Language Arts
Modes of Writing Protocol and Scoring Procedures

Purpose:
- Modes of writing are common district assessments. As such, they should be administered, scored, and recorded in a uniform and consistent manner.

Administration Protocol
- Prompts should be given to students as posted in district curriculum documents. Prompts should not be changed or altered except as directed by an IEP for accommodations.
- Adhere to time frames specified in the curriculum or assessment documents. If no time frame is mentioned, good judgement should be used (enough time to work through the writing process but not so much time as to detract further from instruction).
- Other supports such as a dictionary, a thesaurus, or digital spell-checking , grammar-checking, and word-count are appropriate.

Scoring Protocol
- Adhere fully to the rubric.
- In using the rubric, determine first the differences between "meeting standard" (or "proficient") and "not meeting standard" (or "not proficient"). This is the difference between a "Proficient" and "Basic".
- Next decide the degree that the writing meets standard or is proficient versus does not meet or is not proficient. This is the decision to categorize it as an "E" (Exemplary) versus a "P" (Proficient) or as a "B" (Basic) versus a "BB" (Below Basic). Guiding Question: If I had to place this paper in one of four stacks based on the rubric descriptors (no + or -), in which stack would I place it?

Posting and Recording Protocol
- Directions for entering district writing rubric codes in gradebooks:
  - Open class page
  - Enter the assignment, and title it Dist Assess Expository (or whatever mode you are entering) remembering that you may use no more than 50 characters including spaces and punctuation marks.
  - Highlight the column and select Tools from the menu bar.
  - Go to "Preferences"
  - Select "Score Codes"
  - Enter E in the Code box and Exemplary in the explanation box to the right
  - Add the other codes (P for proficient, B for Basic, BB for below basic and NP for no paper) then select "Add."

- Under Value, check "Exempt" which will prevent the scores from being calculated into the students' grades.
- Follow this process for each language arts course you teach, and replicate the process for entering scores in the other modes. You may enter the modes report in another trimester, too, or wait until you get there.
- You will need to enter the grades in a separate column as this column will only give you the rubric category that the student's writing warranted and won't be computed into a grade. From this and possibly additional criteria, you can determine the most appropriate grade.
- Reminder: post the initial rubric code (BB = Below Basic, B = Basic, P = Proficient, E = Exemplary, NP = No Paper) into the column you designated and be sure to click "save".
- When you are ready to send the scores to send ESC, right click on the column heading/assignment title, and choose "Export Scores Template," a box will appear asking you if you want to include scores. Click "yes." Another box will appear asking where you want to save the file (select your desk top, w-drive, or a folder somewhere handy). No need to name the file; it will be named whatever the Assessment was called. (Note: unless you change the name of the assessment but leave the extension the same, it won't allow you to save...you must make sure that each export/assessment column has a slightly different name than any prior ones) Now you have it to attach in an e-mail to Charlotte Meade at ESC (cmeade@cbcsd.org).