

APPENDIX S

ELA SCORING RUBRICS – MCAS-ALT

Student's Name:

Scoring Rubric for MCAS-Alt Writing—Opinion/Argument

Date:

	M	1	2	3	4
Level of Complexity		Opinion/argument not submitted, or was unmatched to requirement.	Student addressed Writing through "access skills."	Student addressed Writing through "entry points."	Student addressed Writing at "grade-level."

Demonstration of Skills and Concepts	Expression of Ideas and Content	Opinion/argument was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	No clear opinion/claim, preference, or point of view; or was off-topic; or student used only pictures, symbols, or single words to express ideas; or all text provided by teacher.	Piece related to assignment minimally; or student used pictures or picture sequence to express ideas; included little or no evidence or information to support opinion/claim.	Piece expressed an opinion/claim, preference, or point of view; evidence and information in support of opinion/claim were limited, sometimes repetitive, or irrelevant.	Meaning was clear; three or more accurate and relevant details and/or reasons were included to support opinion/claim
	Knowledge of Conventions		Little or no original text; or used pictures or isolated words; or could not be understood due to errors in grammar and/or usage.	General meaning could be determined; grammar was limited and/or contained errors or run-on sentences.	Meaning was mostly clear; use of grammar was effective, with occasional errors.	Meaning was clear, with rare or no errors in grammar and overall usage.
	Text Structure		Used single words, pictures, symbols without text; or all text provided by the teacher.	Sentence fragments (phrases) with occasional complete sentence used to express ideas.	At least two complete sentences were used to express ideas.	A paragraph of at least three related, well-constructed sentences was used to express ideas.
	Use of Vocabulary		Vocabulary was largely unrelated to assignment; or vocabulary was provided by the teacher.	Vocabulary was related to assignment, but word choice was limited and/or sometimes inappropriate.	Vocabulary was functional and relevant; used basic common words with some descriptive language.	Vocabulary was clear and precise, using descriptive language, modifiers, connecting words, and/or phrases.

Independence	Opinion/argument was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Student required extensive, almost continuous prompts to complete writing assignment. (0-25% independent) _____%	Student required frequent prompts to complete writing assignment (26-50% independent) _____%	Student required some prompts to complete writing assignment (51-75% independent) _____%	Student required no, or very few, prompts to complete writing assignment. (76-100% independent) _____%
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Student's Name:

Scoring Rubric for MCAS-Alt Writing–Informative/Explanatory

Date:

	M	1	2	3	4
Level of Complexity		Informative/explanatory text not submitted, or unmatched to requirement.	Student addressed Writing through "access skills."	Student addressed Writing through "entry points."	Student addressed Writing at "grade-level."

Demonstration of Skills and Concepts	Expression of Ideas and Content	Informative/explanatory text was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	No main idea or was unclear or off-topic; or student used only pictures, symbols, or single words to express ideas; or all text provided by teacher.	Main idea related to assignment minimally; or student used picture sequence to express ideas; included few or no details or descriptions.	Main idea was evident; limited use of facts, details, and/or descriptions; sometimes repetitive and/or irrelevant.	Main idea was clear; three or more accurate and relevant facts, details, and/or descriptions were included
	Knowledge of Conventions		Little or no original text; or used pictures or isolated words; or could not be understood due to errors in grammar and/or usage.	General meaning could be determined; grammar was limited and/or contained errors or run-on sentences.	Meaning was mostly clear; use of grammar was effective, including complete sentences, with occasional errors.	Meaning was clear, with rare or no errors in grammar and overall usage.
	Text Structure		Used single words, pictures, symbols without text; or all text provided by the teacher.	Sentence fragments (phrases) or one complete sentence used to express ideas.	At least two complete sentences were used to express ideas.	A paragraph of at least three related, well-constructed sentences was used to express ideas.
	Use of Vocabulary		Vocabulary was largely unrelated to assignment; or all text was provided by the teacher.	Vocabulary was related to assignment, but word choice was limited and/or sometimes inappropriate.	Vocabulary was functional and relevant; used basic common words, with some descriptive language.	Vocabulary was clear and precise, using descriptive language, modifiers, connecting words and/or phrases.

Independence	Informative/explanatory text was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Student required extensive, almost continuous prompts to complete writing assignment. (0-25% independent) _____%	Student required frequent prompts to complete writing assignment. (26-50% independent) _____%	Student required some prompts to complete writing assignment. (51-75% independent) _____%	Student required no, or very few, prompts to complete writing assignment. (76-100% independent) _____%
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Student's Name:

Scoring Rubric for MCAS-Alt Writing–Narrative

Date:

	M	1	2	3	4
Level of Complexity		Narrative not submitted, or unmatched to requirement.	Student addressed Writing through "access skills."	Student addressed Writing through "entry points."	Student addressed Writing at "grade-level."

Demonstration of Skills and Concepts	Expression of Ideas and Content	Narrative was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Narrative lacked event sequence or was unclear or off-topic; or student used only pictures, symbols, or single words to express ideas; or all text provided by teacher.	Narrative related to assignment minimally; or student used picture sequence to express ideas; included no or few details or descriptions.	Narrative included limited use of details and descriptions that were limited, and sometimes repetitive or irrelevant.	Narrative was clear; three or more relevant facts, details, and/or descriptions were included.
	Knowledge of Conventions		Little or no original text; or used pictures or isolated words; or could not be understood due to errors in grammar and/or usage.	General meaning could be determined; grammar was limited and/or contained errors or run-on sentences.	Meaning was mostly clear; use of grammar was effective, including complete sentences, with occasional errors.	Meaning was clear, with rare or no errors in grammar and overall usage.
	Text Structure		Used single words, pictures, symbols without text; or all text provided by the teacher.	Sentence fragments (phrases) with occasional complete sentence used to express ideas.	At least two complete sentences used to express ideas.	A paragraph of at least three well-constructed sentences used to express ideas.
	Use of Vocabulary		Vocabulary was largely unrelated to assignment; or vocabulary was provided by the teacher.	Vocabulary was related to assignment, but word choice was limited and/or sometimes inappropriate .	Vocabulary was functional and relevant; used basic common words, with some descriptive language.	Vocabulary was clear and precise, using descriptive language, modifiers, connecting words and/or phrases..

Independence	Narrative was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Student required extensive, almost continuous prompts to complete writing assignment. (0-25% independent) _____ %	Student required frequent prompts to complete writing assignment. (26-50% independent) _____ %	Student required some prompts to complete writing assignment (51-75% independent) _____ %	Student required no, or very few, prompts to complete writing assignment. (76-100% independent) _____ %
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Student's Name:

Scoring Rubric for MCAS-Alt Writing–Poetry

Date:

	M	1	2	3	4
Level of Complexity		Poem not submitted, or unmatched to requirement.	Student addressed Writing through "access skills."	Student addressed Writing through "entry points."	Student addressed Writing at "grade-level."

Demonstration of Skills and Concepts	Expression of Ideas and Content	Poem was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Poem lacked a clear focus; or used single words, pictures, or symbol(s) to express ideas and/or emotions; or all text provided by teacher.	Poem related to assignment minimally; included no poetry form, figurative language, imagery, rhyme, or meter in student's text; or used picture sequence with no text.	Poem included limited or repetitive use of rhyme, meter, imagery, and/or figurative language appropriate to the poetry form in student's text.	Poem was clear and cohesive; included use of rhyme, repetition, meter, vivid imagery, and/or figurative language appropriate to the poetry form.
	Knowledge of Conventions		Little or no conventions evident; used pictures or isolated words; or could not be understood due to errors in grammar and/or usage.	General meaning could be determined in student's text; no use of poetry form or conventions.	Meaning was mostly clear; some use of poetry form and conventions, with occasional errors	Meaning was clear, with rare or no errors in use of poetry form and conventions.
	Text Structure		Student responded using single words, symbols, pictures, or single line of text; or all text provided by teacher.	Two related lines (sentences or phrases) used to express ideas, images, and/or emotions appropriate to the poetry form.	Three or four related lines (sentences or phrases) used to express ideas, images, and/or emotions appropriate to the poetry form.	More than four related lines (sentences or phrases) used to express ideas, images, and/or emotions appropriate to the poetry form.
	Use of Vocabulary		Vocabulary was largely unrelated to assignment; or all text was provided by the teacher.	Vocabulary was related to assignment, but word choice was limited and/or sometimes inappropriate.	Vocabulary was functional and appropriate; used basic common words, with some figurative language.	Vocabulary clearly expressed ideas and emotions using imagery and figurative language.

Independence	Poem was not submitted; contained insufficient information to determine a score; was written in a language other than English; or could not be read or understood.	Student required extensive, almost continuous, prompts to complete writing assignment. (0-25% independent) _____ %	Student required frequent prompts to complete writing assignment. (26-50% independent) _____ %	Student required some prompts to complete writing assignment. (51-75% independent) _____ %	Student required no, or very few, prompts to complete writing assignment. (76-100% independent) _____ %
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