

**APPENDIX T**  
**SCORING RUBRIC FOR MCAS-ALT ELA—WRITING**

Student's Name:  
Date:

**SCORING RUBRIC for ELA-Writing (Check one)**           Narrative           Opinion/Argument  
       Informative/Explanatory

|   |  | <b>M</b>  | <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>   |
|---|--|---|--|---|--|--|
| <b>Level of Complexity</b>                  |  |   | Writing sample not submitted or unmatched to requirement.  | Student addressed Writing through "access skills."  | Student addressed Writing through "entry points."  | Student addressed Writing at "grade-level."  |
| <b>Demonstration of Skills and Concepts</b> | <b>Expression of Ideas and Content</b> | Writing sample not submitted; or contained insufficient information to determine a score; or written in a language other than English; or could not be read or understood | No main idea (informative), point of view (opinion), event sequence (narrative), or focus (poetry); or was unclear or off-topic; or used single word, picture, or symbol to express ideas; or all text provided by teacher | Writing sample related to assignment only minimally; included no or only one detail or description; or used picture sequence to express ideas; or used no figurative language or poetry form (poetry) | Main idea (informative), point of view (opinion), or event sequence (narrative) was evident; limited use of facts, details, and/or descriptions; sometimes repetitive and/or off-topic; limited use of figurative language (poetry); | Main idea (informative), point of view (opinion), or event sequence (narrative) was clearly expressed; three or more accurate and relevant facts, details, or descriptions included; used vivid imagery and figurative language appropriately (poetry) |
|   | <b>Knowledge of Conventions</b>        |   | 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 understood, though use of grammar was limited and/or contained errors or run-on sentences; or lacked poetry form (poetry)  | Complete sentences with some errors; grammar was effective; correct noun-verb agreement; some evidence of poetry form (poetry)   | Meaning was clear, with rare or no errors in grammar and overall usage; poetry form used appropriately (poetry)  |
|   | <b>Text Structure</b>                  |   | Used single words, pictures, symbols without text; or all text provided by teacher   | Sentence fragments (phrases) or one complete sentence used to express ideas; produced two related lines (poetry)  | At least two complete sentences were used to express ideas; produced up to four related lines (poetry)   | A paragraph of at least three related, well-constructed sentences was used to express ideas; more than four related lines (poetry)   |
|   | <b>Use of Vocabulary</b>               |   | Vocabulary was unrelated to assignment; or all text was provided by 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; used descriptive language, modifiers, connecting words and/or phrases  |
| <b>Independence</b>                         |  | Writing sample not submitted; or contained insufficient information to determine a score; or written in a language other than English; or could not be read or understood | Student required extensive, almost continuous prompts to complete writing sample (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) _____%  |