



EXTENDED WRITING
SCORING PROTOCOL
APRIL 16 - MAY 10, 2003

Secure Student ID:

Student Name:

School:

District:

Grade:

Date:

EXTENDED WRITING SCORING PROTOCOL




Locator Test:

Use the following table when deciding if the student has one of the skills needed to attempt each task.

Extended Writing Tasks	Student Must Have ONE Of The Skills Listed
1. Copying Letters 2. Copying Words	<input type="checkbox"/> Use a pencil independently or with assistance <input type="checkbox"/> Use a word processor <input type="checkbox"/> Use a Braille device
3. Write Your Own Name 4. Dictating Words 5. Dictating Sentences 6. Writing Sentences	<input type="checkbox"/> Use a pencil <input type="checkbox"/> Use a word processor <input type="checkbox"/> Use a Braille device <input type="checkbox"/> Finger spell
7. Story Writing	<input type="checkbox"/> Use a pencil <input type="checkbox"/> Use a word processor <input type="checkbox"/> Use a Braille device <input type="checkbox"/> Dictate story aloud

EXTENDED WRITING TASK 1: COPYING LETTERS

Refer to Pages 1 - 2 in Student Materials

Directions	Example		
<p>The letters displayed in the table below are shown on a writing sheet located in the Extended Writing Student Materials section, Task 1: Assisted/Unassisted Copying Letters. There is a dotted line prompt and a single line prompt. Choose the prompt most appropriate for the student. Fold the writing sheet lengthwise so that the student has only a half sheet of letters to copy at a time.</p> <p>Say, "Copy each letter exactly as you see it." Prompt the student after three seconds if no response. If the student hesitates, prompt individual letters by saying, "Copy this letter."</p> <p>Score the letters as if viewed by someone not familiar with the student's writing. Record student's points in the table below. If the student responds incorrectly, record his or her response.</p> <p>Letters copied correctly =2 Letters copied partially correct =1 Letters copied incorrectly =0</p>	Letter	Student Response	Points
	g		2
	g		1
	g		0

NA-I **Scoring** NA-P
 (Not Administered - Inappropriate) (Not Administered - Proficient) Modified (MOD)

Item	Letter	Student Response	Points
1	h		/2
2	e		/2
3	y		/2
4	m		/2
5	t		/2
6	F		/2
7	O		/2
8	L		/2
9	R		/2
10	G		/2

Standard with or without accommodations (Format Changes)

	# Points/Possible _____ /20
--	-----------------------------

EXTENDED WRITING TASK 2: COPYING WORDS

Refer to Pages 3 - 4 in Student Materials

Directions	Example		
<p>The words displayed in the table below are shown on a writing sheet located in the Student Materials section, Task 2: Assisted/Unassisted Copying Words. There is a dotted line prompt and a single line prompt. Choose the prompt most appropriate for the student. Present the student with a half sheet of words to copy at a time by folding the page lengthwise. Say, "Copy the word _____ exactly as you see it." Continue presenting words. Prompt the student after three seconds if no response. If the student hesitates, prompt individual words by saying, "Copy the word _____."</p> <p>Score the words as if viewed by someone not familiar with the student's writing. Record student's points in the table below. If the student responds incorrectly, record his or her response AND their score.</p> <p>Words copied and spelled correctly = 4 Word is spelled correctly, but there may be capitals or letters reversed = 3 Two of the three letters are present, but may have case or reversal problems = 2 One of the three letters is present, but may have case or reversal problems = 1 None of the letters were copied = 0</p>	Word	Student Response	Points
	map	map	4
	map	mAp	3
	map	mAI	2
	map	dop	1
	map	dot	0

NA-I **Scoring** NA-P Modified (MOD)
 (Not Administered - Inappropriate) (Not Administered - Proficient)

Item	Word	Student Response	Points
1	job		/4
2	key		/4
3	win		/4
4	elf		/4
5	hot		/4
6	map		/4
7	air		/4
8	sun		/4

Standard with or without accommodations (Format Changes)

Points/Possible _____/32

Student Name:

EXTENDED WRITING TASK 3: WRITE YOUR OWN NAME

Refer to Pages 5 - 6 in Student Materials

Directions	Example		
<p>The blank writing sheets (prompts) are located in the Student Materials Section, Task 3: Assisted (dotted line prompt) and Unassisted (single response line prompt) Write Your Own Name. Choose the prompt most appropriate for the student. Point to the first line. Say, "Write your first name on this line." Point to the second line. Say, "Write your last name on this line."</p> <p>Compute the total possible correct letter sequences (CLS), for both the first and last name, and record in the corresponding "Possible CLS" boxes. Then score student responses for actual CLS. Record these two scores in appropriate "Correct CLS" boxes. A description of how to score for correct letter sequence can be found on pages 10 - 11.</p> <p>Record the student's points in the table below. If the student responds incorrectly, record his or her response. The total points received, recorded at the bottom of the page (in the left-hand space of "#Points/Possible" box), should be the sum of the points received for first and last name student responses. The total points possible (recorded in the right hand space of "#Points/Possible" box) should be the sum of Possible CLS for the first and last name.</p>	Student Name	Student Response	Points
	John Doe	^J ^D^o	3/9

NA-I (Not Administered - Inappropriate)
 NA-P (Not Administered - Proficient)
 Modified (MOD)

Student First Name	Student Response	Correct CLS	Possible CLS
Student Last Name	Student Response	Correct CLS	Possible CLS

Standard with or without accommodations (Format Changes)

	# Points/Possible _____ / _____
--	---------------------------------

Student Name:

EXTENDED WRITING TASK 4: DICTATING WORDS

Refer to Pages 5 - 6 in Student Materials

Directions	Example		
<p>This is a dictation exercise. The words displayed in the table below do not appear on the student's writing sheet. The materials you need are located in the Student Materials section, Task 4: Assisted (dotted line prompt) and Unassisted (single response line prompt) Dictating Words. Choose the prompt most appropriate for the student. Present the student with half of the blank writing sheet at a time by folding the page lengthwise and say, "Write each word as I say it aloud." Dictate each word displayed in the table below. If necessary use the word in a short sentence.</p> <p>Continue presenting words. Prompt the student after three seconds if no response. If the student hesitates, prompt individual words by saying, "Write the word _____." Score student responses for correct letter sequence (CLS). A description of how to score for correct letter sequence can be found on pages 10 - 11. Record student's points in the table below. If the student responds incorrectly, record his or her response AND the score.</p>	Word	Student Response	Points
	am	^a^m^	3
	am	^a^-p^-	1
	am	^-n^-o^-	0

<input type="checkbox"/> NA-I (Not Administered - Inappropriate)		Scoring	<input type="checkbox"/> NA-P (Not Administered - Proficient)		<input type="checkbox"/> Modified (MOD)
Item	Word	Student Response	CLS		
1	it		/3		
2	fed		/4		
3	mop		/4		
4	van		/4		
5	on		/3		
6	yes		/4		
7	at		/3		
8	jug		/4		
<input type="checkbox"/> Standard with or without accommodations (Format Changes)					
					# Points/Possible ____/29

Student Name:

EXTENDED WRITING TASK 5: DICTATING SENTENCES

Refer to Pages 7 - 8 in Student Materials

Directions	Example			
<p>The materials you need are in the Student Materials section, Task 5: Assisted/Unassisted Dictating Sentences. Task 5 Assisted (dotted line prompt) and Unassisted (single response line prompt) Dictating Sentences. Choose the prompt most appropriate for the student. Point to the first line of the Task 5 student materials. Say, "Write each sentence as I say it aloud."</p> <p>Dictate each sentence displayed in the table below. Prompt the student after three seconds if no response. If the student hesitates, prompt individual sentences by saying, "Write this sentence _____." Score student responses for correct letter sequence (CLS). A description of how to score for correct letter sequence can be found on pages 10 - 11.</p> <p>Record student's points in the table below. In column #1, record the total number of correct letter sequences for each sentence. In column #3, record the total percentage of correct letter sequences.</p>	Student Response	CLS	Total CLS Possible	Percent Correct
	$\hat{M}\hat{y}\hat{b}\hat{e}\hat{d}$ $\hat{i}\hat{s}\hat{s}\hat{o}\hat{f}\hat{t}$	15	15	100
	$\overset{\bar{m}}{m}\overset{\bar{y}}{y}\overset{\bar{b}}{b}\overset{\bar{a}}{a}\overset{\bar{d}}{d}$ $\overset{\bar{i}}{i}\overset{\bar{z}}{z}\overset{\bar{s}}{s}\overset{\bar{o}}{o}\overset{\bar{f}}{f}\overset{\bar{t}}{t}$	7	15	45

NA-I (Not Administered - Inappropriate)
 NA-P (Not Administered - Proficient)
 Modified (MOD)

Sentence Dictated	1. Correct Letter Sequences	2. Total CLS Possible	3. Percent Correct
Sam likes candy.		16	%
She doesn't eat cold pizza.		26	
Total		42	

Standard with or without accommodations (Format Changes)

	#Correct Letter Sequences _____ /42 Percent Correct _____ %
--	--

EXTENDED WRITING TASK 6: WRITING SENTENCES

Refer to Pages 9 - 10 in Student Materials

Student Name: _____

Directions	Example				
<p>Use the writing sheet in the Student Materials section, Task 6: Assisted (dotted line prompt) and Unassisted (single response line prompt) Writing Sentences. Point to the first line on the writing sheet and say, "Write a sentence about your favorite food on this line." Prompt the student after three seconds if no response.</p> <p>Score student responses for correct letter sequence (CLS). A description of how to score for correct letter sequence can be found on pages 10 - 11.</p> <p>Record student's points in the table below. In column #1 below record the total number of words written; in column #2 record the correct letter sequences; in column #3 record the total possible CLS; and in column #4 record the percentage of correct letter sequences.</p>	Student Response	Total Words	CLS	Total CLS Possible	Percent Correct
	I like to eat potatoes. dish pizza	7	30	30	100
	I like to eat potatoes. eet potatoes dish pizza	7	23	30	77

<input type="checkbox"/> NA-I (Not Administered - Inappropriate)	Scoring	<input type="checkbox"/> NA-P (Not Administered - Proficient)	<input type="checkbox"/> Modified (MOD)
---	----------------	--	---

1.Total Words Written	2. Correct Letter Sequences	3.Total CLS Possible	4.Percent Correct
			%

Standard with or without accommodations (Format Changes)

	Total Words Written _____ # Correct Letter Sequences _____ Total CLS Possible _____ Percent Correct _____%
--	---

EXTENDED WRITING TASK 7: STORY WRITING - QUANTITATIVE

Refer to Pages 11 - 12 in Student Materials

Directions	Example												
<p>If the student cannot write a sentence, skip this task.</p> <p><i>This is a timed task. You will need a stopwatch or clock.</i></p> <p>Use a writing sheet (prompt) from the Student Materials section marked Task 7 Assisted (dotted line prompt) and Unassisted (single response line prompt) Story Writing. Choose the prompt most appropriate for the student.</p> <p>Say, "Next, I would like you to write a story about something that happened to a friend at home or at school." (Spend a minute discussing a funny event that took place at either home or school.) Start stopwatch and say, "Begin writing."</p> <p>Prompt the student after three seconds if no response. If the student does not like the topic, you may use the following prompt: "Write a story about a time when you were happiest." (Spend a minute discussing a special event or day.)</p> <p>After 2 minutes and 30 seconds say, "It is time to finish your story."</p> <p>After 3 minutes, say, "Stop writing" and draw a bracket after the last word written.</p> <p>Use the qualitative guide on page 9 to assign a score for Ideas and Organization.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="width: 15%;">Student Response</th> <th style="width: 15%;">Total Words</th> <th style="width: 15%;">CWS</th> <th style="width: 15%;">Total CWS Possible</th> <th style="width: 15%;">Percent Correct</th> <th style="width: 15%;">Ideas and Organization</th> </tr> <tr> <td></td> <td style="text-align: center;">13</td> <td style="text-align: center;">15</td> <td style="text-align: center;">15</td> <td style="text-align: center;">100</td> <td style="text-align: center;">2</td> </tr> </table>	Student Response	Total Words	CWS	Total CWS Possible	Percent Correct	Ideas and Organization		13	15	15	100	2
Student Response	Total Words	CWS	Total CWS Possible	Percent Correct	Ideas and Organization								
	13	15	15	100	2								
	<p style="text-align: center;">^One ^ time ^ my ^ friend ^ ate ^ a ^ hot ^ pepper . ^ ^ He ^ was ^ in ^ a ^ contest . ^</p>												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="width: 15%;">Student Response</th> <th style="width: 15%;">Total Words</th> <th style="width: 15%;">CWS</th> <th style="width: 15%;">Total CWS Possible</th> <th style="width: 15%;">Percent Correct</th> <th style="width: 15%;">Ideas and Organization</th> </tr> <tr> <td></td> <td style="text-align: center;">13</td> <td style="text-align: center;">5</td> <td style="text-align: center;">15</td> <td style="text-align: center;">33</td> <td style="text-align: center;">2</td> </tr> </table>	Student Response	Total Words	CWS	Total CWS Possible	Percent Correct	Ideas and Organization		13	5	15	33	2
Student Response	Total Words	CWS	Total CWS Possible	Percent Correct	Ideas and Organization								
	13	5	15	33	2								
	<p style="text-align: center;">^One - tim - mi - friend - ate ^ a ^ hot - peper . - ^ ^ He - wuz - in ^ a - cntist . -]</p>												

<input type="checkbox"/> NA-I (Not Administered - Inappropriate)	Scoring	<input type="checkbox"/> NA-P (Not Administered - Proficient)	<input type="checkbox"/> Modified (MOD)
---	----------------	--	---

Total Words Written	Correct Word Sequences	Total CWS Possible	Percent Correct	Ideas and Organization
			%	

Standard with or without accommodations (Format Changes)

	Total Words Written _____ #Correct Word Sequences _____ Total CWS Possible _____ Percent Correct _____ % Ideas and Organization _____
--	---

EXTENDED WRITING TASK 7: STORY WRITING - QUALITATIVE

Evaluate writing sample for Ideas and Organization using the guide below. Record the score in the Ideas and Organization box on page 8 (Task 7 - Story Writing).

Story contains main idea(s) and supporting details. Writing sample is organized and has a clear beginning, middle, and ending.	3
Story contains main idea(s) or details, but does not include both. Writing sample has some organization but lacks a clear beginning, middle, and ending.	2
Story does not contain a main idea and details are absent or limited. Writing sample lacks organization with unclear beginning, middle, and/or ending.	1
No writing sample is generated, or not enough is written to evaluate.	0
	Student's Score _____ /3

CORRECT LETTER SEQUENCES

A correct letter sequence (CLS) is a pair of letters (or spaces and letters) correctly sequenced within a word. Each CLS is scored with a caret (^).

- Carets are used to connect the implied spaces to the correct beginning and ending letters. Count the carets to determine the number of earned CLS. Use a dash to connect incorrect sequences.

- The total possible number of CLS within a word is equal to the number of letters in the word plus 1.

Rule 1: IMPLIED SPACES: There is an implied space at the beginning and end of each word.

Word	Student Spelling	Scoring
top	top	$\hat{t}\hat{o}\hat{p}\hat{\quad}$ CLS=4
	stop	$\hat{s}\hat{t}\hat{o}\hat{p}\hat{\quad}$ CLS=3
	stops	$\hat{s}\hat{t}\hat{o}\hat{p}\hat{\quad}\hat{s}$ CLS=2

Rule 2: INSERTIONS: Extra letters are written within the word.

Word	Student Spelling	Scoring
walnut	walnut	$\hat{w}\hat{a}\hat{l}\hat{n}\hat{u}\hat{t}\hat{\quad}$ CLS=7
	walnute	$\hat{w}\hat{a}\hat{l}\hat{n}\hat{u}\hat{t}\hat{\quad}\hat{e}$ CLS=6
	walenut	$\hat{w}\hat{a}\hat{l}\hat{\quad}\hat{e}\hat{n}\hat{u}\hat{t}\hat{\quad}$ CLS=6

Rule 3: OMISSIONS: Required letters are not written.

Word	Student Spelling	Scoring
goat	goat	$\hat{g}\hat{o}\hat{a}\hat{t}\hat{\quad}$ CLS=5
	got	$\hat{g}\hat{o}\hat{\quad}\hat{t}\hat{\quad}$ CLS=3
	gt	$\hat{g}\hat{\quad}\hat{\quad}\hat{t}\hat{\quad}$ CLS=2

Rule 4: DOUBLE LETTERS: One letter in a double letter combination (ll, oo) is omitted, count only the first letter written as part of a CLS.

Word	Student Spelling	Scoring
cool	cool	$\hat{c}\hat{o}\hat{o}\hat{l}\hat{\quad}$ CLS=5
	col	$\hat{c}\hat{o}\hat{\quad}\hat{l}\hat{\quad}$ CLS=3
fell	fell	$\hat{f}\hat{e}\hat{l}\hat{l}\hat{\quad}$ CLS=5
	fel	$\hat{f}\hat{e}\hat{l}\hat{\quad}\hat{\quad}$ CLS=3

CORRECT LETTER SEQUENCES, continued

Rule 5: CAPITAL OR BACKWARD LETTERS: Capital letters, or letters that are written backward, are inserted within words.

Word	Student Spelling	Scoring
cup	cup	$\hat{c}\hat{u}\hat{p}\hat{\quad}$ CLS=4
	cUp	$\hat{c}\bar{U}\bar{p}\hat{\quad}$ CLS=2
best	best	$\hat{b}\hat{e}\hat{s}\hat{t}\hat{\quad}$ CLS=5
	dest	$\bar{d}\bar{e}\hat{s}\hat{t}\hat{\quad}$ CLS=3

Rule 6: PUNCTUATION: When scoring sentences for CLS, consider punctuation as part of the letter it follows.

Word	Student Spelling	Scoring
Joe's	Joe's	$\hat{J}\hat{o}\hat{e}'\hat{s}\hat{\quad}$ CLS=5
	Joes	$\hat{J}\hat{o}\bar{e}\bar{s}\hat{\quad}$ CLS=3
kind.	kind.	$\hat{k}\hat{i}\hat{n}\hat{d}.\hat{\quad}$ CLS=5
	kind	$\hat{k}\hat{i}\hat{n}\bar{d}\bar{\quad}$ CLS=3

Practice Examples

Practice Example 1: Practice scoring the student responses below.

Word	Student Spelling	Scoring
coat	coat	c o a t CLS=
	coate	c o a t e CLS=
	cot	c o t CLS=

Practice Example 2: Practice scoring the student responses below.

Word	Student Spelling	Scoring
behind	behind	b e h i n d CLS=
	bhInd	b h I n d CLS=
	behined	b e h i n e d CLS=

Practice Example 3: Practice scoring the student responses below..

Word	Student Spelling	Scoring
yellow	yellow	y e l l o w CLS=
	yelow	y e l o w CLS=

CORRECT WORD SEQUENCES

1. A CWS is a sequence of adjacent correctly spelled and punctuated words that are judged to be syntactically and semantically correct.
2. Correctly punctuated starting and ending words are counted as correct word sequences.
3. Sequences stop at the end of sentences, before an incorrect conjunction, or whenever two adjacent words are not correctly spelled.
4. In the case of run-on sentences in which conjunctions are used incorrectly to connect too many clauses together, the teacher must decide which clauses best fit together and cross out the incorrect conjunction.

Scoring CWS

1. Ask the student to read you what they wrote. Write down their response.
2. READ the passage written by the student and try to comprehend the main idea of the student's writing. Note grammatical errors, phrasing, and run-on sentences.
3. FORCE PERIODS into the student's writing in cases where sentences are inappropriately long and where conjunctions such as "and," "but," or "then" are used incorrectly to link too many clauses together.
4. CIRCLE INCORRECTLY SPELLED words. Words that are not appropriately capitalized (beginning of sentences and proper nouns) are considered incorrect and should also be circled. This includes words that are capitalized and should not be.
5. ONE CORRECT SEQUENCE IS MARKED if the sentence is started correctly, capitalized, and correctly spelled.
6. PLACE A DASH (-) above and between each incorrect word sequence.
7. TOTAL the number of sequences possible and convert to a percentage of CWS.

CWS Scoring rules

Rule 1: SPELLING: Adjacent words must be spelled correctly.

Sentence	Scoring
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS=9
^ When ^ I ^ wok ^ up, ^ I ^ was ^ verry ^ hungry. ^	CWS=5

Rule 2: CAPITALIZATION AT THE BEGINNING & PUNCTUATION AT THE END: The first word of a sentence must be capitalized, and correct punctuation must be present at the end of a sentence.

Sentence	Scoring
^ Miguel ^ played ^ the ^ cello. ^	CWS=5
^ miguel ^ played ^ the ^ cello ^	CWS=1

Rule 3: CAPITALIZATION WITHIN A SENTENCE: Within a sentence, words that are not proper nouns should not be capitalized and all proper nouns must be capitalized for a correct writing sequence to be scored.

Sentence	Scoring
^ She ^ walked ^ a ^ big, ^ black ^ dog ^ every ^ morning. ^	CWS=9
^ She ^ walked ^ a ^ Big, ^ Black ^ dog ^ every ^ morning. ^	CWS=6

CORRECT WORD SEQUENCES, continued

Rule 4: SYNTAX: Words must be syntactically correct. Sentences that begin with conjunctions are considered syntactically correct.

Sentence	Scoring
^ I ^ have ^ not ^ seen ^ her ^ cat. ^	CWS=7
^ I ø not ^ seen ^ her ^ cat. ^	CWS=5
^ The ^ boy ^ gave ^ the ^ duck ^ some ^ bread. ^	CWS=8

Rule 5: SEMANTICS: Words must be semantically correct.

Sentence	Scoring
^ The ^ child ^ reads ^ the ^ long ^ book. ^	CWS=7
^ The ^ long ^ child ^ reads ^ the ^ book. ^	CWS=4

Rule 6: PUNCTUATION WITHIN A SENTENCE: Adjacent words must be correctly punctuated, including quotation marks and commas (when part of a quotation or a series of nouns).

Sentence	Scoring
^ I ^ played ^ with ^ my ^ friend, ^ Joe. ^	CWS=7
^ I ^ played ^ with ^ my ^ friend ^ joe. ^	CWS=4
^ "Do ^ what ^ you ^ think ^ is ^ best," ^ she ^ said. ^	CWS=9
^ "Do ^ what ^ you ^ think ^ is ^ best ^ she ^ said. ^	CWS=7

Rule 7: STORY TITLE AND ENDINGS: Words written as part of a story title or ending are included in the correct word sequence total.

Sentences	Scoring
^ The ^ Big ^ Run ^ ^ On ^ the ^ fourth ^ of ^ July, ^ I ^ ran ^ the ^ Boston ^ Marathon. ^ ^ The ^ End. ^	CWS=18

CORRECT WORD SEQUENCES, continued

Practice Examples

Practice Example 1: Score the passage below.

Prompt: **Yesterday, a monkey climbed through the window at school and . . .**

Sentences	Scoring
clibmd all ovre the teacher. he found a stash of bananas behind the meror. He started to eat them he threw the peeles all ovre the floor! Eevrebody started to slip. then the	Total Word Sequences
	Correct Word Sequences
	% Correct Word Sequences

Sentences	Scoring
_clibmd _all _ovre _the ^ teacher. ^ _he _ found ^ a ^ stash ^ of ^ bananas ^ behind ^ the _meror. ^ He ^ started ^ to ^ eat ^ them _he _ threw ^ the _peeles _all _ovre _the ^ floor! ^ _Eevrebody _ started ^ to ^ slip. ^ _then _ the	Total Word Sequences : 38
	Correct Word Sequences : 19
	% Correct Word Sequences : 50%

