



## ***K-12 Language Arts Modes of Writing Assessment 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.
- Students should complete the prompts independently (not in groups and not with teacher support). One purpose of these common assessments is to measure and determine what students know, understand, and can do independently.
- 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).
- Do not provide additional supports such as graphic organizers that help students organize their thoughts. For some grade levels, the use of certain organizers is part of the instruction. In cases such as these, it is appropriate to have organizers available but the type and the use should be both varied and optional. In most cases, the use of any organizer or other support structure should be developed by the student as part of his/her response (pre-writing and drafting/editing).
- 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 scoring rubric. Remember that a final grade can be assigned after you have scored the students' independent effort at the response initially. If students need to re-write it for a better grade (grades 7-12), or if there are additional criteria you put into place for the letter grade, this should not affect the initial rubric score that will be reported.

- 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 3 and a 2 or between “proficient” and “basic” depending upon the specific wording of the grade level rubrics.
- 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 score it at a 1 versus a 2 or a 3 versus a 4. Guiding Question: If I had to place this paper in one of four stacks based on the rubric descriptors (no + or -, no decimals such as 3.5), in which stack would I place it?

### **Posting and Recording Protocol**

- Post the initial rubric score (only a 0, 1, 2, 3, or 4; no decimals) into the designated data storage program.
  - Elementary teachers will post scores directly into Inform
  - Secondary teachers will post scores into the PowerTeacher Gradbook, export and send as an Excel document to Marty or Charlotte. If a change of grade/score is then required due to further work on the piece by the student, the teacher can adjust the gradebook score but only after the initial score has been submitted to ESC (remember the initial score is the rubric score and that is what we want to collect for analysis; changes to this score reflect additional student work and teacher considerations that go into a grade). This will allow us to continue to measure student work on an independent level versus scores/grades that may or may not reflect additional support of the teacher, additional time, or additional opportunity to meet standard or to pass the assessment.