



## Guide to Scoring LAS Links Writing





Group Administered in English to Grades 2 - 12

- Use Conventions
- Write About
- Write Why
- Write in Detail


Use Conventions and Use Grammar and Conventions items are multiple choice in format. Write About, Write Why and Write in Detail items are all holistically scored.

● ● ● Writing Administration – Write About



Students are asked to write two sentences about what they see in the picture.

Practice A



1) The boy is trying on a new jacket.

2)


In the Write about section, students are asked to write two sentences about what they see in the picture. This section is holistically scored.

## Scoring Rubrics for Writing

**GRADES 2-12, WRITING RUBRIC 0-3**


**Write About**—Students will write two sentences to describe who/what is in a picture and what is happening.

**Write Why**—Student will make a choice and write two reasons in support of that decision. (Do you prefer rain or snow?)



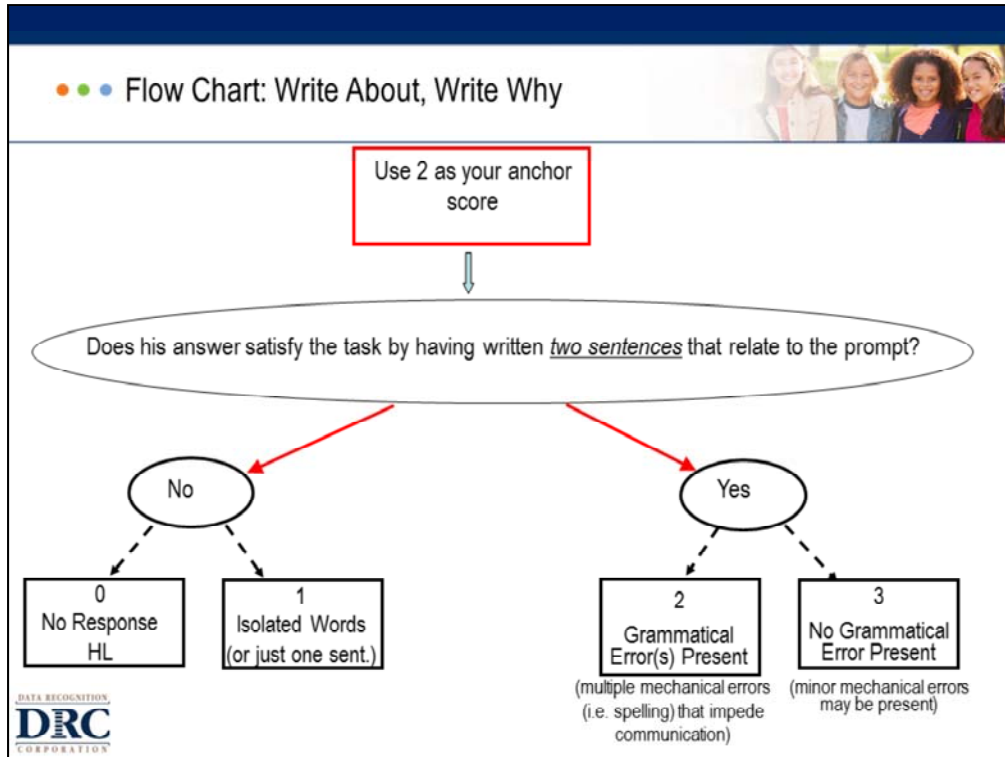
Score	Descriptors of Scores
0 Minimal or No Communication	<b>ERRORS PREVENT COMMUNICATION</b>
	No English word
	"I don't know"
	A repetition of an earlier response
	The only clear English word(s) are copied from the item prompt or environmental print
	Isolated English words in a response that is otherwise incomprehensible
	A clearly off-topic response
1 Beginning Communication	<b>ERRORS INTERFERE WITH COMMUNICATION</b>
	For Write About: Response includes at least rudimentary sentence structure subject/verb ("The 3 student it") ("The teacher explication a student")
	For Write Why: Response provides at least one reasonable answer to the question "why?" not necessarily in a full sentence
	Only one response written (may be a general response) and it satisfies the task with or without error
	Two responses written, and one or both satisfy the task but with serious errors that interfere with communication (spelling, missing words, incorrect words)
	May also be two general responses
	Response may be in rudimentary sentence structure
2 Basic Communication	<b>ERRORS DO NOT IMPEDE UNDERSTANDING</b>
	Two responses that clearly satisfy the task with one or more grammatical errors
	Two fluent responses that both satisfy the task and contain numerous mechanical errors (may include one general response)
3 Effective Communication	<b>FLUENT COMMUNICATION</b>
	Two fluent responses that effectively communicate and may contain only a few minor mechanical errors (missing periods, incorrect or missing capitals, run-on sentences caused by overuse of "and," comma splices, extra or missing commas or apostrophes, and minor spelling errors that do not confuse the meaning)
	For Write About: Complete sentence required
	For Write Why: No complete sentence required

Examiner's  
Guide, page 53



This scoring rubric is also found in the LAS Links Digital Library.

Utilize this scoring rubric for Write About, a 0 is given when no English word is written, when the response is a repetition of the prompt, when the response is only isolated words or is incomprehensible. A 1 provides isolated words or just one sentence that relates to the prompt. A 1 is also given when the student writes two sentences but one or both of the sentences have serious errors that interfere with communication. A 2 is given when the student provides two sentences but have numerous in errors including in grammar and mechanics, and a 3 is given when two fluent responses are given that are effectively communicated and can contain very minor errors in mechanics.



In addition to the rubric that is found in the examiner’s guide, you can use this easy to use flowchart to break out the rubric into these specific questions. Use two as your anchor score and ask yourself the question, “Does his answer satisfy the task by having written two sentences that relate to the prompt?” If the answer is “yes, they wrote two sentences that relate to the prompt” then they will score either a 2 or a 3. Second question, is there one or more grammatical errors? If yes, then the score is a 2. If there are two fluent responses with no grammatical errors, then the score is a 3. A student can also achieve a 3 with a few mechanical errors that do not confuse the meaning such as leaving the period off one of the sentences. If there are many mechanical errors then the score given should be a 2.

If you answer no to the original anchor question, then a 1 if there are just isolated words or a rudimentary sentence otherwise a 0.

● ● ● Write About Scoring Practice



**Write About 4-5**

Student will write two sentences to describe who/ what is in a picture and what is happening.

#	Sample Response	Score	Picture Prompt
1	They taking a parctor. they sing and a char	<b>1</b>	
2	A family is spending the time in the Island The photographer is taking a picture to the family.	<b>2</b>	
3	They wot to take a pieor to reenedor the trip. They a picor to rendor the famly.	<b>1</b>	



Locate the 4-5 Write About Scoring practice items.

ONSIGHT TRAINER: Do one at a time allowing group to read each answer and have them call out their answers. Use your answer keys for the rationale for each score.

● ● ● Writing Administration – Write Why



Students are asked to pick one of the two options and then write two sentences about why they chose what they chose.

Practice B

Which of these animals would you choose for a pet? Circle one.

a rabbit                      a fish

Why did you choose that animal? Write two reasons.

1) \_\_\_\_\_  
\_\_\_\_\_

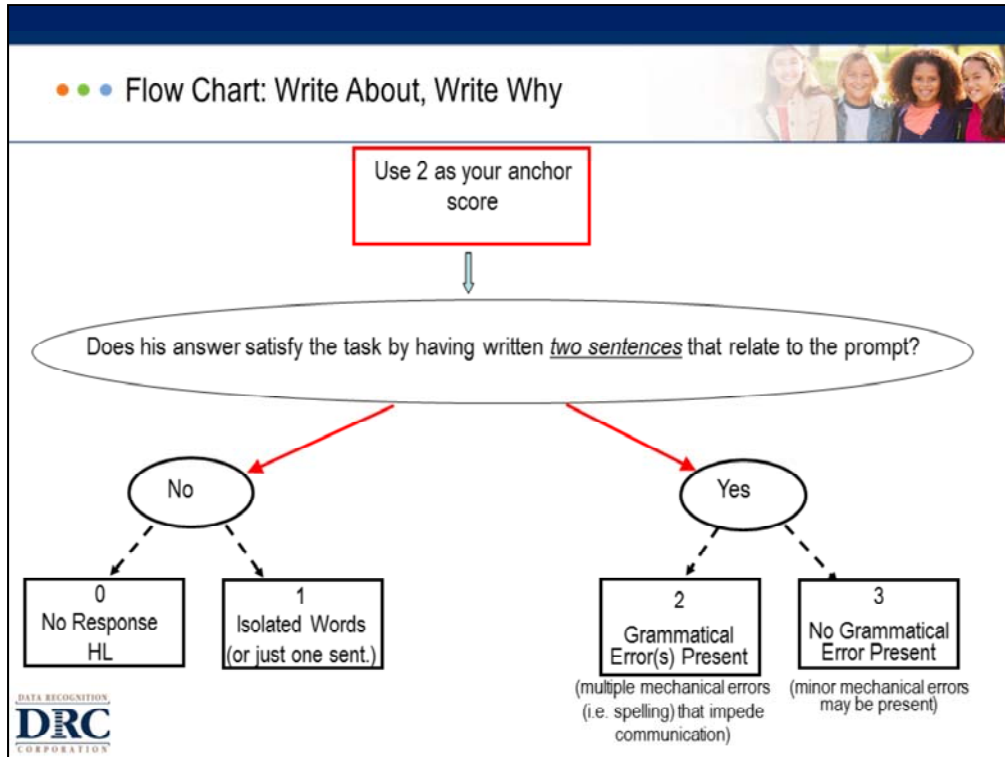
2) \_\_\_\_\_  
\_\_\_\_\_



Holistic Scoring

The next section of writing is called Write Why. Students are asked to pick one of the two options and then write two sentences about why they chose what they chose.

As you see the example on this screen, “Which of these animals would you choose for a pet? Circle one. A rabbit. A fish. Why did you choose the animal? Write two reasons.”



In addition to the rubric that is found in the examiner's guide, you can use this easy to use flowchart to break out the rubric into these specific questions. Use two as your anchor score and ask yourself the question, "Does his answer satisfy the task by having written two sentences that relate to the prompt?" If the answer is "yes, they wrote two sentences that relate to the prompt" then they will score either a 2 or a 3. Second question, is there one or more grammatical errors? If yes, then the score is a 2. If there are two fluent responses with no grammatical errors, then the score is a 3. A student can also achieve a 3 with a few mechanical errors that do not confuse the meaning such as leaving the period off one of the sentences. If there are many mechanical errors then the score given should be a 2.

If you answer no to the original anchor question, then a 1 if there are just isolated words or a rudimentary sentence otherwise a 0.



● ● ● Write Why Scoring Practice



**Write Why 4-5**

Student will make a choice and write two reasons in support of that decision.

#	Sample Response	Score	Prompt
1	the gitar is a good is a good interment that why I pick it. Because I like it and the Drums I dont lik them.	<b>2</b>	If you could learn how to play one of these musical instruments, which one would you choose? Circle one. guitar                      drums Why did you choose that instrument? Write <u>two</u> reasons.
2	It make a better music than a Guitar. It is more funer.	<b>2</b>	
3	Guita the father sing the Guita My Fanther sing Guita	<b>1</b>	



ONSITE TRAINER: Read the prompt.... Have participants read written response, and then score together... Do more from handouts and worksheets as needed.

## ● ● ● Writing Administration – Write In Detail



- Students read the topic then write what they want about it
- Students should pay close attention to:
  - organization
  - use of detail
  - correct spelling, grammar and sentence structure

### WRITING *Write in Detail*

25 Think about a place you would like to go with your class. Write some sentences to explain where you want to go and why you want to go there. Use details and check your work.

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The final section of writing is called Write in Detail. Students read the topic then write what they want about it. Students should pay close attention to organization, use of detail, correct spelling, grammar and sentence structure.

Let me read this example to you as I know it can be difficult on this screen, “Think about a place you would like to go with your class. Write some sentences to explain where you want to go and why you want to go there. Use details and check your work.”

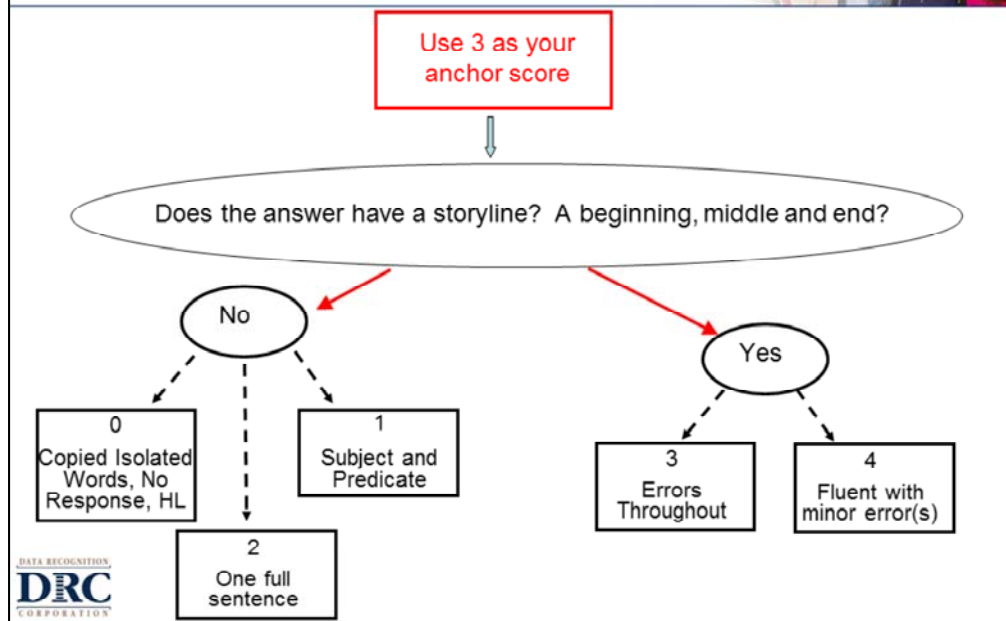
GRADES 2-12, WRITING RUBRIC 0-4	
Write in Detail—Student will write a short composition.	
Score	Descriptors of Scores
0	One of the following: Response entirely in a language other than English (HL) Response in English that does not relate to the prompt, including "I don't know" Response with no correctly spelled English word A single English word or only words copied from the item prompt or environmental print An off-topic response
1 <b>Limited Words</b>	Response is an attempt to satisfy the task and relates very minimally to the prompt Response contains at least one or more correctly spelled substantive English words (noun or verb) in phrases (a group of words related to each other that convey some meaning or thought but are not expressed in a complete manner) Response contains no complete sentence because subject or verb is missing or incomplete Overall communication is unclear and unconnected, typical of a student who has emergent vocabulary
2 <b>Sentence Structure</b>	Response is an attempt to satisfy the task and relates at least minimally to the prompt with limited expression compared to a native writer Response contains at least one or more English sentences that include subject and complete verb although grammar and spelling may be incorrect and punctuation may be lacking Response may need to be read several times to be understood Response may contain digressions, repetitions, limited vocabulary, or errors in grammar, word choice, spelling, and punctuation that interfere with all or part of the communication
3 <b>Basic Communication</b>	Expresses content, description, action, and/or dialog clearly and yet with difficulty compared to a native writer Expresses most ideas clearly but lacks the grammatical fluency of a mainstream writer Response may contain digressions, repetitions, missing words, or errors in vocabulary, grammar, spelling, and punctuation that do not impede overall communication Sentences may be run-on and connected by "and" or "and then"
4 <b>Native-like Writing</b>	Communication is clear and complete throughout with no errors in vocabulary or grammar that identify a non-native writer. Expresses ideas, content, description, action, and/or dialog with precise vocabulary and ease approaching a native writer Sentences may be simple or complex with only minor digressions, repetitions, or mechanical and grammatical errors which are acceptable in first-draft work Any minor errors or digressions do not interfere with the overall ease of expression or clarity of thought Differences in handwriting do not interfere with clarity of communicative intent

Examiner's Guide, page 53

This rubric is found in the Examiner's Guide on page 53. Utilizing the scoring rubric for Write in Detail, ask the question, does the answer have a storyline? A beginning, middle and end? If the answer is yes, then you go to the yes side. If there are errors throughout where now you are not only considering word choice and word tense but also spelling and punctuation, errors throughout their entire response, you will give it a 3. If there a few minor errors, similar to errors you would find in a first draft essay, but not enough errors to impede communication, you will give it a score of 4.

If you ask the question does the answer have a story line and the answer is no, go to the no side. A 2 is given when at least one full sentence is given (even if it has errors), a 1 is given when the response has at least one phrase, and a 0 is given for isolated words, no response or a response entirely in a language other than English.

## ••• Speaker Notes – Scoring: Write In Detail



Here is the flow chart for Write in Detail. Ask the question, does the answer have a storyline? A beginning, middle and end? If the answer is yes, then you go to the yes side. If there are errors throughout where now you are not only considering word choice and word tense but also spelling and punctuation, errors throughout their entire response, you will give it a 3. If there a few minor errors, similar to errors you would find in a first draft essay, but not enough errors to impede communication, you will give it a score of 4.

If you ask the question does the answer have a story line and the answer is no, go to the no side. A 2 is given when at least one full sentence is given (even if it has errors), a 1 is given when the response has at least one phrase, and a 0 is given for isolated words, no response or a response entirely in a language other than English.

● ● ● Write In Detail Scoring Practice



**Write in Detail 4-5**

*Student will write a short composition.*

#	Sample Response	Score	Prompt
1	My favorite activity is to play soccer. I like soccer because you have to run, and I like to run. Also because I have to play with my friends. In soccer you can't play by your self you have to pass. Also I like to slide for the ball. I play soccer because it's a little rough sport. I don't like football because it very roughs sport and some people can get hurt. I enjoy playing soccer because I'm with my friends. In soccer you have to use your brain to trick other players. Also I like to practis my kicking. And check how powerful by kick is.	<b>4</b>	"Think about your favorite activity. Write some sentences to explain why it is your favorite activity and why you enjoy doing the activity. Use details and check your work."
2	My favorite activity is singing and dancing. Because my other wants I like singing and dancing.	<b>2</b>	



ONSITE TRAINER: Read the prompt.... Have participants read written response, and then score together...

Conduct inter-rater reliability activity (same steps as done before for Speaking).