible sequences)	4/8 = 50%	15
-i-don't^understand-y-u-write^like^this.^ (8 words +1=9 possible sequences)	4/9 = 44%	15

CLS Scoring Key

Student Word	CLS Percent Correct	CLS Score Points
$^M^-a^-y^-g^$ (Meg is correct)	2/4 = 50%	10
$^B^r^i^t^-^-e^-n^y^$ (Brittany is correct)	6/9= 67%	15

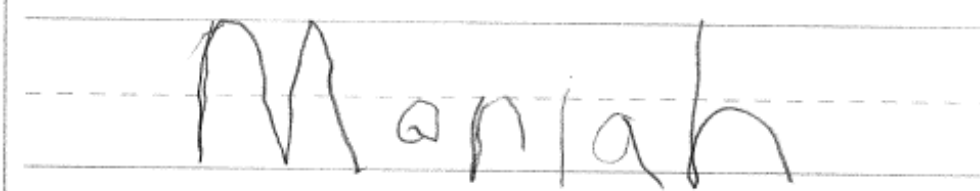
I&O Grade 5

Student Sentence	I&O Scoring Level
I went to the beach.	4
Discussion: The student has written a complete sentence that relates to the prompt with one descriptive detail, a prepositional phrase 'to the beach'.	

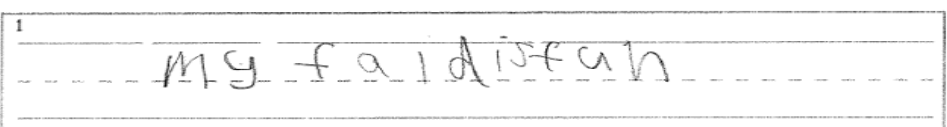
I&O Grade 9

Student Story	I&O Scoring Level
I went fishing with my family. We caught a lot of salmon near the inlet.	5
Discussion: The student has written a story that contains two complete sentences that relate to the prompt. The sentences both contain descriptive details. The first sentence includes a prepositional phrase, 'with my family'. The second sentence includes an adjective, 'a lot' and two prepositional phrases 'of salmon' and 'near the inlet'.	

Legibility 7 & 8

Student work sample	Legibility Points
<p>1. First Name</p> 	1
Discussion: Moriah spelled her name in a standard manner that an able reader can easily decode. The letters are written left-to-right. Her spacing is appropriate and her writing is generally contained within the lines. She earns full credit.	

Legibility 7 & 8

Student work sample	Legibility Points
<p>1.78D - Write A Sentence - Assisted</p> 	2
Discussion: This student spelled her sentence in a standard manner that an able reader can easily decode, despite misspelling 'friend'. The words are written left-to-right. Her spacing is appropriate and her writing is generally contained within the lines. She earns full credit.	

Writing Scoring Activities for Training AITs, QAs, and QTs October 2012

Purpose

This set of activities was developed by EED and DRA in order to train QTs and model some training approaches for adult learners as they develop their acumen in scoring writing for the Alaska Alternate Assessment (AKAA).

Background

Marsha Speck (1996) notes that the following important points of adult learning theory should be considered when professional development activities are designed for educators:

- *Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the 'real world' is important and relevant to the adult learner's personal and professional needs.*
- *Adults want to be the origin of their own learning and will resist learning activities they believe are an attack on their competence. Thus, professional development needs to give participants some control over the what, who, how, why, when, and where of their learning.*
- *Adult learners need to see that the professional development learning and their day-to-day activities are related and relevant.*
- *Adult learners need direct, concrete experiences in which they apply the learning in real work.*
- *Adult learning has ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning.*
- *Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional development activities that allow the learner to practice the learning and receive structured, helpful feedback.*
- *Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences.*
- *Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in the professional development planning.*
- *Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained.*

Speck, M. (1996, Spring). Best practice in professional development for sustained educational change. *ERS Spectrum*, p. 33-41.

Thus, a good professional development for adults involves relevance, application of real-world knowledge and skills, feedback, learning in a social context (e.g., small-group work), and accommodation for diverse perspectives and interests.

Relevance

The AKAA is a state and federally required assessment for students in the grades tested (3-10). You're here because it's a required component of your job. The AKAA must be administered by a Qualified Assessor (QA). In order to become a QA, you must pass the proficiency/refreshers tests on an annual basis so you can be that assessment resource for your school/district/region. If you can't do it, who will? Who knows your students better than you do? Those are clearly rhetorical questions. In all honesty, scoring writing is one of the more difficult aspects of becoming a QA/QT and also one of the most complicated procedures in the administration of the AKAA. This training is going to help you understand the scoring rules and how to apply them. It's going to make your life a little easier!

Application

You will apply the knowledge we have shared today in a small-group setting where you will be working with a partner, or multiple partners. The best way to learn is to teach. The best way to teach is to have to develop the test!

ASSIGNMENT: You will be generating student responses for your partner(s) to help them work through the intricacies of scoring writing using the 2013 Writing Scoring Manual as your reference. You will use the attached worksheet as your template (Writing Scoring Activities). The assignment is to generate a student response that violates only the rule in question (all other aspects of the student response must be appropriate). This activity will develop your understanding of the types of errors, as you will be responsible for generating errors within each category, or rule.

NOTE: This assignment can be structured in many ways, with participants working in groups of two (completing each other's 'tests'), or groups of more than two (passing their 'tests' clockwise, etc.). The facilitator can have the groups elect a 'reporter' to convey the fruits of their labors, or simply discuss the process with each group independently as the examples are processed and provide a summary of what each team was discussing to the group him/herself. It all depends upon the size of the group, as well as their respective interests. It's important to give the teams choices as they work through the activities, as adults like to be in control of their learning and it respects their ability to determine what they do not know independently. You may also be incredibly creative, have a ton of extra time on your hands, and want to develop your own activities based on your experiences. Please feel free to do so!

Feedback

EED and DRA representatives will be circulating among the groups to provide you with immediate feedback and help you work through any questions or problems that may present themselves. You can work at your own pace, but we will need to discuss the outcomes of the activity as a group by _____(time). I will not call on you; you will volunteer if you want to share. If no one shares, however, our learning as a group may be limited so keep that in mind.

In terms of how your group proceeds, you may want to discuss which sections of the manual you have the most difficulty with and target those for your activity. You may want to work through every single rule for CWS, CLS, I & O, and Legibility, or you may find some happy medium in between. How you get there is up to you. Our goal is to ensure that you are ready to pass the writing proficiency test and ready to score the writing assessments on the AKAA.

Follow-up Support

There is an existing network to support you - no matter what your role (AIT, QA, QT). If you are an AIT or QA, you have been assigned a QT who will assist you with all of the nuts and bolts questions that you may have. If you are a QT, you can access EED and/or DRA resources directly to get answers to your questions. The website has the information you will need to access our HelpDesk, as well.

Directions for the CWS/CLS Activity

Develop 'student responses' for your partner(s) that help them to practice in the area(s) they deem most critical. Have your partner select an appropriate grade level that will require that they use the scoring keys for score conversions (CWS = grades 5-10; CLS = grades 3-6). Remember, the student responses must violate only the rule being emphasized. Once you have developed your set of responses, ask your partner(s) to score your 'test'. Discuss and analyze all questions and answers and seek clarification from a facilitator if necessary.