



# **Spring ELPA**

## **Level III**

### **Writing Rubrics**

**Sentence Writing with Textual Stimulus**

Assesses a student's ability to correctly write a sentence based on a textual stimulus that appears in the test booklet. The student records his or her response on three full regular (unbroken) lines in an answer document. The aural stimulus is the passage itself. The stem for these items ask for a two-part response given in a single sentence. This is done to stimulate use of proper punctuation and conjunctions.

SCORE POINT 2	SCORE POINT 1	SCORE POINT 0
<p><b>Demonstrates mastery of response</b></p> <ul style="list-style-type: none"> <li>* Response is a complete English sentence. (W.1)</li> <li>* Control over capitalization and punctuation creates a complex sentence that expresses a complex thought. (W.2)</li> <li>* Response contains one coherent main idea that responds appropriately to both parts of the prompt. (W.4)</li> <li>* Linguistically accurate: free of other errors (such as syntax or grammar) that may cause confusion in meaning or may distract the reader. (W.2)</li> </ul>	<p><b>Demonstrates partial competency in response</b></p> <ul style="list-style-type: none"> <li>* Response is a complete English sentence. (W.1)</li> <li>* Errors in capitalization or punctuation do not prevent the production of a complex sentence that expresses a complex thought. (W.2)</li> <li>* Response contains one coherent main idea but may respond only to one part of the prompt. (W.4)</li> <li>* May contain errors (such as syntax or grammar) that cause confusion in meaning or distract the reader. (W.2)</li> </ul>	<p><b>Demonstrates no competency at all</b></p> <ul style="list-style-type: none"> <li>* Response is not a complete English sentence.</li> <li>* Errors in capitalization or punctuation prevent comprehensibility of response, or prevent the production of a complex sentence that expresses a complex thought.</li> </ul> <p><b>INVALIDS:</b> Score Point 0</p> <ul style="list-style-type: none"> <li>* Blank</li> <li>* Illegible</li> <li>* Only in foreign language</li> <li>* Off topic, off task, or not appropriate to prompt</li> <li>* Incomprehensible</li> <li>* Refusal to respond</li> <li>* Copy of the prompt</li> </ul>

**Paragraph Writing**

Requires students to compose multiple sentences to a stimulus that is either exclusively text, or a combination of text and at least one graphic. The aural stimulus is the item prompt and stem itself, read to the student by the proctor. Student is assessed on use of writing conventions, quality of ideas expressed, coherency and fluency of response, and depth of vocabulary as demonstrated in word choice.

SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1	SCORE POINT 0
<p><b>Demonstrates mastery</b></p> <ul style="list-style-type: none"> <li>Writing is appropriate for given audience and purpose. (W.8)</li> <li>Well-developed ideas completely address the topic with clear reasoning. (W.6)</li> <li>Paragraph is cohesive and coherent with a logical progression of ideas. (W.4)</li> <li>Paragraph contains expanded vocabulary which accurately communicates ideas clearly and concisely. (W.3)</li> <li>Linguistically accurate; free of errors in grammar, capitalization, punctuation, or spelling that may cause confusion in meaning or may distract the reader. (W.2)</li> </ul>	<p><b>Demonstrates general competency</b></p> <ul style="list-style-type: none"> <li>Writing is mostly appropriate for the audience and purpose. (W.8)</li> <li>Ideas are developed; Paragraph mostly addresses the topic with evidence of reasoning. (W.6)</li> <li>Paragraph is coherent, but may contain errors that do not disrupt fluency. (W.4)</li> <li>Vocabulary is appropriate for communicating ideas with some accuracy. (W.3)</li> <li>Paragraph may have minor errors in grammar, capitalization, punctuation, or spelling, but these errors do not cause confusion in meaning or distract the reader. (W.2)</li> </ul>	<p><b>Demonstrates partial competency</b></p> <ul style="list-style-type: none"> <li>Attention to the audience or purpose is incomplete. (W.8)</li> <li>Ideas may be partially developed with only simple use of examples, resulting in writing that only partially addresses the topic. (W.6)</li> <li>Paragraph may be partially incoherent, with errors that disrupt the fluency. (W.4)</li> <li>Paragraph may feature only a basic vocabulary used to communicate a few ideas with inconsistent accuracy. (W.3)</li> <li>Paragraph may contain errors in grammar, capitalization, punctuation, or spelling that cause significant confusion in meaning or distract the reader. (W.2)</li> </ul>	<p><b>Demonstrates minimal competency</b></p> <ul style="list-style-type: none"> <li>Very little of the paragraph may be appropriate for the audience or purpose. (W.8)</li> <li>Paragraph may feature little or no development of ideas; may show only minimal evidence of reasoning. (W.6)</li> <li>Paragraph may seem incoherent, with little or no fluency between ideas. (W.4)</li> <li>Paragraph May feature vocabulary restricted to one or two simple concepts; ideas may be communicated incompletely. (W.3)</li> <li>Paragraph may contain several major errors across multiple categories (grammar, capitalization, punctuation, or spelling), causing significant confusion in meaning. (W.2)</li> </ul>	<p><b>Demonstrates no competency at all</b></p> <ul style="list-style-type: none"> <li>Very minimal; no evidence of understanding of audience or purpose is evident.</li> <li>Ideas are incomplete, or insufficient, or inappropriate enough so that no information is present to score ideas</li> <li>No use of grammar, mechanics, or spelling; incoherent and confusing</li> </ul> <p><b>Invalids: Score Point 0</b></p> <ul style="list-style-type: none"> <li>Blank</li> <li>Illegible</li> <li>Only in foreign language</li> <li>Off topic, off task, or not appropriate to prompt</li> <li>Incomprehensible</li> <li>Refusal to respond</li> <li>Copy of prompt</li> </ul>

**Extended Response**

Requires students to compose a larger coherent discourse than Paragraph Writing items. The aural stimulus is the item prompt and stem itself, read to the student by the proctor. The student is assessed on use of writing conventions, quality of ideas expressed, coherency and fluency of response, and depth of vocabulary as demonstrated in word choice.

SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1	SCORE POINT 0
<p><b>Demonstrates mastery</b></p> <ul style="list-style-type: none"> <li>Writing is appropriate for given audience and purpose. (W.8)</li> <li>Well-developed ideas completely address the topic with clear reasoning and examples. (W.6)</li> <li>Response is coherent and fluent; Response contains a logical progression of ideas with connections or transitions. (W.4)</li> <li>Response contains expanded vocabulary which accurately communicates ideas clearly and concisely. (W.3)</li> <li>Linguistically accurate; free of errors in grammar, capitalization, punctuation, or spelling that may cause confusion in meaning or may distract the reader. (W.2)</li> </ul>	<p><b>Demonstrates general competency</b></p> <ul style="list-style-type: none"> <li>Writing is mostly appropriate for the audience and purpose. (W.8)</li> <li>Ideas are developed; Response mostly addresses the topic with evidence of reasoning and some examples. (W.6)</li> <li>Response is coherent, but may contain errors that do not disrupt fluency; ideas are joined with some connections or transitions. (W.4)</li> <li>Vocabulary is appropriate for communicating some ideas with accuracy. (W.3)</li> <li>Response may have minor errors in grammar, capitalization, punctuation, or spelling, but these errors do not cause confusion in meaning or distract the reader. (W.2)</li> </ul>	<p><b>Demonstrates partial competency</b></p> <ul style="list-style-type: none"> <li>Attention to the audience or purpose is incomplete. (W.8)</li> <li>Ideas may be partially developed with only simple use of examples, resulting in writing that only partially addresses the topic. (W.6)</li> <li>Response may sometimes be incoherent, with errors that disrupt the fluency; ideas are presented without connections or transitions. (W.4)</li> <li>Response may feature only a basic vocabulary used to communicate a few ideas with inconsistent accuracy. (W.3)</li> <li>Response may contain errors in grammar, capitalization, or spelling that cause significant confusion in meaning or distract the reader. (W.2)</li> </ul>	<p><b>Demonstrates minimal competency</b></p> <ul style="list-style-type: none"> <li>Very little of the response may be appropriate for the audience or purpose. (W.8)</li> <li>Response may feature little or no development of ideas; may show only minimal evidence of reasoning or examples. (W.6)</li> <li>Response may seem incoherent, with little or no fluency or connections between ideas. (W.4)</li> <li>Response may feature vocabulary restricted to one or two simple concepts; ideas may be communicated incompletely. (W.3)</li> <li>Response may contain several major errors across multiple categories (grammar, capitalization, punctuation, or spelling), causing significant confusion in meaning. (W.2)</li> </ul>	<p><b>Demonstrates no competency at all</b></p> <ul style="list-style-type: none"> <li>Very minimal; no evidence of understanding of audience or purpose is evident.</li> <li>Ideas are incomplete, or insufficient, or inappropriate enough so that no information is present to score ideas</li> <li>No use of grammar, mechanics, or spelling; incoherent and confusing</li> </ul> <p><b>Invalids: Score Point 0</b></p> <ul style="list-style-type: none"> <li>Blank</li> <li>Illegible</li> <li>Only in foreign language</li> <li>Off topic, off task, or not appropriate to prompt</li> <li>Incomprehensible</li> <li>Refusal to respond</li> <li>Copy of prompt</li> </ul>