K-12 Writing - Assessment

Oregon K-12 Literacy Framework—Writing (Writing Framework)

A comprehensive writing assessment system for K-12 is explicitly linked to writing goals and uses multiple data sources to evaluate student writing.

	Goals	Assessment	Instruction	Leadership	Professional Development	Commitment
Schools		⭐				
Districts						
State						

A Comprehensive Writing Assessment System:

⭐ Relies on measures of writing that demonstrate reliability and validity for the purpose(s) they are being used (e.g., timed assessments to evaluate fluency and productivity)

⭐ Includes writing assessments and measures that are linked explicitly to writing goals

⭐ Is organized, integrated, and composed of multiple sources of data (e.g., student reading data, formative measures to monitor progress, summative assessments to examine writing achievement, and learner-centered portfolios that discuss student goals and provide multiple writing samples that illustrate student progression through the writing process)

⭐ Uses data from writing assessments, portfolios, and teacher judgments to make informed instructional decisions regarding the areas in which students might need additional instructional support.

Using educational assessment data to make informed instructional and educational decisions is the foundation of the Oregon K-12 Writing Framework. The Framework's assessment system includes reading *and* writing assessments because, although the focus of this Framework is writing, research has demonstrated a strong relationship between reading and writing (Abbot & Berninger, 1993; Berninger, Cartwright, Yates, Swanson, & Abbot, 1994; Fitzgerald & Shanahan, 2000; Shanahan, 2010; Shanahan & Lomax, 1986). **Unlike the definition of "student reading assessments"** that refers *only* to assessments that have been conducted in a systematic and standardized manner, **the definition of "student writing assessments" is broader due to the limited number of standardized, adequate measures to assess a complex and iterative construct like writing.**

Alignment of K-12 Writing Goals and Assessment

Just as a comprehensive assessment system explicitly linked to reading goals is a critical component of a school-wide reading system (Consortium on Reading Excellence, 2008; National Reading Panel, 2000), an assessment system designed to monitor students' progress toward writing goals is similarly important. **The Framework's assessment system for grades K-12 can best be achieved by establishing *synergy* between *summative* and *formative* writing assessments** (Brookhart, 2003; Plake, 2003). Synergy is obtained by the use and integration of large-scale, or **summative assessments** to measure student achievement and **formative assessments** designed to monitor student acquisition of critical writing skills.

Reliable assessments of student writing performance are starting to become available for the elementary, middle, and secondary grades (Espin, et al., 2000; Jewell & Malecki, 2005; Lembke, Deno, & Hall, 2003). State-level assessments, however, are **not a "complete portrait** of a student's writing abilities…[but rather] a snapshot of what a student can do with a particular prompt, limited time and space, and without teacher or peer input" (Oregon Department of Education [ODE], 2005). As such, additional methods for examining students' acquisition and mastery of writing skills are needed (Benson & Campbell, 2010; Cho, 2003).

The Current State of Writing Assessment

Student performance on the writing subtests of the Oregon Assessment of Knowledge and Skills (OAKS) emphasizes the need for an increased instructional focus on writing in Oregon. In 2010-2011, 41% of fourth grade students, 52% of seventh grade students, and 68% of high school students met or exceeded standards set for writing performance on the OAKS (see http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=7585&TypeID=5).

Other states have similar challenges to Oregon's. One potential explanation for students' poor performance is that writing receives significantly less instructional time in the elementary grades than other content areas such as reading and mathematics and/or as a component of science, social science, or language instruction in the middle and secondary grades (Moats, Foorman, & Taylor, 2006). Additionally, writing is a very complex construct and cognitive process to measure (Cho, 2003; Olinghouse, 2009), and there is currently debate on how best to measure it (Benson & Campbell, 2010; Olinghouse, 2009). The development and implementation of assessments that efficiently and appropriately measure writing need to be a priority (National Commission on Writing, 2003).

Some argue that writing cannot be effectively or appropriately measured by multiple-choice measures designed to assess students' knowledge of the component skills of writing (e.g., grammar, capitalization, punctuation, etc.) (Huot, 1990; Miller & Crocker, 1990) or by decontextualized, traditional essay tests that evaluate student writing at a discrete point in time (Cho, 2003; Huot, 1996). That is to say, assessment via indirect methods designed to examine students' ability to effectively and appropriately use writing conventions, or direct methods that require students to produce a written product in response to a standard prompt, when implemented independently, may not be able to provide educators with accurate representations of students' writing skills because each method of assessment measures different aspects of writing (Benson & Campbell, 2010; Miller & Crocker, 1990).

As a result of these findings, **it is recommended that the integration of multiple types of assessments within a comprehensive assessment system** be used to allow educators to effectively and efficiently monitor students' acquisition and mastery of the component skills of writing (e.g., handwriting fluency and legibility, spelling, grammar, punctuation, etc.), their ability to create coherent and organized written *products,* and their progress through the steps of the writing *process* (Hessler, Konrad, & Alber-Morgan, 2009; National Commission on Writing, 2003; Olinghouse, 2009)*.* In particular, the assessment system for the Oregon K-12 Framework--Writing will consist of combinations of the following data sources:

Integration of Multiple Data Sources in a K-12 Writing Assessment System
1. Reading Assessments
2. Formative Assessment with **quantitative scoring** (e.g., writing productivity) *and* **qualitative scoring** (e.g., holistic rubrics, rubrics with primary trait and analytic scoring) of writing samples
3. Summative Assessment (standardized assessments)
4. Instructionally-based Writing Portfolios

Student performance on measures of reading may include, for example, performance on measures of basic reading skills such as oral reading fluency and/or reading comprehension. **Standardized, formative measures that score students' writing samples for productivity,** such as total words written, total words spelled correctly, and correct word sequences, can provide educators with a quick index of students' fluency with critical component skills of writing. It is recommended, however, that these productivity measures be used in conjunction with formative assessments that use qualitative scoring approaches (e.g., rubrics that use primary trait and analytic scoring systems) and instructionally-based writing portfolios to provide data-based insight into student writing progress.

Unlike reading assessments that have been clearly designed for four specific purposes – to screen students for reading difficulties, to monitor students' progress toward the achievement of grade-level reading goals, to diagnose specific reading difficulties for the purposes of developing and implementing individualized interventions, and to determine whether or not students have met grade-level reading goals – **the distinction between types of available writing assessments is not as clear**. Benchmarks for periodically evaluating student performance and quantifying degrees of student risk have yet to be established. Additionally, **formative, standardized measures such as Curriculum Based Measures**

for Writing (CBM-W) can be used *informally* **to monitor student acquisition of writing fluency but are not yet suitable for evaluating student growth** (Olinghouse, 2009; Rose, 2007).

The subsequent sections of this chapter discuss **four data sources** recommended for a comprehensive K-12 writing system: **Data Source 1: Reading Assessments; Data Source 2: Formative Assessment, Data Source 3: Summative Assessment,** and **Data Source 4: Instructionally-Based Writing Portfolios.** Each section discusses research, presents an overview of how assessment and data sources can be used, and provides recommendations based on available evidence. Examples are also included to illustrate the content discussed. **Given the emerging nature of research on writing assessment, it's important to note that the examples don't represent any** *one* **"research-based" or** *single* **"correct" assessment or scoring approach**. For example, just because a rubric is used to illustrate a type of scoring system doesn't mean that specific rubric is the best and only available option. The sample rubric, however, is selected to illustrate key elements of the content, even though there may be strengths and limitations in the example, so that teachers, schools, and districts can develop their own writing assessments and scoring approaches based on recommendations in this chapter. Overall, **the importance of aligning any formative assessment, scoring approach** (quantitative and qualitative), **and writing portfolio system with student goals and instructional purpose is emphasized**. Finally, *unless specifically noted, the Oregon Department of Education does not exclusively endorse any of the sample materials and examples presented in this chapter.*

Data Source 1: Reading Assessments—The Reading and Writing Relationship

Because both reading and writing require knowledge and familiarity with the alphabetic orthography of the language, it is not surprising that some degree of relationship exists between these two fundamental literacy skills. Despite the interrelationship between reading and writing, however, instruction in reading alone will not facilitate writing development nor will instruction in writing alone facilitate reading development (Abbott & Berninger, 1993; Berninger, Garcia, & Abbott, 2010; Fitzgerald & Shanahan, 2000; Moats, Foorman, & Taylor, 2006). Although reading skills may support the development of writing skills and vice versa, **explicit instruction and opportunities to practice both skills are required for students to become proficient readers and writers**. This is due, in part, to the fact that although these receptive and productive language tasks (reading and writing, respectively) may rely on similar processes, they nonetheless are independent skills that require students to apply their knowledge of the grapho-phonemic, spelling, and grammar rules of English in different ways. Furthermore, the independence of these skills may explain why it is possible for some students to be poor readers but good writers, or good readers and poor writers (Cox, Shanahan, & Sulzby, 1990; Shanahan, 1988) – or more commonly, simultaneously poor readers and poor writers or good readers and good writers (Juel, 1988).

The independence of reading and writing skills is supported by the fact that as students learn to read and write, they progress through different developmental stages specific to each skill (Berninger, et al., 1994; Fitzgerald & Shanahan, 2000). In particular, Fitzgerald and Shanahan (2000) propose that **four kinds of knowledge provide the foundation for reading and writing development**: (1) **meta-knowledge**, or understanding the purposes of reading and writing and being able to consciously monitor one's own knowledge; (2) **domain knowledge** about substance and content, which takes into account students' prior knowledge as well as content knowledge created while engaging in reading and writing

tasks; (3) **knowledge about universal text attributes**, including grapho-phonic knowledge (i.e., phonological, grapheme, and morphological awareness); and (4) **procedural knowledge** and skill that supports students' ability to access, use, and generate knowledge in any of the aforementioned areas while reading and writing. According to this developmental model, **students rely on each of these types of knowledge to varying degrees as they progress through six phases of development (e.g., initial literacy, confirmation and fluency, reading and writing *for* learning, etc.) from early childhood through the adult years.**

Research indicates that **students' performance on various measures of reading is related to their performance on various measures of writing**. In the **elementary grades**, for example, significant relationships have been found between the following reading and writing measures: real word and pseudo-word reading and writing tasks (Abbott & Berninger, 1993), reading comprehension and the level of cohesion in narrative and expository writing tasks (Cox, Shanahan, & Sulzby, 1990), word reading and reading comprehension and basic spelling and writing tasks (Lerkannen, Rasku-Puttonen, Anuola & Numi, 2004), and letter knowledge, beginning word reading, and concepts of print with measures of letter writing (Ritchey, 2008). Less research has been conducted in the **intermediate grades**, but preliminary studies indicate that students with stronger reading comprehension skills may be able to produce better-organized, more coherent written compositions than students with weaker comprehension skills (Parodi, 2007).

Moreover, research also indicates that explicitly teaching text structure, particularly of expository texts (e.g., description, enumeration, sequence, compare/contrast, etc.) can support students' appropriate use of text structure in their own writing (Dickson, 1999; Englert, Stewart, & Hiebert, 1988; Richgels, McGee, Lomax, & Sheard, 1987). Knowledge about text structure, knowledge of the writing process, and the integration of reading and writing mutually support each other and contribute to improved reading comprehension and writing performance (Dickson, 1999). Knowledge of text structure, for example, not only *helps readers* distinguish important from unimportant information, and organize and recall that information for later use, but also *helps writers* construct a framework for organizing and editing their own texts. Overall, the integration of reading and writing have three primary benefits: (a) content area reading provides students with information to incorporate in their written products, (b) writing about the content they have read appears to promote and enhance "higher level" thinking, and (c) written texts produced in response to reading are typically of greater length and higher quality than texts not written in response to reading.

Recommendations for Implementation:

✓ For students in grades K-12, use reading assessments to help inform what is known about student writing performance. For example, knowing that a student might have high levels of narrative comprehension knowledge can help inform an understanding of how story grammar might be applied in student writing.

Data Source 2: Formative Assessments—Informal Assessments for Learning

The use of formative writing assessment helps determine what students currently know and are able to do, as well as potential areas of need that require evidence-based adjustments to instruction. Formative assessment is "*concerned with how judgments about. . .student responses [performances, pieces, or works] can be used to shape and improve the student's competence*" (Sadler, 1989). **Formative assessment** is the use of **assessment *for* learning** because the results of the assessment are used to adapt instruction to meet students' needs (Black & Wiliam, 1998). Therefore, the **primary goal of conducting formative assessment is to determine the degree to which a student is (or is not) making writing progress *and* obtain data that can be used to make instructional decisions and plan next steps for instruction** (Calfee & Miller, 2007). Formative assessment *is not* used to evaluate the level of knowledge or skill students have acquired.

Formative assessment of student writing is a form of curriculum-based measurement (CBM), a procedure in which multiple, standardized, efficient probes of comparable difficulty are administered periodically for screening and progress monitoring to examine students' acquisition of critical skills (Deno, 1985). For example, Writing CBM (W-CBM) probes can be administered three to four times per year for screening, and on a weekly or biweekly basis to all students in the bottom 25% of the class. If used for progress monitoring, the probes might alternate genre each week (e.g., Week 1-argument, Week 2-explanatory, Week 3-arugment, etc.) or align with instruction focused on a specific genre (e.g., an 8-week instructional unit on argument would include weekly or biweekly progress monitoring with probes aligned with argument genre). **Overall, formative assessment is intended to be** informal **and** efficient. **Because "assessment for learning" is the focus, W-CBM administration occurs within the context of writing instruction. Ideally,** the time scheduled for writing probes becomes part of the regular routines of writing instruction.

Each W-CBM **probe** consists of a **set of standardized administration directions and a prompt** that dictates the purpose, content, and overall focus of a **student writing sample**. (See Chapter Resources to view a sample probe with standardized directions and a prompt.) The probe is given for a timed amount (ranging from three to ten minutes) to obtain a productivity writing sample, **or** administered for a reasonable, but specified, duration (e.g., 30-minutes, 45-minutes, 60-minutes, class period, multiple class periods) to obtain a full writing sample that can be scored for quality. Probes can also combine assessment purposes by asking students to mark their papers to indicate the end of the timed component (e.g., "Put a line under the last word you wrote when I said stop."), but continue writing to complete a full writing sample (e.g., "After you underline the word, you may continue writing your essay."). When structuring a probe with a timed and extended writing component, both productivity and quality can be examined during scoring.

Writing samples that are produced from the administration of formative writing probes are scored using quantitative (e.g., "counts" or "tallies" of the number of words written per 3-minutes) and/or **qualitative scoring procedures** (e.g., rubric focused on the writing domains of content, focus, organization, style, and conventions). Before detailing how writing can be timed and scored for the purpose of formative assessment, writing prompts will be discussed in more detail.

Writing prompts should be explicit, authentic, engaging, and set the stage for the writing task (Calfee & Miller, 2007). Well-designed writing prompts give **clear directions** about what is expected, such as the amount of time required for writing (Miller & Crocker, 1990; Pierce & O'Malley, 1992) and identify the **purpose** of the composition. With explicit purpose and clear directions, students can apply

and demonstrate their knowledge about writing. For example, words used in a prompt, such as *tell, explain, describe,* and *convince*, specify whether writing should be framed as informational or argument. Clear identification of writing purpose in the prompt is essential. Students should not complete writing probes simply for the sake of writing (Calfee & Miller, 2007).

Consideration of the **content of prompts** is also important. Although writing prompts should be thought-provoking and allow latitude for expression, they also need to be specific enough to ensure that all students respond to a common theme, topic, or *genre* (Calfee & Miller, 2007). It is very difficult to effectively evaluate the progress of students in a class if all the writing samples focus on different genres and topics. For this reason, **a prompt can provide students with an opportunity to select an option from a list of topics** *within* **the same genre.** For example, students might be provided with a writing prompt focused on explanatory writing with three different writing options that could be selected, such as (a) *explain* how to celebrate a special event or holiday (b) *explain* why a person deserves to receive a particular award or honor, or (c) *explain* what actions a classroom/school can take to become more environmentally friendly. Therefore, students write about a topic that interests them the most (a, b, or c), and all of the student writing samples can be scored using a common rubric (e.g., primary trait rubric focused on the critical features of explanatory writing). Giving students the option to respond to their choice topic within a selected genre increases the possibility of student interest and motivation while providing for a common focus for scoring and feedback across student writing samples (Pierce & O'Malley, 1992).

Overall, writing prompts should: (a) be grade-level appropriate, (b) address student experience and background knowledge, and (c) reflect writing goals (e.g., the writing genres that students are learning to write) (Pierce & O'Malley, 1992). A writing prompt that asks students to explain how they felt the first time they drove a car would not be appropriate for young writers because they have not had a car driving experience. In addition, if students live predominately in an urban setting, prompting them to explain a camping experience may not be appropriate, unless of course, students read, discussed, received instruction related to outdoor living and camping-related topics. The importance of the background knowledge and experience brought to writing cannot be understated. When students have familiarity with a prompt's topic, there is the increased likelihood of higher engagement, motivation, and interest in the task. As a result, writing quality can be directly affected by a prompt.

Recommendations for Implementation

- ✓ A W-CBM process of formative assessment should be established in grades K-12, and include a schedule for screening and progress monitoring in which multiple, standardized, efficient probes of comparable difficulty are administered to examine students' acquisition of critical skills (Deno, 1985).

- ✓ The time scheduled for writing probes should be informal, efficient, and become part of the regular routines of writing instruction.

- ✓ W-CBM probes should include writing prompts that (a) are from different genres, (b) are grade-level appropriate and experientially appropriate, (c) are authentic, meaningful, and engaging, and (d) include clearly specified directions, purpose, and content.

Score Writing Probes _Quantitatively_ with Productivity Counts

W-CBM has received attention in the field of educational research recently as researchers and practitioners collaborate to develop brief, efficient approaches for administration and scoring **writing productivity** that are appropriate for a wide range of grade levels (Benson & Campbell, 2010; McMaster & Campbell, 2008; McMaster & Espin, 2007; McMaster, Du, & Pétursdóttir, 2009). W-CBMs focus primarily on _fluency_ **of language use and** _fluency_ **of written expression**. Scores on W-CBMs are often **quantified** by counting the production of a range of writing components (e.g., total words written, total words spelled correctly, correct word sequences, etc.) (Lerkannen, et al., 2004). The **same indices or scoring approaches, however, may** _not_ **be appropriate across all grade levels.** For example, adjustments in how a writing sample is scored need to account for writing development and older students' more sophisticated writing skills (Espin, et al., 2000; Jewell & Malecki, 2005; McMaster & Espin, 2007).

Elementary Grades

Because students need to have "automatized" many of the **component skills** of written language production (e.g., handwriting fluency and legibility, spelling, basic sentence structure, etc.) to effectively devote attention and working memory tasks to the planning, organization, and composition of written texts (Moats, Foorman, & Taylor, 2006), it seems reasonable to **evaluate students' acquisition of these critical component skills in the early elementary grades**. The following scoring approaches have recently been developed to examine young students' fluency with critical component skills:

Grade(s)	Scoring Focus	Description/Purpose	Score Responses Produced within Untimed or Timed Specifications
K[1]	Letter Writing	Examines students' ability to write upper and lower case letters from dictation (52 letters)	Untimed
	Alphabet Writing	Examines students' ability to accurately and fluently write randomly dictated alphabet letters (similar to _Letter Naming Fluency_ in reading assessment, but students write dictated letters rather than read them)	1 minute
	Sound Spelling	Examines students' ability to write letters from dictated sounds (25 sounds)	Untimed
	Real Word Spelling	Examines students' ability to spell Consonant-Vowel-Consonant (CVC) real words (5 word types)	Untimed
	Nonsense Word Spelling	Examines students' ability to spell CVC nonsense words (5 word types)	Untimed

Grade(s)	Scoring Focus	Description/Purpose	Score Responses Produced within Untimed or Timed Specifications
1-2[2]	Word Copying	Examines students' ability to copy printed words	2 minutes
	Sentence Copying	Examines students' ability to copy sentences of 5-7 words	3 minutes
	Word Dictation	Examines students' ability to write dictated words	3 minutes
	Sentence Dictation	Examines students' ability to copy dictated sentences of 5-7 words	3 minutes

[1] Edwards (2000); Ritchey (2008); Berninger et al. (1997) [2] Lembke, Deno, & Hall (2003)

A copy of an Alphabet-Writing assessment is included in the Resources section of this chapter (Berninger et al, 1997; Edwards, 2000). Note how directions are standardized and the measure is timed for 1-minute so alphabet-writing *fluency* can be evaluated. Unfortunately, benchmarks and progress monitoring guidelines **have not** been established due to the Alphabet-Writing assessment's use in preliminary research. The Alphabet-Writing assessment, however, serves as an example of what a letter-writing, spelling, or sentence-copying fluency measure might look like. The Alphabet-Writing assessment can also be modified, enhanced, and used in the classroom to help evaluate handwriting fluency.

Closer examination of the W-CBM scoring approaches described above also reveals that the majority evaluate the **foundational skills** students need to become proficient writers, such as handwriting legibility and fluency (measured by Letter Writing, Alphabet Writing, Word Copying, and Sentence Copying) and spelling. Although **handwriting legibility and fluency** are not directly specified in the CCSS for English Language Arts & Literacy as Foundational Skills (with the exception of spelling proficiency as articulated in Language Standard 2), the importance of handwriting legibility and fluency is *implicitly* **recognized as** *critical* **to students' writing development** for two reasons:

1. **If handwriting is illegible and the message has been lost, a student's writing efforts have been for naught; and**

2. **An absence of automaticity and fluency with handwriting skills may limit the cognitive attention students can devote to the content of their writing and the writing process** (Berninger, 1999; Olinghouse & Santangelo, 2010) (similar to the relation between decoding and comprehension observed in reading; LaBerge & Samuels, 1974; Perfetti, 1985).

Moreover, research indicates that many activities in the early grades require fine motor skills. Once movement patterns, such as those used while writing become established through repeated practice, they are often resistant to change (Bradfield, 2009). Therefore, **though fine motor skills are important for handwriting, handwriting is important in the promotion of fine motor skills.** It's also important to note that poor handwriting is *not* primarily related to poor fine motor skills, but rather to poor letter knowledge in memory (Abbott & Berninger, 1993; Berninger, Abbott, et al., 1998). In essence, the poor

letter knowledge and the weak orthographic representation of letters in memory contribute to the difficulties children with poor handwriting have with letter formation during writing. Overall, these findings support the importance of **explicit handwriting instruction**, particularly for students who are struggling with handwriting legibility and fluency, *and* for the periodic monitoring of student handwriting skills progress.

Common scoring procedures for later elementary grades include:

- **Total Words Written (TWW)** is based on the rate of word production. To calculate TWW, the total number of words written during a 3-minute period is calculated. The following table provides directions for counting the number of words written and a scoring example. Note that incorrectly spelled words are counted for total words written.

Total Words Written Per 3-Minutes
Scoring Directions - A word is counted if it is separated from other words in the written material. - Words are counted regardless of whether they are spelled correctly or are phonetically recognizable. - Do not count a number that is not spelled out (e.g., 1987, 5, 44) as words. - Count the title if one is written. - Count proper nouns as words. - If the student writes the story starter as part of the story, include these words in the count.
Total Words Written   - Prompt: "When my video game started predicting the future, I knew I had to . . . " - Student Response: "got my mom to check it out I was ckerd it was hard to recat but my mom holped me then my brather came in to my room he holped me to but he left my room want down."   <u>Total Words written per 3-minutes:</u> 39

*Scoring example from Shapiro, E. S. (2004). Academic skills problems. New York: Guilford.

Reliability for the TWW scoring approach is high (Shapiro, 2004). Preliminary research indicates that a student's TWW per 3-minute score is highly correlated with performance on both norm-referenced achievement tests and teacher judgments of writing quality (Tindal & Marston, 1990). During preliminary studies, use of TWW per 3-minutes was also sensitive to student growth in written expression across 10- and 16-week periods (Tindal & Marston, 1990).

Unfortunately, benchmarks for TWW per 3-minutes *have not* been established. The following guidelines for using TWW scoring are provided to assist with progress monitoring. **It's extremely important, however, to reinforce that the suggestions below are based on relatively few studies and can only serve as informal guidance.**

Informal Guidelines* Total Words Written per 3-Minutes
• If the total words is less than 20, aim for doubling by the end of the school year.
• If total words written is between 25-30, aim for a 50% increase.
• If total words written is between 35-45, aim for a 25% increase.
• If total words written is greater than 50, choose another fluency and productivity objective (e.g., CWS, vocabulary).
• Refer to school district norms for written expression, if available
*The above guidelines are based on relatively few studies. Research on benchmarks and progress monitoring for TWW per 3-minutes have not been established.

Guidelines based on Deno, Mirkin & Wessen/Parker & Tindal and Shapiro (2001).

- **Words Spelled Correctly (WSC)** is simply a calculation of the total number of words spelled correctly. Compare the scoring example below with the scoring example for TWW. Notice the difference in score when scoring focuses on correctly spelled words.

Words Spelled Correctly Per 3-Minutes
Scoring Directions
• A word is counted if it spelled correctly and follows the correct spelling conventions of written English.
Words Spelled Correctly
• Prompt: "When my video game started predicting the future, I knew I had to. . ."
• Student Response: "got my mom to check it out I was ckerd it was hard to recat but my mom holped me then my brather came in to my room he holped me to but he left my room want down."
Total words spelled correctly per 3-minutes: 34

Scoring example from Shapiro, E. S. (2004). Academic skills problems. New York: Guilford.

Even though WSC scoring has been used in formative assessment research, benchmarks and guidelines for progress monitoring have not been established. Unfortunately, preliminary guidelines are also not available.

- **Correct Word Sequences (CWS)** considers units of writing and their relation to one another (Espin, Shin, Deno, Skare, Robinson, Benner, 2000). CWS provides an index of meaningful content (i.e, meaningful content based on conventionally correct grammar) and is sensitive to improvements in student writing (Espin, Scierka, Skare, & Halverson, 1999; Espin, Shin, Deno, Skare, Robinson, Benner, 2000). The table below provides general scoring directions and an example of CWS scoring. More detailed directions for scoring CWS are provided in the Resources section of this chapter.

Correct Word Sequences Per 3-Minutes
Scoring Directions - Start at the beginning of the writing sample and look at each successive pair of writing units (each writing sequence). - Count as a word sequence the joining of two words together that are *spelled correctly and are grammatically correct.* - Words in each writing sequence must also make sense within the context of a sentence. - Don't count numbers next to words in the total. - A caret (^) is used to mark the presence of a correct writing sequence.

Correct Word Sequences

Since the first word is correct, it is marked as a correct writing sequence.

Because the period is considered essential punctuation, it is joined with the words before and after it to make 2 correct writing sequences.

^It ^ was ^ dark ^ .^ Nobody ^ could <u>seen</u> the ^ trees ^ of ^ the <u>forrest</u>.

Misspelled words are not counted.

Grammatical or syntactical errors are not correct.

Similar to TWW and WSC, benchmarks for CWS per 3-minutes **have not** been established. The following guideline for using CWS scoring is provided to assist with progress monitoring: a 1 to 1.5 gain per month can be anticipated for total correct word sequences per 3-minutes (Shapiro, 2001). **It is extremely important, however, to reinforce that the 1 to 1.5 gain per month is a *suggestion* based on relatively few studies and can only serve as informal guidance.**

Overall, quantitative scoring is typically used with student writing samples that have been timed for 1 to 3 minutes in the early elementary grades and 3 to 5 minutes in the later elementary grades. Planning time, often around 30-seconds, is given before the timed writing begins.

Intermediate and Secondary Grades

While the production-dependent scoring indices (e.g., TWW, WSC, CWS) are reliable and valid for use with students in the elementary grades, similar results have *not* been obtained with these same scoring indices for students in the middle and secondary grades (Espin, Scierka, Skare, & Halverson, 1999; Espin, et al., 2000; Fewster & MacMillan, 2002). One potential explanation for this finding is that **using more basic scoring methods,** such as Words Written and Correct Word Sequences**, obtain an accurate picture of students' writing *fluency, but not* their writing *accuracy*** (Amato & Watkins, 2009; Jewell & Malecki, 2005).

It is critical to address the issue of **writing accuracy** for students at the intermediate and secondary grade levels because measures of writing accuracy relate more strongly to other writing criteria than measures of writing fluency. Therefore, we recommend that more complex indices of performance, such as **Correct minus Incorrect Word Sequences (CIWS) and/or percentage of Correct Word Sequences** be the primary scoring method for *students with basic mechanical writing difficulties in the upper elementary, middle, and secondary grades* because they account both for students' **writing fluency** *and* **writing accuracy** (McMaster & Campbell, 2008; Weissenburger & Espin, 2005). Additionally, W-CBM measures of longer duration (e.g., 5, 7, and 10 minutes with 3-minutes for planning) have produced stronger reliability and validity coefficients for older students (Espin, et al., 2000; McMaster & Campbell, 2000; Weissenburger & Espin, 2005), suggesting that **longer duration W-CBM probes** be used in the upper grades. Remember, however, that **W-CBM scoring focuses on fluency of foundational writing skills** *but not* **the critical, higher-level writing strategies** needed to plan, generate, and revise text. **Other measures and scoring approaches must be used to evaluate the quality of written content.**

In addition to the use of CIWS and percentage of CWS, **there are other methods of scoring and evaluation that can be used** with students in the intermediate and secondary grades. Additional scoring approaches recommended for consideration include (Miller, 2009; Polloway et al., 2004):

- **Writing Fluency**: Indices of writing fluency, which involves the number of words and variety of sentence complexity in a piece of writing, include:

  - <u>Word fluency</u>: Determined by dividing the total number of words by number of sentences in the text.

  - <u>Variety of sentence styles</u>: Determined by counting the number of sentence fragments, simple sentences, complex sentences, compound sentences, and complex-compound sentences.

- o <u>Sentence complexity</u>: Determined by first counting the number of declarative, imperative, interrogative, and exclamatory sentences and then calculating a ratio of each sentence type compared to other sentence types.

- **Vocabulary**: Determined by calculating a type-token ratio in which the *type*, or number of different words used in a text of a predetermined number of words (e.g., 50 or 100 words; must remain constant across samples) is divided by the *token*, or total number of words in the text.

- **Structure and Organization**: Determined by qualitative evaluation. Structure is based on a student's knowledge and application of grammatical dexterity (i.e., the application of different grammatical structures) and punctuation. Organization focuses on two elements: (a) clarity and logic of the text, and (b) content.

- **Content**: Determined by a qualitative evaluation. Evaluation of the content of a written product can be conducted by posing more specific questions, such as:

  - o Is the content of the written product relevant to the topic or assignment?

  - o Does the content of the written text reflect the writer's original thinking?

  - o Does the content of the written product reflect the writer's own ideas and perspectives or does it rely primarily on the opinions of others?

  - o Is the content presented clearly (i.e., in a clear, logical manner that is easy to follow)?

  - o Does the written product reflect the writer's interest in the topic?

Although no criterion for the above four indices exists, each index can be used for scoring to obtain information about students' level of writing sophistication (e.g., more sophisticated writers are likely to use more diverse vocabulary in longer and more complex sentences).

Recommendations for Implementation

Although the nascent state of W-CBM research and development means that specific research-based administration guidelines and "ready to use" assessments are not directly available, **standard CBM administration practices may still be applied**.

- ✓ Formative assessment administration procedures should specify a time limit when quantitative scoring approaches will be used to score productivity writing samples. For example, probe administration is recommended between 1 to 3 minutes in the early elementary grades and 3 to 5 minutes in the later elementary grades. Planning time for elementary grade probes is often around 30-seconds. Probe administration for intermediate and secondary levels is between 5 and 10-minutes with 3-minutes for planning time.

- ✓ When monitoring progress in fluency and productivity, measures can be administered on a weekly or biweekly basis (i.e., probes might alternate genre each week -- Week 1-argument, Week 2-explanatory, Week 3-arugment) to all students in the bottom 25% of the class, or align with instruction focused on a specific genre. For example, during an 8-week instructional unit on argument, weekly or biweekly progress monitoring with probes would align with the argument genre. During a subsequent unit on narrative writing, progress monitoring probes would focus on the narrative genre.

✓ Students' performance on progress-monitoring measures can be used to set individual goals and aimlines (i.e., individual-referenced evaluation) and should be graphed for visual monitoring of student progress (Olinghouse, 2009).

✓ Quantitative scoring approaches should align with instructional objectives and be used to score formative assessment probes for fluency and productivity. Note that multiple scoring approaches can be applied to a single probe. For example, an elementary grade writing probe might be scored for total words written, correct word sequences, and number of taught vocabulary words used from the most recent unit of instruction. Overall, determining which quantitative scoring approach/approaches to use is a decision that aligns with goals and instruction.

Before discussing qualitative scoring procedures, it's important to reinforce the purpose of quantitative scoring. **The purpose of obtaining a quantitative score is to determine how fluently and productively students write.** Similar to the use of oral reading fluency in reading assessment, **quantitative writing scores can *also* serve as a general indicator of student writing performance**. Of course quantitative scores don't tell everything about student writing, but quantitative scores based on CWS, spelling, vocabulary, and sentence complexity, for example, can provide *time-efficient* insight into a student's overall writing skills. Overall, quantitative scores provide information about fluency, writing productivity, and are suggestive of a student's general writing skills.

Finally, **to obtain a score that meaningfully reflects writing fluency, productivity, and a time-efficient "snapshot" of student writing performance, *timed* writing samples are required.** Therefore, fluency and productivity are evaluated through the use of *timed* probes (e.g., score what a student wrote in 3-minutes, 5-minutes, etc.).

Score Writing Probes with *Qualitative*, Instructionally-Aligned Rubrics

Qualitative scoring complements quantitative scoring. **The use of qualitative scoring provides an opportunity to examine the overall quality of a writing sample**. For example, questions such as what is the content like, how well do students include the critical points of an argument, does the writing sample have effective style and tone, and how well is the writing organized can be answered with qualitative scoring procedures. **Qualitative scoring examines a complete writing sample** (versus the first 2-minute or 3-minute snapshot). Probes are still used for assessment and students respond to a writing prompt. Student writing, however, doesn't stop after the fluency-productivity time limit. Students keep writing and complete a composition within a reasonable, pre-determined time (e.g., class period, 45-minutes, 1-hour). In other words, **quantitative scoring is applied to whatever students complete within the specified time for fluency and productivity. Qualitative scoring is applied to a whole composition.**

Before discussing how formative assessment can be used with both quantitative and qualitative scoring procedures, qualitative scoring will be discussed in more detail.

Qualitative scores are derived through the use of rubrics. A **rubric** is a "document that articulates the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor" (Andrade, et al., 2008). In addition to providing guidance for creating and examining the quality of work, rubrics are becoming an increasingly popular means for communicating expectations about an assignment and progress and feedback to students as well as evaluating final projects (Andrade, et al., 2008; Rezaei & Lovorn, 2010).

There are three types of qualitative scoring approaches that use rubrics to specify scoring criteria. Each has advantages and limitations.

Holistic Scoring

Holistic scoring, applied in the form of rubrics to large-scale, writing tests (e.g., writing scored as a level 1, 2, 3, or 4) but also used in the classroom setting, **reflects a rater's overall impression of a students' composition compared to other students in a group**. The rating is based on a number of general writing characteristics, such as sentence structure, grammar, word choice, organization, and content, *with no one characteristic being given more (or less) weight than the others* (Huot, 1990; Olinghouse, 2009). An example of a holistic scoring rubric is provided below.

Holistic Scoring Rubric
1. Inadequate • Ideas are poorly communicated • Frequent usage errors (such as agreement, pronoun misuse, tense) • Incorrect or erratic use of capitalization, punctuation, and spelling conventions • Sentence fragments and run-ons, few compete sentences • No concept of paragraph construction	**2. Needs Improvement** • Poor organization of ideas • Frequent usage errors (such as agreement, pronoun, misuse, tense) • Inconsistent use of capitalization, punctuation, and spelling conventions • Sentence fragments and run-ons, few complete sentences • Poor topic sentence; flawed paragraph development
3. Acceptable • Ideas sufficiently organized and communicated • Only occasional usage errors (such as agreement, pronoun misuse, tense) • Minimal number of sentence errors (fragment or run-ons) • Paragraphs have topic sentences, supporting ideas, and closing sentences • Some attempt at paragraph transition	**4. Meets Expectations** • Ideas clearly communicated and of a fairly mature quality • No usage errors • Correct capitalization, punctuation, and spelling • No fragments or run-ons • Effective paragraph construction
NOTE: A paper that is illegible, off the point, or non-response if scored 0.

* Adapted from Division of Curriculum and Instruction, Department of Elementary and Secondary Education, Milwaukee Public Schools, Milwaukee, Wisconsin. Cited in Shapiro (2004).

Advantages: Holistic scoring is a time-efficient, practical scoring method that obtains a single score for e ach student. Practice in writing papers that will be holistically scored is particularly important for middle and high school students as they work toward college and career-readiness. That is because holistic scoring is commonly used in colleges and in writing assessments administered to job applicants. It is also the scoring method use for the ACT, SAT II, and the NAEP Writing Assessment. As students move through school, being able to write an essay that will be scored holistically, employing the characteristics of effective writing that work together to have the desired effect on the reader, is an important skill.

Holistic scores also place students in a particular group for comparison purposes (e.g., state, district, school, classroom, subject area, etc.). It is a useful way to gauge how a student's writing compares to the writing of a reference group. This information can be used for instructional purposes. For example, students who are in the bottom 25% compared to other students could be seriously considered for tier 2 or 3 writing supports in schools that use a multi-tiered approach to service delivery.

Limitations: Although many large scale assessment systems rely on holistic scoring because it is faster, more efficient, and can be used to make local, normative comparisons (Olinghouse, 2009; Weigle, 2007), one important limitation is that holistic rubrics do not offer trait-specific diagnostic information to the student to help focus efforts (Miller & Crocker, 1990).

Also, holistic scoring should be used cautiously with certain groups of students, such as ELs, for several reasons. The primary concern is that certain structural aspects of writing including syntax and grammar may be less developed for ELs compared to native English speakers. If the focus of the assessment is on the ideas in the writing sample, which is frequently the case with holistic scoring methods, it is important to not let other factors, such as syntax and grammar, influence the rating. It is not uncommon, for instance, for an EL student to be an accurate writer who lacks fluency, or a writer who demonstrates a command of English vocabulary, but has difficulty with syntactic control (Hamp-Lyons, 1996). The issue with making sure the scoring focus stays on the dimension under consideration is not a problem unique to holistic scoring methods. **First,** because holistic rubrics rely on a single outcome score, they do not offer the diagnostic feedback and correction that ELs may need to learn about their writing performance. **Second**, holistic rubrics may not consider that ELs are learning to write in a second language which often means different components of writing skill develop at different rates. **Lastly**, it has been argued that holistic scoring obscures an overemphasis or under-emphasis on basic language control and may not consider the multidimensionality of EL students' writing in which language control is only *one* component among many others to be considered and evaluated (Hamp-Lyons, 1996).

Primary Trait Scoring

Primary trait scoring focuses on **specific characteristics of writing** (Huot, 1990; Olinghouse, 2009). This scoring is **discourse-defined and scores the writing according to purpose or audience**. Evaluation criteria will be different for each type of discourse (e.g., argument, explanatory, narrative). If a writing prompt asked students to write a narrative, for example, a primary trait scoring approach might focus on the characteristics that are specific to that particular genre of writing (e.g., theme, setting, characters, plot, etc.). Primary trait scoring can also focus narrowly on one aspect of writing such as character development, organization and cohesion, style, or using data to support an argument.

The examples below illustrate how primary trait scoring can be used to evaluate science writing, argument writing, and the use of creative characters in narrative writing. Notice how the primary trait rubrics for science and argument writing define critical features for science- and argument-

discourse. The primary trait rubric for creative characters, however, is an example of a more narrowly defined trait (e.g., creative characters). More narrowly-defined primary trait rubrics might be used when instructional objectives emphasize a particular aspect of student writing for improvement or overall enhancement.

		Primary Trait Scoring Rubric Integrative Science		
Scoring Level	**Science and Society**	**Basic Concepts and Fundamental Principles**	**Scientific Approach**	**Nature of Science**
4-Accomplished	Develops and defends an informed position, integrating values, science, and technology.	Integrates and applies basic scientific concepts and principles.	Demonstrates comprehension of the scientific approach; illustrates with examples.	Demonstrates scientific reasoning across multiple disciplines.
3-Competent	Correctly describes perspectives concerning the scientific aspects of a societal issue.	Shows clear comprehension of basic scientific concepts and principles.	Accurately expresses concepts relating to the scientific approach.	Interprets and relates scientific results in a way that shows a clear recognition of the nature of science.
2-Developing	Recognizes the place of science in human affairs, but is unable to communicate its roles.	Able to state basic scientific concepts and principles.	Uses vocabulary related to scientific methods in a rote manner or showing simple conceptualization.	Provides simplistic or incomplete explanations of the nature of science.
1-Beginning	Does not visualize a role or need for science in human affairs.	Lacks understanding of basic scientific concepts and principles.	Shows minimal understanding of scientific methods.	Does not distinguish between scientific, political, religious, or ethical statements.
Domain Total				
Overall Total Score				

*California State University, Fresno. http//www.csufresno.edu/cetl/assessment (Click IBScoring.doc)

Primary Trait Scoring Rubric					
Argument Writing					
Components	**4**	**3**	**2**	**1**	**Total**
Focus	The writer clearly states an opening sentence, which captures the reader's attention and includes an opinion.	The writer has an opening sentence, which includes an opinion.	The writer has written an opinion.	The writer does not express an opinion.	
Development	The writer clearly states at least two supporting details for each reason.	The writer clearly states reasons with at least two supporting details for each reason.	The writer clearly states reasons with at least one supporting detail for each reason.	The writer states reasons and no details.	
Organization	Reasons and details are expressed in logical order with the usage of several appropriate transition words.	Reasons and details are expressed in logical order with the usage of at least three appropriate transition words.	Reasons and details are expressed with the usage of at least two transition words.	Reasons are expressed without transition words.	
Conclusion	The writer clearly paraphrases his/her opinion.	The writer restates his/her opinion.	The writer attempts to restate an opinion.	The writer does not restate an option.	
				Overall Total Score	

Primary Trait Scoring Creative Characters	
5	The story line has unusual characters that look and act very differently from any known character.
4	The story line has unusual characters that look or engage in somewhat unusual behavior.
3	The story line has typical characters that look somewhat different from those which are expected and who engage in unusual behavior.
2	The story line has typical characters that look somewhat unusual or are engaged in unusual behaviors.
1	The story line contains characters that look and act in a typical and expected manner.

*Tindal, G. A., & Marston, D. B. (1990). Classroom-based assessment: Evaluating instructional outcomes. Columbus: OH: Merrill

One advantage of primary trait scoring is that the rating provides specific information that can be used for planning instruction or for student feedback. Excessive feedback or correction (i.e., feedback is overwhelming because there are so many areas of need in a student's writing) can also be avoided because a primary trait rubric focuses on one area of writing (e.g., argument, explanatory, narrative) or aspect of writing (e.g., character development, story idea, use of examples and details). On the other hand, **a potential limitation with primary trait scoring rubrics is the somewhat restrictive nature of the primary trait.** For example, if the primary trait rubric specifies argument or character development too narrowly, there can be undue constraints on student writing.

Analytic Trait Scoring

Analytic trait scoring is the most comprehensive because it **focuses on several specific characteristics germane to good writing and allows raters to evaluate a composition for each characteristic independently and on different scales**. Once the characteristics of good writing have been identified, **a weighted rating scale** is established. Because each writing characteristic can be evaluated on separate scales, **analytic scoring provides students and teachers with a *set* of scores that provides a more comprehensive understanding of students' writing abilities and detailed, explicit feedback about performance** (Rezaei & Lovorn, 2010). Two examples of analytic scoring rubrics are provided below. When reviewing the first example, notice how different dimensions listed on the rubric (e.g., organization, sentence structure, and usage) are weighted differently. For example, a student's score for organization is multiplied by six while a student's score for mechanics is multiplied by four. There is no "research-based" or single correct way of weighting (or not weighting) dimensions for analytic trait scoring – how dimensions are weighted (or not weighted) depends on student goals and overall instructional purpose.

Analytic Scoring Rubric
Example 1

	1	2	3	4	5	
Organization	Little or nothing is written. The essay is disorganized, incoherent, and poorly developed. The essay does not address the topic.		The essay is not complete. It lacks an introduction, well-developed body, or conclusion. The coherence and sequence are attempted but not adequate.		The essay is well organized. It has an introduction, supporting, and concluding paragraph. There is coherence, a logical order or ideas, and fully developed content.	**X6**
Sentence Structure	The student writes frequent run-ons or fragments.		The student makes occasional errors in sentence structure. Little variety in sentence length or sentence structure exists.		The sentences are complete and varied in length and structure.	**X5**
Usage	The student makes frequent errors in word choice and agreement.		The student makes occasional errors in mechanics.		The usage is correct. Word choice is appropriate.	**X4**
Mechanics	The student makes frequent errors in spelling, punctuation, and capitalization.		The student makes an occasional error in mechanics.		The spelling, capitalization, and punctuation are correct.	**X4**
Format	The format is sloppy. There are no margins or indentations. Handwriting is inconsistent.		The handwriting, margins, and indentations have occasional inconsistencies – no title or inappropriate title.		The format is correct. The title is appropriate. The handwriting, margins, and indentations are consistent.	**X1**
					Overall Total	

* Adams County School District #12, 11285 Highline Drive, Northgleen, Colorado 80203. Cited in Shapiro (2004).

Example 2

Oregon Department of Education
Writing Student Language Scoring Guides

Grade 4

Working Draft
2008-2009

Student Language Scoring Guide: Grade 4 Condensed Version

5/6: STRONG The paper is usually longer, and it shows strong writing skills.	4: GETS THE JOB DONE The paper is long enough to show what 4th Graders should be able to do.	3: ALMOST THERE The paper is not long enough, or it has some problems.	2/1: NEEDS WORK The paper is much too short, or it has problems.
5/6 IDEAS: STRONG • Main ideas are interesting and easy to understand. • Many strong, specific details explain the main ideas. • The details are on the topic. • The details are explained well. • Details are good choices for the purpose and the reader. • The writer shares new understandings.	**4 IDEAS: GETS THE JOB DONE** • Writer's purpose and main ideas are easy to understand. • There are enough details to explain the main ideas. • Most of the details are specific, not too general. • Most details are on the topic. • Most details are explained. • The writer may share new understandings.	**3 IDEAS: ALMOST THERE** • Writer's purpose and main ideas are easy to understand. • There may not be enough details to explain the ideas. • The details may be too general. They are not specific enough. • Details may be off the topic. • Details may be listed but not explained.	**2/1 IDEAS: NEEDS WORK** • Purpose and main ideas are not easy to understand. The reader may have to guess at what they are. • The paper may be much too short, with few details. • Details may be off the topic. • The same details may be repeated over and over.
5/6 ORGANIZATION:STRONG • The reader can follow the writing easily. The order of ideas and details works well. • The beginning makes the reader want to keep reading. • The ending seems like a really good one. • Connecting words and groups of words make the writing easy to follow from one part to the next. • Paragraph breaks are in places that make sense.	**4 ORGANIZATION: GETS THE JOB DONE** • The reader can follow the writing. The order of ideas and details makes sense. • The beginning is at least a few sentences long. • The ending is at least a few sentences long. • Connecting words and groups of words help the reader to follow the writing. • Paragraph breaks are there.	**3 ORGANIZATION: ALMOST THERE** • The reader can follow most of the writing, but some parts are not clear. • Some details may not be in the right place. • The beginning may be short. • The ending may be too short. • The same connecting words may be used too often (and, so, but, then). • Some paragraph breaks may be there.	**2/1 ORGANIZATION: NEEDS WORK** • The reader has a hard time following the writing and is often confused. Ideas and details are not in an order that makes sense. • The beginning may not be there. • The ending may not be there. • Paragraph breaks may not be there. • The paper may be much too short to show organization.
5/6 VOICE: STRONG • The writer seems to be very interested in the topic. • The reader may feel a connection with the writer. • The writing may be very lively, sincere, exciting, or funny.	**4 VOICE: GETS THE JOB DONE** • The writer seems interested in the topic. • The reader may get some sense of the writer. • Parts of the writing may be lively, sincere, exciting, or funny.	**3 VOICE: ALMOST THERE** • The writer seems interested in the topic sometimes, but not most of the time. • The paper may not be long enough for the reader to see enough of the writer's voice.	**2/1 VOICE: NEEDS WORK** • The writer does not seem to be interested in the topic. • The writing seems lifeless.

Grade 7

Working Draft   2008-2009

Student Language Scoring Guide: Grade 7 Condensed Bulleted Topic Version

5/6: STRONG The paper is usually longer and more complex. It shows strong writing skills.	4: SOLID The paper is long enough to show what 7th Graders should be able to do.	3: ALMOST THERE The paper is not long enough, or it has some problems.	2/1: NEEDS WORK The paper is much too short, or it has significant problems.

5/6 IDEAS: STRONG
· Main ideas: interesting, stand out; focused
· Supporting details:
  ■ many strong, rich, specific details explain the main ideas
  ■ focused, balanced, thorough, in-depth
  ■ seem carefully chosen for audience and purpose
· Writer shares new understandings
· Outside resources, if used: provide strong, accurate, believable details
· Writing holds the reader's attention
	4 IDEAS: SOLID
	· Purpose and main ideas: clear; focused; easy to understand
	· Supporting details:
	  ■ enough to explain the main ideas
	  ■ most are specific
	  ■ most are focused and related to the main ideas; on the topic
	  ■ most details are explained
	  ■ show some awareness of audience and purpose
	· Writer may share new understandings
	· Outside resources, if used: provide accurate ideas and supporting details
		3 IDEAS: ALMOST THERE
		· Purpose and main ideas: clear, easy to understand
		· Supporting details:
		  ■ may not be enough to explain the main ideas
		  ■ may be too general (not specific)
		  ■ some may be off the topic
		  ■ may not be explained (list events or points without explanation)
		  ■ may sound too much like another story or movie
		· Outside resources, if used: provide questionable ideas or details
			2/1 IDEAS: NEEDS WORK
			· Purpose and main ideas: not very clear; the reader may have to guess at what they are
			· Supporting details:
			  ■ paper may be much too short, without enough ideas or details
			  ■ may be off the topic
			  ■ may be repeated over and over
			  ■ may not be understandable to the reader

5/6 ORGANIZATION: STRONG · Reader can follow the writing easily; the order of ideas and details works well · Beginning: inviting; makes the reader want to keep reading · Ending: seems like a good one; satisfying for the reader · Connecting words, phrases, and sentences: make the writing easy to follow from one part to the next · Paragraph breaks: there in places that make the most sense	**4 ORGANIZATION: SOLID** · The reader can follow the writing; ideas and details are placed in an order that makes sense · Beginning: enough to make up at least one short paragraph · Ending: enough to make up at least one short paragraph · Connecting words and phrases: help the reader follow from one part to the next · Paragraph breaks: are there · Organization may follow a formula (such as the "five-paragraph essay")	**3 ORGANIZATION: ALMOST THERE** · The reader can follow most of the writing, but some parts may be a little unclear; some ideas or details may seem out of place or out of order · Beginning: too short or too obvious · Ending: too short or too obvious · Connecting words and phrases: same ones may be used too often (**and, so, but, then**); points may be numbered · Paragraph breaks: some may be there, but may not be in places that make the most sense	**2/1 ORGANIZATION: NEEDS WORK** · The reader has a hard time following the writing; may be confused often; ideas and details are not in an order that makes sense · Beginning: may not be there, or is much too short · Ending: may not be there, or is much too short · Body: may not be there, or is much too short · Paragraph breaks: may not be there
5/6 VOICE: STRONG · Commitment to topic: writer seems very interested and very committed · Appropriateness of voice, considering topic, audience, purpose: very appropriate; writer is personal or more objective · Reader may feel strong connection with writer · Other indications: very sincere, lively, exciting, suspenseful, expressive, funny	**4 VOICE: SOLID** · Commitment to topic: writer seems interested and committed to the topic · Appropriateness of voice, considering audience and purpose: a voice is present; the writing is personal enough or objective enough most of the time · Other indications: when appropriate, writing is sincere, lively, expressive, engaging, funny	**3 VOICE: ALMOST THERE** · Commitment to topic: writer seems somewhat interested in the topic · Appropriateness of voice, considering audience and purpose: not appropriate much of the time; too personal and not objective enough or not personal enough · Paper may not be long enough to show the ability to maintain an appropriate voice	**2/1 VOICE: NEEDS WORK** · Commitment to topic: writer does not seem interested in the topic or involved with the reader · Appropriateness of voice, considering audience and purpose: the writing may seem lifeless and flat

High School

Working Draft   *2008-2009*

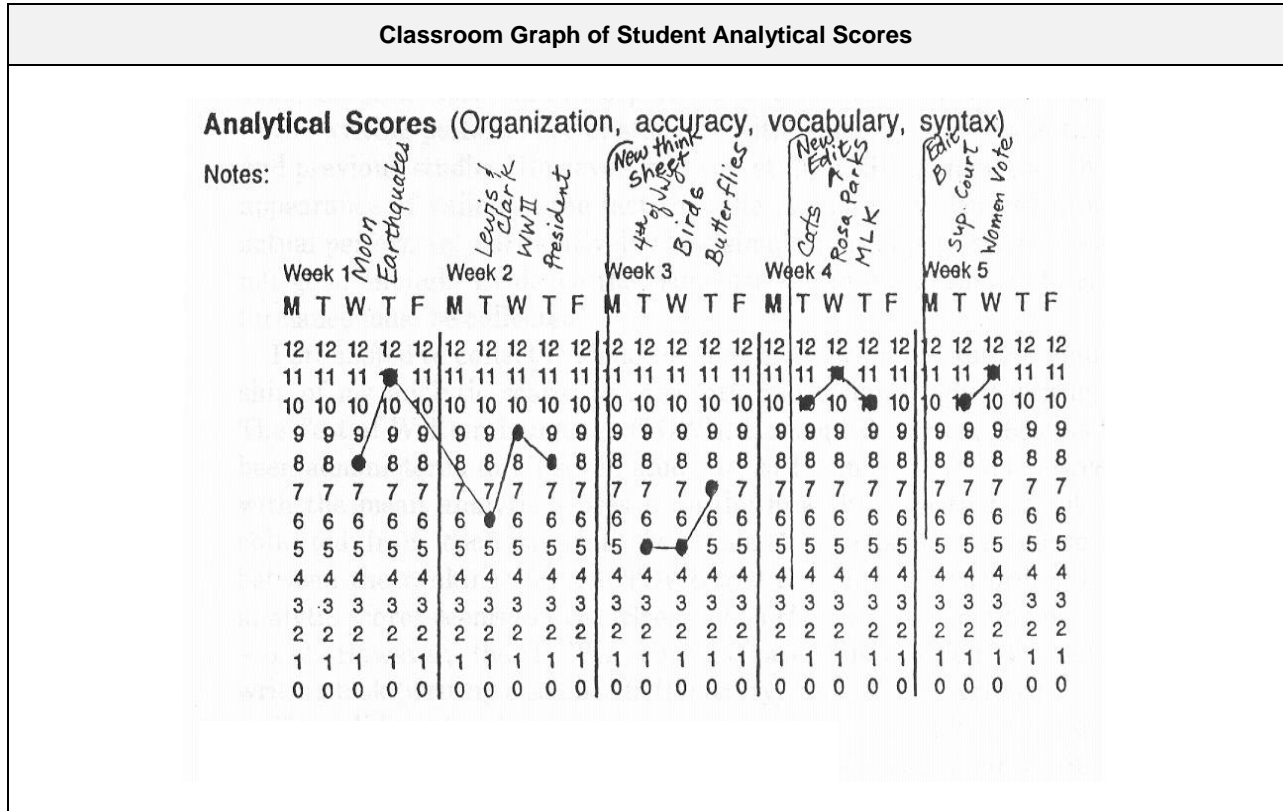### Student Language Scoring Guide: High School Condensed Version

5/6: STRONG	4: SOLID	3: ALMOST THERE	2/1: NEEDS WORK
The paper is usually longer and more complex. It shows strong writing skills.	The paper is long enough to show what 10th Graders should be able to do.	The paper is not long enough, or it has some problems.	The paper is much too short, or it has significant problems.

5/6 IDEAS: STRONG
• Purpose and main ideas: interesting; stand out; clear and focused
• Supporting details:
  ▪ many strong, rich, specific details explain the main ideas; interesting
  ▪ balanced, in-depth, focused
  ▪ seem carefully chosen for audience and purpose
• Writer shares new understandings
• Outside resources, if used: provide strong, accurate, believable details
• Writing holds the reader's attention
	4 IDEAS: SOLID
	• Purpose and main ideas: clear, focused, easy to understand
	• Supporting details:
	  ▪ enough to develop main ideas
	  ▪ most are specific
	  ▪ most are focused and related to the main ideas; on the topic
	  ▪ most are explained or developed
	  ▪ show some awareness of audience and purpose
	• Writer may share new understandings
	• Outside resources, if used: provide accurate ideas and supporting details
		3 IDEAS: ALMOST THERE
		• Purpose and main ideas: clear, easy to understand
		• Supporting details:
		  ▪ may not be enough to develop the ideas
		  ▪ may be too general (not specific)
		  ▪ some may be off the topic
		  ▪ may not be explained (list events or points without explanation)
		  ▪ may sound too much like another story or movie
		• Outside resources, if used: provide questionable ideas or details
			2/1 IDEAS: NEEDS WORK
			• Purpose and main ideas: not very clear; reader may have to guess at what they are
			• Supporting details:
			  ▪ paper may be much too short, without enough ideas or details
			  ▪ may be off the topic
			  ▪ may be repeated over and over
			  ▪ may not be understandable

5/6 ORGANIZATION: STRONG • The reader can follow the writing easily; ideas and details are placed in an order that moves the reader right along • Beginning: inviting; makes the reader want to keep reading • Ending: satisfying • Connecting words and phrases: smooth; effective; make the writing easy to follow from one part to the next • Paragraph breaks: used effectively • Writing may follow a formula, but it is graceful, skillful, and subtle	**4 ORGANIZATION: SOLID** • The reader can follow the writing; ideas and details are placed in an order that makes sense • Beginning: can be identified; enough to make up at least one paragraph • Ending: can be identified; enough to make up at least one paragraph • Connecting words and phrases: help the reader follow from one part to the next • Paragraph breaks: are there; helpful • Writing may follow a formula (such as the classic "five-paragraph essay")	**3 ORGANIZATION: ALMOST THERE** • The reader can follow the writing most of the time, but some parts may be a little unclear; some ideas and details may be placed where they do not make the most sense; some may seem out of place • Beginning: too short or too obvious • Ending: too short or too obvious • Connecting words and phrases: same ones may be used too often (and, so, but, then); points may be numbered • Paragraph breaks: some may be there	**2/1 ORGANIZATION: NEEDS WORK** • The reader has a hard time following the writing and may be confused often; ideas and details are not in an order that makes sense • Beginning: may not be there, or is much too short • Ending: may not be there, or is much too short • Body: may not be there, or is much too short • Paragraph breaks: may not be there
5/6 VOICE: STRONG • Commitment to topic: the writer seems very committed • Appropriateness of voice, considering topic, audience, purpose: very appropriate; writer is personal or more objective • Other indications: very sincere, lively, exciting, suspenseful, expressive, funny • Reader may feel a strong connection with writer	**4 VOICE: SOLID** • Commitment to topic: the writer seems committed • Appropriateness of voice, considering audience and purpose: a voice is present; the writing is personal enough or objective enough most of the time • Other indications: when appropriate, sincere, lively, expressive, engaging, funny	**3 VOICE: ALMOST THERE** • Commitment to topic: the writer seems somewhat committed • Appropriateness of voice, considering audience and purpose: not appropriate much of the time; too personal and not objective enough or not personal enough • Paper may not be long enough to show the ability to maintain an appropriate voice	**2/1 VOICE: NEEDS WORK** • Commitment to topic: the writer does not seem interested in the topic or involved with the reader • Appropriateness of voice, considering audience and purpose: the writing may seem lifeless and flat

*Oregon Department of Education. Writing Student Language Scoring Guides. http://www.ode.state.or.us/search/page/?=2346

Also note that Oregon's Official Scoring Guide is an analytic trait scoring system (see
http://www.ode.state.or.us/wma/teachlearn/testing/scoring/guides/2009-10/asmtwriscorguide0910eng.pdf
to review the OAKS Scoring Guide).

The next example illustrates how analytic scores can be graphed for individual students. Notice the
teacher's notes at the top of the graph to indicate instructional unit and emphasis of instruction (e.g., new
think sheet, new edits). Even though the graph below illustrates analytic scores, the same type of
graphing system could also be used with primary trait scores.

Classroom Graph of Student Analytical Scores

Isaacson (1999). Instructionally relevant writing assessment. Reading and Writing Quarterly, 29-48.

While there are advantages to an analytic scoring approach with separate evaluation of specific
writing characteristics, the *time spent reviewing each characteristic can make use of an analytic trait
scoring approach time-consuming*. The following directions have been used to guide analytic trait scoring.
Note the **deliberate focus on one writing dimension at a time during scoring**. Also notice that there is
a recommended "pause" in the scoring process before writing samples are reviewed on another
dimension.

Analytic Scoring Directions
1. Review the entire scoring rubric.
2. Re-read the scoring rubric focusing on only one dimension.
3. Read the entire selection of student writing samples.
4. Begin scoring writing samples according to the chosen dimension. Try to spend only 1 to 2 minutes per writing sample. Place writing samples in piles based on the score each sample receives on the chosen dimension. Refer to rating criteria and piles of writing samples frequently during the scoring process.
5. Go back through piles and adjust samples that belong in different piles.
6. Record scores on record/data sheet.
7. Allow enough time to pass so you don't remember the writing samples' scores (to the greatest extent possible). **Shuffle the pile of writing samples** and score on the next dimension.

*Jentzsch, C., &Tindal, G. (1991). Research, consultation, and Teaching program training module no. 8: Analytic scoring of writing. Eugene, OR: University of Oregon College of Education, Behavioral Research and Teaching.

Finally, **an analytic scoring rubric can be developed to align with the Common Core State Standards (CCSS) for Writing** and might include the following components:

- Content, ideas, and organization
  - o CCSS for ELA and Literacy, Writing Standards 1-3
- "Effective choices for meaning or style" (e.g., sentence complexity, use of vocabulary, authenticity)
  - o CCSS for ELA and Literacy, Language Standards 3-6
- Mastery of writing conventions and mechanics (e.g., spelling, grammar, punctuation, etc.)
  - o see CCSS for ELA and Literacy, Language Standard 2.

Qualitative Hybrid Rubrics

The strongest and most amenable approaches to diagnostic evaluation, formative assessment, and instructional development are the use of analytic and/or primary-trait scoring. Because analytic and primary-trait scoring are the most versatile and instructionally-useful scoring approaches, often rubrics will be created to address a primary trait feature, such as a form of written discourse (e.g., argument, narrative) *and* include dimensions reflective of overall writing quality (e.g., conventions, mechanics, organization). Notice how the Primary Trait rubric below focuses on the domain of Argument Writing but also incorporates an analytic dimension (e.g., mechanics). Because the analytic dimension of mechanics was added to this rubric, the rubric becomes a hybrid with both primary trait and analytic components.

Hybrid Rubric – Primary Trait and Analytic Argument Writing					
Components	**4**	**3**	**2**	**1**	**Total**
Focus	The writer clearly states an opening sentence, which captures the reader's attention and includes an opinion.	The writer has an opening sentence, which includes an opinion.	The writer has written an opinion.	The writer does not express an opinion.	
Development	The writer clearly states at least two supporting details for each reason.	The writer clearly states reasons with at least two supporting details for each reason.	The writer clearly states reasons with at least one supporting detail for each reason.	The writer states reasons and no details.	
Organization	Reasons and details are expressed in logical order with the usage of several appropriate transition words.	Reasons and details are expressed in logical order with the usage of at least three appropriate transition words.	Reasons and details are expressed with the usage of at least two transition words.	Reasons are expressed without transition words.	
Conclusion	The writer clearly paraphrases his/her opinion.	The writer restates his/her opinion.	The writer attempts to restate an opinion.	The writer does not restate an option.	
Mechanics	The writer uses a variety of sentences, which flow smoothly. There are no errors in grammar, punctuation, capitalization, and spelling.	The writer uses a variety of sentences. There are no more than three errors in grammar, punctuation, capitalization, and spelling.	The writer uses little variety of sentences. There are not more than four errors in grammar, punctuation, capitalization and spelling.	The writer does not use a variety of sentences. There are several errors in grammar, punctuation, capitalization, and spelling.	
				Overall Total Score	

Another example of a rubric that includes both primary trait and analytic components is provided below. Notice how primary trait scoring focuses on the critical features of summary writing and analytic scoring focuses on writing conventions.

Hybrid Rubric – Primary Trait and Analytic Summary Writing Rubric				
Content of Summary	**Student Rating**		**Teacher Rating**	
1. **Topic**: Is the topic of the original article stated?	0	1	0	1
2. **Main Idea/Opinion:** Is the main idea of the article (or author's position) clearly stated?	0	1	0	1
3. **Major Points/Reasons:** Does the summary focus on the major points, reasons, and/or information from the article?	0	1	0	1
4. **Accurate:** Are the major points, reasons, and/or information accurate?	0	1	0	1
5. **Own Words:** Is the summary written in your own words?	0	1	0	1
6. **Concise:** Is the summary shorter than the original article?	0	1	0	1
7. **Combined Ideas:** Are some of the ideas combined into longer, more sophisticated sentences?	0	1	0	1
8. **Understanding:** Is the summary easy to understand?	0	1	0	1
Summary Total	___ / 8		___ / 8	
Writing Conventions	**Student Rating**		**Teacher Rating**	
1. **Handwriting:** Is the handwriting legible?	0	1	0	1
2. **Spelling:** Are words spelled correctly, particularly words found in the article?	0	1	0	1
3. **Capitalization:** Is correct capitalization used, including capitalization of the first word in sentences and proper names of people, places, and things?	0	1	0	1
4. **Punctuation:** Is correct punctuation used, including a period at the end of each telling sentence?	0	1	0	1
Writing Conventions Total	___ / 4		___ / 4	
Overall Total Score	__ / 12		__ / 12	

*Credit to Dr. Anita Archer.

Notice how **the rubric includes a set of items that will change according to discourse (primary trait) and a set of items that will consistently apply across writing genres (analytic).** In other words, the **primary trait component** of the rubric above focuses on discourse specific to summary writing. When an instructional unit changes focus to another area of discourse (e.g., argument) the primary trait features can be changed to align with instruction. The **analytic features** on the rubric, however, could remain unchanged. That way, students become familiar with the constant features of good writing while primary trait features change to align with different writing genres.

The rubric above also **elicits student and teacher feedback**, a process that may increase students' awareness of their own writing and the critical features of writing that are evaluated. Finally, although the rating scale for the above rubric is dichotomous, and does not provide information regarding the degree to which each of these components represents quality writing, the **rating scale could be modified for use with older students** to include a greater response range (e.g., use a scale of 0 to 3 or 0 to 5).

Similar rubrics could be developed to align with the CCSS for ELA and Literacy's three text-types – opinion/argument, informative/explanatory, and narrative texts (Writing Standards 1-3). Writing Standard 1 for fourth grade students, for example, has the following expectations for student performance: (a) introduces a topic or text clearly, (b) states an opinion on the topic or text, (c) utilizes an organizational structure in which related ideas are grouped to support the writer's opinion/purpose, (d) includes reasons that are supported by facts and details, (e) uses linking words and phrases to support structure of written product, and (f) provides a concluding statement or section related to the opinion presented. Each of these expectations can be translated into "kid friendly" terms and incorporated into a rubric.

Qualitative Scoring Reliability

Reading book reviews in the Sunday newspaper reveals the subjective nature of writing. Sometimes the reviews for the *same* book will be qualitatively different with favorable and not so favorable reviews. Even though rubrics can be designed to carefully define features of writing, **qualitative scoring is still based on reviewer subjectivity**. Therefore, when using qualitative scoring, it is important to be aware of scoring reliability and establish reliability when any group (e.g., screening, multi-tier intervention decisions) or "high stakes" (e.g., a district-level writing assessment) decisions are based on the data. There are two types of reliability.

The first, *Intra*-rater Reliability, is based on **how reliable a scorer is with himself or herself.** For example, if a teacher scores a set of student writing samples with a primary trait rubric, would that teacher score the student writing samples the same way if, theoretically speaking, the teacher re-scored all the writing samples with the same primary trait rubric a second time? When using qualitative scoring, it's important to have awareness of intra-rater reliability and **scoring consistency**. While a formal process of re-scoring work and calculating intra-reliability may not be necessary when using the data to make instructional decisions at an individual-student level, it is still important to self-evaluate scoring with a few samples of student work. If a formal intra-rater reliability check is desired (e.g., if one teacher is assigned to score all of the writing samples for fifth grade screening), follow the inter-reliability procedures for calculating reliability (See table below). Instead of comparing two different scorers, compare initial scores with scores from a re-scoring (e.g., ensure that the *same* rubric and *same* set of writing samples are used for the re-scoring). **Scoring can also be refined with practice and by discussing scoring rubrics and**

scored writing samples with colleagues (e.g., grade-level team meeting, subject-area team meeting).

The second, *Inter*-rater Reliability, considers **how much score agreement there is between two scorers when they score the same writing sample.** For example, *are the teachers who score a middle school writing screening, interpreting the scoring rubric similarly and scoring writing samples in a relatively consistent way?* A teacher rates a group of writing samples using a primary trait scoring rubric. After scoring, that same teacher asks another teacher to score the same set of writing samples, using the same primary trait scoring rubric. **After the second teacher scores the writing samples, the two teachers' scores are compared and a percentage of agreement, a reliability coefficient, is calculated to see how similar the teachers score the writing samples**. Overall, inter-rater reliability involves **two raters independently scoring the same set of writing samples**. Even though inter-rater reliability is based on the comparison of two raters, the same process of determining reliability can be used if multiple scorers are scoring student writing samples (e.g., determine if each individual scorer is reliable with the other scorers). The box below outlines the process for establishing inter-rater reliability, provides information on how to calculate reliability, and lists reliability levels to obtain, depending on whether decisions are made at a group-level (e.g., grade-level screening, multi-tier intervention decisions), or made within a "high stakes" context (e.g., district- level writing assessment).

Inter-rater Reliability Procedures

Procedures

(1) Transfer Scores

Transfer scores onto Reliability Calculation Sheet(s)

If you want to calculate **overall reliability** based on total scores, you will need one reliability calculation sheet. List student names on the reliability calculation sheet and the total scores determined by scorer 1 and score 2 for each student.

If you want to calculate **reliability for each dimension or category on the rubric** (e.g., organization, focus, character clues, etc.). Use multiple reliability calculation sheets –designating a sheet for each rubric dimension or scoring category. Dimension or category scores as determined by scorer 1 and scorer 2 for each student.

(2) Determine the Hits and Disagreements

If the scorers agree, there is a hit. Score a hit as "1." If scorers disagree by 1, score the disagreement as a ".5" hit. For example, if Scorer 1 gives a sample a 3 and Scorer 2 gives the same sample a 4, then a .5 is listed as the value of the hit. No points ("0") are given when scores differ by more than 1 (e.g., a score of 3 and a score of 5)

(3) Tally the Number of Hits

Tally the number of hits at the bottom of the calculation sheet in the box marked "Total Hits."

(4) Tally the Total Possible Hits

Tally the number of total possible hits by counting the number of scored writing samples.

Inter-rater Reliability Procedures

(5) Calculate Reliability

Divide the total hits by the total possible hits to obtain the reliability coefficient.

(6) Interpret Reliability Based on Decision Use

Use the Decision Use Table below to interpret reliability based on decision use (e.g., is the purpose of the writing assessment related to group decisions such as screening or multi-tier interventions or decisions such as a district-level assessment?).

Decisions Use

Reliability Coefficient	Meaning	Decision Use
.80 and less	Weak	Don't use for any decisions!
.81-.84	Moderate	Group Decisions
.85-.90	Average	Group Decisions and High Stakes Decisions
.91-.93	Strong	High Stakes Decisions
.94-.99	Almost Perfect	

(Webb, 1983)

*Jentzsch, C., &Tindal, G. (1991). Research, consultation, and Teaching program training module no. 8: Analytic scoring of writing. Eugene, OR: University of Oregon College of Education, Behavioral Research and Teaching.

The process of establishing reliability can raise important conceptual issues about how the scoring rubric is interpreted and the quality of student writing. As a result, there are often productive, high-level discussions about writing. Reliability scoring practice can be incorporated into grade-level and subject-area team meetings. Teachers can also bring pre-scored writing samples to a meeting and discussion can focus around samples where disagreements were noted.

Recommendations for Implementation

- ✓ Formative assessment administration procedures for writing samples that will be scored for overall quality should specify a reasonable time period for student writing sample completion (e.g., 30-mintes, 45-minutes, a class period). A specified amount of planning time can be provided and students can be prompted at the start of writing and final proofreading stages.

- ✓ When progress monitoring focuses on quality, measures can be administered on a weekly or biweekly basis (i.e., probes might alternate genre each week—Week 1-argument, Week 2-explanatory, Week 3-arugment) to all students in the bottom 25% of the class, or align with instruction focused on a specific genre. For example, during an 8-week instructional unit on argument, weekly or biweekly progress monitoring with probes would align with the argument

genre. During a subsequent unit on narrative writing, progress monitoring probes would focus on the narrative genre. Primary trait and/or analytic trait scoring rubrics are used to score each progress-monitoring assessment.

✓ Students' performance on progress-monitoring measures can be used to set individual goals and aimlines (i.e., individual-referenced evaluation) and should be graphed for visual monitoring of student progress (Olinghouse, 2009).

✓ Qualitative-scoring approaches should align with instructional objectives and be used to score formative assessment probes for quality. Primary trait and/or analytic trait scoring rubrics are recommended. Hybrid rubrics can be developed to address both primary trait and analytic dimensions of writing through the use of one rubric (versus two separate primary trait and analytic trait rubrics). A school writing team can be established to develop and/or select scoring rubrics.

✓ Reliability scoring practice should be scheduled, particularly when multiple scorers will score student writing samples (e.g., district-level writing assessments, screening). Higher levels of reliability should be obtained when making "high stakes" decisions.

Formative Assessment Using Quantitative and Qualitative Scoring Approaches

All qualitative evaluations suffer the major problem of sensitivity because a limited range of scores is possible with the use of rating scales. For example, a primary trait scoring rubric that focuses on five character dimensions only has a score range from 0 to 5. In other words, a 0 to 5 scale won't reflect large increments of growth due to the limited score range. Even hybrid rubrics that consider multiple dimensions and calculate an overall score total still have a more limited score range compared to other forms of progress monitoring. **Therefore, all qualitative evaluations should be conducted in conjunction with quantitative evaluations**. In addition, the use of qualitative scoring and quantitative scoring evaluate different aspects of writing: quality and fluency/productivity. A comprehensive K-12 writing assessment system requires the use of both quantitative and qualitative scoring for formative assessment.

When using both quantitative and qualitative scoring there are a few options for screening and progress monitoring:

• Separate probes can be created for productivity writing samples that will be scored quantitatively and full writing samples that will be scored qualitatively. In this case, a set of probes will be created for productivity writing samples and include directions related to the timed administration of the probe. If desired, students can still be directed to complete their writing, but only the productivity component would be scored. Another set of probes would be created with administration directions and procedures directing students to write a fully completed writing sample. The fully completed writing samples would be scored with a qualitative scoring approach (e.g., analytic rubric).

• One set of probes can be created to elicit *both* productivity writing and full writing samples. In this case, the administration directions must include procedures for students to stop a specified time (for fluency and productivity), mark their writing sample to indicate the last word written, and continue writing to complete the writing sample within a pre-determined, reasonable time period (e.g., 30-minitues, 45-minutes, class period). When scoring writing samples, a quantitative score(s) can be calculated based on the words written during the timed component of the probe,

for example (e.g., correct word sequences written during the first 3-minutes) and a qualitative score can be calculated for the full writing sample using a scoring rubric.

- A final option involves using a combination of the above two options. For example, perhaps one set of probes, eliciting both productivity writing and full writing samples for quantitative and qualitative scoring, is used for **screening** three to four times a year. Progress monitoring probes could elicit productivity writing (for quantitative scoring only), full writing samples (for qualitative scoring only), and/or both (for quantitative and qualitative scoring).

- *Before* **making decisions about how to structure W-CBM probes and whether W-CBM probes will include procedures for timed fluency and productivity, writing a complete essay,** *or* **both, read the Thought Box below about how "professional" writers practice.**

Thought Box

We may initially think that a W-CBM probe, regardless of whether it is scored quantitatively or qualitatively, should allow students an opportunity to "complete" their writing, but many writers actually use informal warm-ups or short writing practice sessions for the purpose of promoting writing fluency and productivity. Linda Metcalf and Toby Simon (2002), for example, suggest writers use daily, 30-minute "Writes" to help build writing "proprioception" or an ability to seamlessly integrate ideas and insight in fluent writing. Julia Cameron (1998) writes "Morning Pages" every morning. Other writers like Natalie Goldberg suggest that "the basic unit of writing practice is the timed exercise. [Writers] can time themselves for ten-minutes, twenty minutes or an hour" (Goldberg, 2010, p. 10). According to Goldberg, it doesn't matter how much time a writer commits to writing practice. Rather, *what really counts* during timed practice is a writer's commitment to *writing for that specified period of time*. Goldberg's suggestions for timed writing practice include:

1. *Keep your hand moving* (Don't pause to reread the line you have just written. That's stalling and trying to get control of what you're saying).

2. *Don't cross out*. (That is editing as you write. Even if you write something that you didn't mean to write, leave it).

3. *Don't worry about spelling, punctuation, grammar*. (Don't even care about staying within the margins and lines of the page).

4. *Lose control*.

5. *Don't think. Don't get logical*.

6. *Got for the jugular*. (If something comes up in your writing that is scary. . .dive right into it. It probably has lots of energy) (Goldberg, 2010, p. 10).

While not all of Goldberg's suggestions may necessarily be adopted for a timed W-CBM probe (e.g., "don't worry about spelling" will depend on whether WSC or CWS will be used for scoring), the spirit of her suggestions are important because they suggest that timed W-CBM probes can be administered for 3-minutes, 5-minutes, 10-minutes, or whatever the school or class determines will be used for fluency and productivity scoring. In other words, if the instructional and assessment purpose is to promote writing fluency productivity, then a **timed writing probe** *without* **the added time to "fully" complete the writing sample is a valid writing practice that good writers use**.

> **Thought Box**
>
> Therefore, when making decisions about how to structure formative assessment and whether W-CBM probes will include procedures for timed fluency and productivity, writing a complete essay, *or* both, consider how formative assessment can be *integrated* into writing instruction. Current research on W-CBM doesn't provide a specified set of guidelines on how to structure probes. What is important, however, is the use of *both* **quantitative and qualitative scoring procedures that are aligned with student goals and instruction.**

Overall, **schools should determine how quantitative and qualitative scoring will be used and how probe administration will occur** (i.e., what will the directions, procedures, and format look like?). Due to the emerging research on writing assessment, there is no single, best method for probe format and administration. Schools and teachers, therefore, should develop probe formats and administration procedures that work best for their site.

Recommendations for Implementation

✓ Grade-level appropriate W-CBM probes for writing should be administered to all students as a writing screening measure three to four times per year (i.e., school- or district level norms could be established) **and** scored on **quantitative *and* qualitative dimensions**. To provide screening across all CCSS genres (e.g., argument, informational/explanatory, narrative) and document consistent progress across the school year (e.g., a minimum of 3 or 4 data points per student), all three writing genres could be assessed at each screening. For example, a screening might be scheduled across three weeks and could include three different writing probes, one probe for each genre (e.g., Week 1-argument, Week 2-informational/explanatory, Week 3-Narrative).

✓ Progress monitoring should be administered on a weekly or biweekly basis (i.e., probes might alternate genre each week -- Week 1-argument, Week 2-explanatory, Week 3-arugment) to all students in the bottom 25% of the class, or align with instruction focused on a specific genre. For example, during an 8-week instructional unit on argument, weekly or biweekly progress monitoring with probes would align with the argument genre. During a subsequent unit on narrative writing, progress monitoring probes would focus on the narrative genre. **Progress monitoring should be scored on quantitative and qualitative dimensions.**

✓ Students' performance on progress-monitoring measures can be used to set individual goals and aimlines (i.e., individual-referenced evaluation) and should be graphed for visual monitoring of student progress (Olinghouse, 2009). **Progress monitoring on both quantitative and qualitative dimensions should be documented, graphed, *and* used for instructional decision making.**

✓ Standardized administration procedures (e.g., directions, format) should be established for writing probes used in K-12 formative assessment. **Administration procedures should structure how writing samples will be elicited for quantitative and qualitative scoring**.

Data Source 3: Summative Assessment

A third data source is summative assessment. Prior to the adoption of the Common Core State Standards by the majority of states, state-level summative assessment systems (including Oregon's) utilized direct **writing assessments administered during the spring of selected grades to gauge students' progress** toward writing benchmarks. In many cases, summative assessments require students to demonstrate writing skills at only one point in time and to a relatively neutral writing prompt. As a result, students may not have the opportunity to apply the writing process in an authentic manner (Berninger, Garcia, & Abbott, 2010). Therefore, summative assessments should include the following components, each of which will be discussed in detail:

Summative assessments should focus on the writing process *and* the writing product. Often the assessment includes one writing session and scores focus primarily on the final **product** (Berninger, Garcia, & Abbott, 2010). Focus on the product is undoubtedly important, not only because we want to ensure that the final product has academic value but also because it is important for students to focus (and receive feedback) on the organization and coherence of their writing and their mastery of mechanical details (e.g., spelling, punctuation, grammar, etc.) (Calfee & Miller, 2007).

Writing assessments that focus solely on the final product, however, fail to recognize the importance of providing students the opportunity to apply the writing **process** is an authentic manner; rarely, for example, are students expected to respond to a prompt in one session with little (or no) opportunity to plan for how they will respond to the assigned task. Because writing is such a cognitively demanding task that frequently requires multiple revisions, it is not surprising that methods for improving written texts need to include time for: (a) discussing ideas with a partner before starting to write, (b) planning one's response to the prompt, (c) writing a first draft, (d) engaging in the revision process (which may include receiving peer and/or teacher feedback) and, (e) reviewing and editing the changes made to be incorporated into a final, polished draft. The traditional essay test does not allocate time for these important activities (Cho, 2003). Students who produce writing samples in a process-oriented context with time for planning, editing, and revision include more elaborated ideas and clearer organization and coherence than those who produce writing samples in a context where the focus is on the final product (Cho, 2003).

Based on these findings, **summative writing assessments should include time for planning and revision, as well as tools to support students' progression in the writing process**. Although the purposes of formative and summative assessment differ, there is no reason that their structures cannot be aligned so that students engage in the same processes when completing both types of assessment.

Recommendations for Summative Assessments
• Include multiple samples of student writing
• Include writing samples from multiple genres (e.g., opinion/argument, informative/explanatory, and narrative) and multiple levels within each genre (e.g., sentences, paragraphs, etc.)
• Use writing prompts that are explicit, authentic, and engaging
• Focus on the writing *process* in addition to the final *product*
• Use analytic scoring systems that focus on three main components of writing: (1) content and organization, (2) writing style, and (3) mechanics and conventions

Data Source 4: Instructionally-Based Writing Portfolios

Writing portfolios "pull the assessment system" together in an integrated, comprehensive manner. **Writing portfolios, collections of student writing, formative assessment probes, *and* self-reflections, demonstrate progression in all aspects of the writing process** (e.g., planning, writing, editing, revising) (Wesson & King, 1992). Portfolios capture a rich array of knowledge and skill compared to the writing knowledge evaluated by standardized, multiple-choice assessments. Overall, **portfolios provide an instructionally-based context for the production of work** (Arter & Spandel, 1992; Gearhart & Wolf, 1997; Herman, Gearhart, & Baker, 1993).

Instructionally-based, learner-centered portfolios reflect classroom practices and support instructional decision-making; assessment-based portfolios are designed to evaluate students' progress and achievement (Gearhart, 2010). Not surprisingly, **instructionally-based and assessment portfolios differ in purpose** (i.e., providing students' opportunities to learn from and reflect on their participation in the writing process versus collecting data for grading, promotion, and transition decisions), which influence the types of documents and samples that are included in the portfolio (Arter & Spandel, 1992; Herman, Gearhart & Baker, 1993).

Instructionally-based portfolios are *actively* used to facilitate seamless instruction and assessment integration in writing instruction and as opportunities for students and teachers to discuss writing and writing progress on an on-going basis. An example of how portfolios integrate assessment and instruction is through student goal-setting. A student's grade-level writing goals could be listed in a portfolio as well as a student's writing process goals, such as the goals listed in the table below. Process goals are often identified during teacher-student writing conferences and applied during the revision process. Goals can be listed on a edit/revise checklist and revision goals can also be documented in a portfolio (Olinghouse & Santangelo, 2010). (See the Instruction Chapter for more information about setting instructional goals during writing conferences).

Writing Process Goals for Student Writing
General purpose of the paper – "Write a paper that will be fun to read."
Completeness of the paper – "Write a story that has all of the basic parts."
Length – "Write a paper that is 120 words long." "OR Write a paper with ten sentences." OR "Write a paper with five paragraphs."
Specific Attributes – "Write a paper that has four reasons to support your premise." OR "Share with the reader four things about the main character."
Vocabulary – "Write a story containing 15 describing words."
Sentence Variety – "Write a paper in which one-fourth of the sentences are either compound or complex."
Mechanics – "Write a paper with no spelling errors."

Another integrated assessment-instruction example involves the use of portfolios for **student self-monitoring**. Notice how the sample graphs below align with the quantitative and qualitative scoring used for formative assessment. The following "Writing Rockets" graph provides an opportunity for students to graph number of words written (i.e., fluency, quantitative scoring, number of words written per minute or per 3-minutes). The "My Story Graph" could align with a primary trait scoring system and rubric focused on story elements (i.e., qualitative scoring). Finally, Describing Words, could align with the quantitative scoring of vocabulary, or expand on a primary trait scoring system and rubric emphasizing the use of "descriptive examples" in argument writing.

Progress Monitoring

Sample Graphs for Student Self-Monitoring

Developed by the Literacy Leadership State Team (LLST) in partnership with the Oregon Department of Education (ODE)

My Story Graph

Name:_____

Seven Parts of a Story:
1:
2:
3:
4:
5:
6:
7:

7		7		7		7		7		7
6		6		6		6		6		6
5		5		5		5		5		5
4		4		4		4		4		4
3		3		3		3		3		3
2		2		2		2		2		2
1		1		1		1		1		1

DESCRIBING WORDS

15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

Date _____ _____ _____ _____ _____ _____ _____ _____

Fill in the number of describing words used in your essay.

From Harris & Graham (1996). Making the Writing Process Work: Strategies for Composition and Self-regulation. Cambridge, MA: Brookline. See the Resources section of this chapter for full-page versions of these templates.

Instructionally-based portfolios are valuable as they r**epresent multiple samples of student writing**. No single writing sample provides adequate information about a student's ability (Cho, 2003). In addition, student performance in one genre of writing is not likely to generalize to another. The collection of multiple writing samples, therefore, enables teachers to see students' writing develop over time and **provides a more reliable and consistent picture of writing developmen**t. The use of multiple writing samples to monitor students' progress, for example, will minimize the possibility that a student's performance on an assigned writing task is due to extraneous factors specific to the student (e.g., the student had a bad day), the task (e.g., the writing prompt didn't relate to the student's background or experience) or the conditions under which the task was assigned (e.g., the student was distracted by other activities taking place in the classroom).

Research also indicates that **portfolios may be especially suitable for examining English learner's writing progress because portfolios provide a broad measure of what students *can do*** – not only because portfolios typically incorporate evidence of student progression throughout stages of the writing process, but also because writing samples are collected over time and balance the timed-writing context that could be problematic for English learners (Hamp-Lyons, 1996). Portfolios also provide opportunities to see the **language development** of students as they move, for example, from using simple sentences (that may or may not be grammatically correct) with limited word choice to well-constructed, complex sentences that include a wide variety of vocabulary. Information from portfolios can also help **differentiate and scaffold writing instruction** for ELs (e.g., focus on verb tense and verb conjugation first, then move into the position of adjectives and adverbs, etc.).

Ideally, instructionally-based portfolios are integrated into the assessment and instruction of writing. They can facilitate instructional decision-making, foster opportunities for collaboration among students, teachers, and family members, and provide opportunities for students to set individual writing goals. Portfolios also provide an excellent opportunity to showcase students' writing progression as they work on pieces over extended periods of time (CCSS for ELA & Literacy, Writing Standard 10) and/or as they participate in research projects to build and present knowledge (CCSS for ELA & Literacy, Writing Standard 7).

Instructionally-based Portfolios

Content Ideas

✓ Grade-level and instructional goals (Arter & Spandel, 1992; Gearhart, 2010)

✓ Multiple writing samples produced at different times, in different instructional contexts, and with different genres

✓ "Authentic" and "published" writing samples

✓ "Raw," unedited samples of students' work (including planning sheets, outlines, drafts, etc.) and final products

✓ Reflections by students, teachers, and/or family members on work showcased in the portfolio (Arter & Spandel, 1992; Gearhart, 2010)

✓ Formative assessment writing samples with quantitative scoring and qualitative scoring (i.e., clearly-defined rubrics for examining the quality of work)

Instructionally-based Portfolios
Content Ideas
✓ Progress monitoring data and graphs
✓ Self-monitoring graphs and check-lists
✓ Writing process materials (e.g., think sheets, planning sheets, edit-revise forms for self-, peer-, and teacher-review)
✓ Vocabulary lists
✓ Conventions/Mechanics reminder check lists
✓ Other ideas for making instructionally-based portfolio an *active* and *integral* component of writing instruction?

Summary

In conclusion, a comprehensive writing assessment system for K-12 is explicitly linked to formative and summative writing goals and uses multiple data sources to evaluate student writing. Multiple data sources consist of (1) the use of reading assessments as indicators of student reading and potential writing ability, (2) formative assessments that utilize quantitative and qualitative scoring procedures to evaluate writing productivity and quality, (3) summative assessments that include product and process samples of student work, and (4) instructionally-based portfolios are *actively* used to facilitate seamless instruction and assessment integration in writing instruction and pull the "assessment system together."

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Developed by the Literacy Leadership State Team (LLST) in partnership with the Oregon Department of Education (ODE)

Resources

Sample Probe Directions

Today you are going to write to a prompt. I will read the directions to you. We will read the prompt together. You will have 2 minutes to think about what you want to write. You can use the back of your paper to write your ideas. When the two minutes are up, I will tell you to begin writing. After 3-minutes, I will ask you to underline the word you just finished writing. Then, you can complete your piece. Are there any questions?

Answer questions as needed. Then, read and review prompt.

Sample Probe

You will have up to 60 minutes to <u>plan</u>, <u>write</u>, and <u>proofread</u> your response to the following writing prompt:

Your school is considering ending summer vacations and going to year-round schooling. What do you think is best for students?

Write an essay that argues your position about year-round school.

Plan
Before you write:
- Read the prompt carefully so you understand exactly what you are being asked to do.
- Consider the topic, task, and audience.
- Think about what you want to write.
- Use scratch paper to organize your thoughts. Use strategies like mapping or outlining.

Write
As you write:
- Maintain a clear and consistent position or argument.
- Include specific details; use examples and reasons to support your argument.
- Use a variety of well-constructed, complete sentences.
- Use a logical organization with an obvious introduction, body, and conclusion.

Proofread
After you write:
- _____ Did you support your ideas with specific details?
- _____ Do the point of view and tone of the essay remain consistent?
- _____ Check for capitalization spelling, sentence structure, punctuation, and usage errors.

Student Name: _____

CCW:
CWS:
Rubric:

Developed by the Literacy Leadership State Team (LLST) in partnership with the Oregon Department of Education (ODE)

Alphabet Writing Measure (Edwards, 2000; Based on Berninger et al., 1997)

Materials: easerless pencil, student response sheet, scrap paper, stopwatch

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**Alphabet Writing Measure
Overview**

Alphabet Writing Task (1 minute timed):

Students are given a response sheet and pencil. The test administrator dictates letter names in random order. The student writes the lowercase alphabetic letters as quickly and accurately as they can from memory. One minute timed administration.

Score: Number of correct letter formations per minute.

Note: Task requires students to access letter forms in memory, retrieve the forms, and produce them in writing.

DIRECTIONS

I am going to ask you to write the letters of the alphabet. I will tell you the name of a letter, and you will write that letter. For example, if I tell you to write the letter a, you will write the letter a like this [a] (Examiner writes the lowercase letter a on the examiner sheet). **When I say the name of a letter, I want you to try to write the lowercase or "small" letter** (Refer to the lowercase, "small" letter a).

Let's practice one together in the box on the top of your page. Your turn to write the letter t. Write the lowercase ("small") letter t on the top of your page.

If the student writes the letter t correct:
     Very good, I like how you wrote the letter t.

If the student write a capital t:
     Very good. You wrote a capital t. This is the way you write the "small" letter t. (Write the model on the examiner sheet.)

If the student doesn't know how to write the letter t, or is the student responds incorrectly:
     I like the way you tried (or, I like how hard you were thinking). You can write the letter t like this [t]. (Write the model on the examiner sheet).

Remember, I'll say the name of the letter and you write the letter. You may write your letters in each box. First letter here (point to first box), **second letter here** (point to second box), etc. (show student left-to-right flow of boxes). **If you make a mistake, you may cross out the letter with your pencil and re-write it. Any questions? Now let's begin.**

The first letter is c (Start stopwatch). . .Continue to read the letters from the list below:

(2) o   (3) m   (4) t   (5) l

- Discontinue if student doesn't know the first 5 letters and score the Alphabet Writing task as 0
- If the student completes the task in less than one minute prorate the score into a per-minute calculation.

c	o	m
t	i	b
f	g	h
z	n	a
d	q	x
k	r	p
y	e	j
u	l	s
w	v	

Alphabet Writing

Alphabet Writing Scoring

- Student responses are scored according to the number of correctly written capital or lowercase letters in 1-minute.
- To be considered a correctly formed letter, a student's letter needs to be recognizable out of context, and reasonably proportional and aligned with the "header," "belt," "footer," and "basement" lines (Berninger et al., 1997).

Scoring Correct Word Sequences (CWS):

Purpose: CWS considers units of writing and their relation to one another (Espin, Shin, Deno, Skare, Robinson, Benner, 2000).

Spelling

- Correctly-spelled words make up a correct writing sequence

- Example: ^ Is ^ that ^ a ^ red ^ car ^ ?

Punctuation

- Necessary marks of punctuation (excluding commas) are included in correct writing sequences

- Example: ^ Is ^ that ^ a ^ red ^ car ^ ?

Syntax

- Syntactically-correct words make up a correct writing sequence

- Example: ^ Is ^ that ^ a ^ red ^ car ^ ? **OR** ^ Is ^ that ^ a ^ car   red ?

Semantics

- Semantically-correct words make up a correct writing sequence

- Example: ^ Is ^ that ^ a ^ red ^ car ^ ? **OR** ^ Is ^ that ^ a   read   car ^ ?

Initial Words of a Writing Sample

- If correct, the initial word of a writing sample is counted as a correct writing sequence

- Example: ^ Is ^ that ^ a ^ red ^ car ^ ?   **OR**   is   that ^ a ^ red ^ car ^ ?

Titles

- Titles are included in the correct writing sequence count

- Example: ^ The ^ Terrible ^ Day

Dates and Numbers

- With the exception of dates, numbers written in numeral form are <u>not</u> included in the correct writing sequence

- Example: ^ The 14 soldiers ^ waited ^ in ^ the ^ cold ^.
  OR   ^ The ^ crash ^ occurred ^ in ^ 1976 ^.

CWS Scoring Practice **Example 1**
Scoring Practice **Your turn. . .** I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I would bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.
Check Your Scoring. . . ^I woud drink ^ water ^ from ^ the ^ ocean   5 ^ and ^ I woud eat ^ the ^ fruit ^ off ^ of   6 ^ the ^ trees ^.^ Then ^ I woud bilit a   5 ^house ^ out ^ of ^ trees, ^ and ^ I woud   6 ^gather ^ firewood ^ to ^ stay ^ warm^.^ I   6 woud try ^ and ^ fix ^ my ^ boat ^ in ^ my   6 ^ spare ^ time^.   3   -- <u>Correct Word Sequences</u>   37

CWS Scoring Practice
Example 2

Extra Scoring Practice

I was outside when a spasce ship
landed. I jumped so hight of the swing
I hit my head on the bar. Out of the
space ship came a puppy dog he
looked around and, said "Where am I".

Check Your Scoring. . .

^I ^ was^ outside ^ when ^ a spasce ship	5
^landed^.^ I ^ jumped ^ so hight of the^ swing	6
I ^ hit ^ my ^ head ^ on ^ the^ bar^.^ Out ^ of^ the	10
^space^ ship^ came^ a ^puppy^ dog he	6
looked ^ around^ and, said "^Where am I"^.^	5

Correct Word Sequences	32

Reliability Calculation Sheet

Student Name	Score 1	Score 2	Hit Tally
Total Hits			
Total Possible Hits			
Reliability (Reliability Coefficient)			

Decisions Use		
Reliability Coefficient	**Meaning**	**Decision Use**
.80 and less	Weak	Don't use for any decisions!
.81-.84	Moderate	Group Decisions
.85-.90	Average	Group Decisions and High Stakes Decisions
.91-.93	Strong	High Stakes Decisions
.94-.99	Almost Perfect	
(Webb, 1983)		

*Jentzsch, C., &Tindal, G. (1991). Research, consultation, and Teaching program training module no. 8: Analytic scoring of writing. Eugene, OR: University of Oregon College of Education, Behavioral Research and Teaching.

Analytical Scores (Organization, accuracy, vocabulary, syntax)

Notes:

Week 1					Week 2					Week 3					Week 4					Week 5				
Moon		Earthquakes			Lewis & Clark		WWII	President		4th of July		Birds	Butterflies	New think Sheet	Cats		Rosa Parks	MLK	New Edits	Edit		Sup. Court	Women Vote	B
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

DESCRIBING WORDS

15								
14								
13								
12								
11								
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								

Date ___ ___ ___ ___ ___ ___ ___ ___
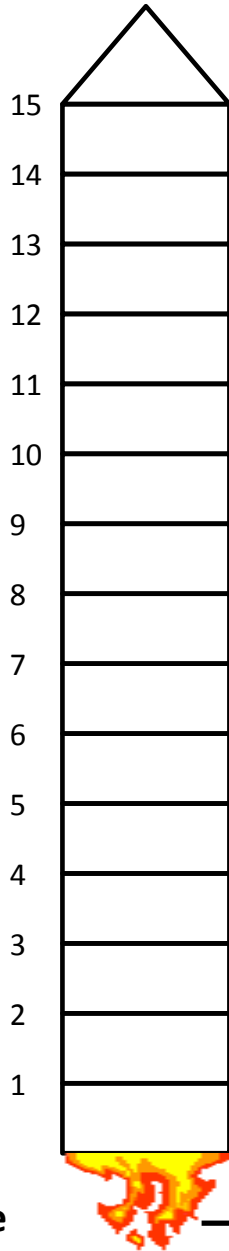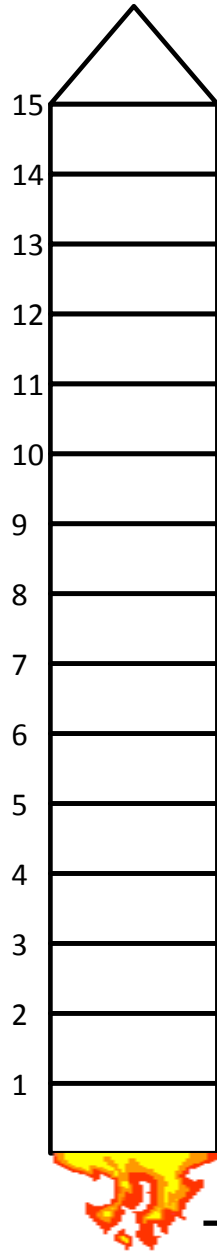
Fill in the number of describing words used in your essay.

WRITING ROCKETS!!!!!

Fill in the total number of words written on the graph.

15	15	15	15
14	14	14	14
13	13	13	13
12	12	12	12
11	11	11	11
10	10	10	10
9	9	9	9
8	8	8	8
7	7	7	7
6	6	6	6
5	5	5	5
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1

Date _____   _____   _____   _____

My Story Graph

Name:_____

Seven Parts of a Story:

1:

2:

3:

4:

5:

6:

7:

7	7	7	7	7	7
6	6	6	6	6	6
5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1

	1	2	3	4	5	
Organization	Little or nothing is written. The essay is disorganized, incoherent, and poorly developed. The essay does not address the topic.		The essay is not complete. It lacks an introduction, well-developed body, or conclusion. The coherence and sequence are attempted but not adequate.		The essay s well organized. It has an introduction, supporting, and concluding paragraph. There is coherence, a logical order of ideas, and fully developed content.	**X6**
Sentence Structure	The student writes frequent run-ons or fragments.		The student makes occasional errors in sentence structure. Little variety in sentence length of sentence structure exists..		The sentences are complete and varied in length and structure.	**X5**
Usage	The student makes frequent errors in word choice and agreement.		The student makes occasional errors in mechanics.		The usage is correct. Word choice is appropriate.	**X4**
Mechanics	The student makes frequent errors in spelling, punctuation, and capitalization.		The student makes an occasional error in mechanics.		The spelling, capitalization, and punctuation are correct.	**X4**
Format	The format is sloppy. There are no margins or indentations. Handwriting is inconsistent.		The handwriting, margins, and indentations have occasional inconsistencies – no title or inappropriate title.		The format is correct. The title is appropriate. The handwriting, margins, and indentations are consistent.	**X1**
					Overall Total	

Total Words Written

- ## Prompt:

  "When my video game started predicting the future, I knew I had to. . ."

- ## Student Response:

  "got my mom to check it out I was ckerd it was hard to recat but my mom holped me then my brather came in to my room he holped me to but he left my room want down."

  Total words written per 3-minutes: 39

Words Spelled Correctly

- Prompt:

  "When my video game started predicting the future, I knew I had to. . ."

- Student Response:

  "got my mom to check it out I was ckerd it was hard to recat but my mom holped me then my brather came in to my room he holped me to but he left my room want down."

Total words spelled correctly per 3-minutes: 34

Correct Word Sequences

Since the first word is correct, it is marked as a correct writing sequence.

Because the period is considered essential punctuation, it is joined with the words before and after it to make 2 correct writing sequences.

^It ^ was ^ dark ^ .^ Nobody ^ could <u>seen</u> the ^ trees ^ of ^ the <u>forrest</u>.

Misspelled words are not counted.

Grammatical or syntactical errors are not correct.

Scoring Practice
Your turn. . .

I woud drink water from the ocean and I woud eat the fruit off of the trees. Then I woud bilit a house out of trees, and I woud gather firewood to stay warm. I woud try and fix my boat in my spare time.

Check Your Scoring. . .

^I woud drink ^ water ^ from ^ the ^ ocean   5

^ and ^ I woud eat ^ the ^ fruit ^ off ^ of   6

^ the ^ trees ^.^ Then ^ I woud bilit a   5

^house ^ out ^ of ^ trees, ^ and ^ I woud   6

^gather ^ firewood ^ to ^ stay ^ warm^.^ I   6

woud try ^ and ^ fix ^ my ^ boat ^ in ^ my   6

^ spare ^ time^.   3

    --

<u>Correct Word Sequences</u>   37

Extra Scoring Practice

I was outside when a spasce ship landed. I jumped so hight of the swing I hit my head on the bar. Out of the space ship came a puppy dog he looked around and, said "Where am I".

Check Your Scoring. . .

^I ^ was^ outside ^ when ^ a spasce ship   5

^landed^.^ I ^ jumped ^ so hight of the^ swing   6

I ^ hit ^ my ^ head ^ on ^ the^ bar^.^ Out ^ of^ the   10

^space^ ship^ came^ a ^puppy^ dog he   6

looked ^ around^ and, said "^Where am I"^.^   5

            Correct Word Sequences   32