2012-13

Kansas Writing Assessment Manual- Updated December 27, 2012

- **Paper / Pencil Administration**

Kansas State Department of Education

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Kansas State Department of Education
120 SE 10th Ave
Topeka, KS 66612
785-296-3201

The following people participated in the creation of the Examiner's Manual.

- **Dr. Cherie Randall**, KSDE Assessment Coordinator
- **Lee Jones**, KSDE Assessment Consultant
- **Matt Copeland**, KSDE Language Arts and Literacy Consultant
- **Lauren Adams**, CETE
- **Rebecca Finney**, CETE
- **Hana Dreiling**, Topeka Public Schools
- **Bob Winkler**, The Data Insights Group
- **Melissa Fast,** Math and Assessment Consultant

TABLE OF CONTENTS

SECTION 1: WRITING ASSESSMENT OVERVIEW 1

Purpose of the Kansas Writing Assessment 1
Assessed Students and Frequency 1
Assessment Administration Modes 1
Language for Writing Assessment 1
Number of Test Parts 1
Contact Information 1

SECTION 2: TEST COORDINATORS 2

TEST SECURITY & ADMINISTRATION 2
Test Security Plan 2
Test Administration 2
PAPER/PENCIL OPTION TASKS 2
Overview 2
Registering the District/Building 3
Downloading PDF Student Booklets 3
Registering Students for Writing 3
Downloading the KWIET Tool 3
Printing Student Test Booklets 3
Selecting / Entering the 10% Sample ..... **Error! Bookmark not defined.**
Publishing a Student Response via KWIET 3
Scoring Student Work via KWIET 3
CETE TEACHER ACCOUNTS 4
Teacher Account Required for KWIET 4
Requesting a CETE Teacher Account 4
ELL (English Language Learners) STUDENTS 5
Testing Recent Arrivals 5
History / Government, Reading, Writing Testing of ELL 5
SC CODES 5
Special Coding (SC) Circumstances 5
SC Codes Marked “Call KSDE” 5
WRITING ASSESSMENT TEST WINDOWS 6

SECTION 3: ACCOMMODATIONS 7

OVERVIEW AND GENERAL GUIDELINES 7
Accommodations Overview for Writing 7
Accommodations Prohibited for All Students 7
Accommodations for ELL Students 7
SUBMITTING ACCOMMODATIONS 7
Overview 7
Student Editor at CETE 8

Accessing the Student Editor 8
Submitting Accommodation Codes 8
Submitting Accommodation Codes via the Student Editor 8
Submitting SC Codes via the Student Editor 8
Submitting Accommodation Codes or SC Codes via a File Upload 9
2012-2013 ACCOMMODATION CODES 10
Accommodation Coding Notes 10

SECTION 4: TEACHERS 11

SCHEDULING AND TIME LIMITS 11
Number of Test Sessions Needed 11
Time Limits 11
Scheduling Activities or Test Sessions 11
WRITING PROMPTS 11
GUIDELINES 11
Allowable Practices 11
Prohibited Practices 12
Use of Word Processors 12
Test Security 12
Guidelines for Students 12
Ethical Issues 13
Scoring 13
AGREEMENT TO ABIDE BY GUIDELINES 14
TRAININGS ATTENDED / REVIEW OF MATERIALS 14

SECTION 5: DIRECTIONS FOR ACTIVITY 1 15

PREPARATION FOR THE WRITING ASSESSMENT 15
General Directions 15
Script in the Manual 15
Materials Checklist 15
KAMM Assessment Directions 15
GENERAL ASSESSMENT DIRECTIONS – GRADE 5 16
Distribute the Student Directions Test Booklet 16
Students Choose a Prompt and Begin Planning 16
During Activity 1 17
When Students Have Completed Activity 1 17
GENERAL ASSESSMENT DIRECTIONS – GRADE 8 17
Distribute the Student Directions Test Booklet 17
Students Choose a Prompt and Begin Planning 18
During Activity 1 18
When Students Have Completed Activity 1 18
GENERAL ASSESSMENT DIRECTIONS – HIGH SCHOOL 19
Distribute the Student Directions Test Booklet 19
Students Choose a Prompt and Begin Planning 19

During Activity 1 20
When Students Have Completed Activity 1 20
KAMM DIRECTIONS – Grade 5 20
Distribute the Student Directions Test Booklet 20
Students Choose a Prompt 21
Students Plan for Writing 21
During Activity 1 21
When Students Have Completed Activity 1 21
KAMM DIRECTIONS – Grade 8 22
Distribute the Student Directions Test Booklet 22
Students Choose a Prompt 22
Students Plan for Writing 22
During Activity 1 23
When Students Have Completed Activity 1 23
KAMM DIRECTIONS – HIGH SCHOOL 23
Distribute the Student Directions Test Booklet 23
Students Choose a Prompt 24
Students Plan for Writing 24
During Activity 1 24
When Students Have Completed Activity 1 24

SECTION 6: DIRECTIONS FOR ACTIVITY 2 25

PREPARATION FOR ACTIVITY 2 25
Distribute Student Directions Test Booklets 25
GENERAL ASSESSMENT DIRECTIONS – PAPER/PENCIL 25
Read Directions to Students 25
During Activity 2 25
When Students Have Completed Activity 2 25
GENERAL ASSESSMENT DIRECTIONS – WORD PROCESSER 26
Read Directions to Students 26
During Activity 2 26
When Students Have Completed Activity 2 26
KAMM DIRECTIONS 26
Read Directions to Students 26
During Activity 2 26
When Students Have Completed Activity 2 26

SECTION 7: DIRECTIONS FOR ACTIVITY 3 27

PREPARATION FOR ACTIVITY 3 27
Distribute Student Directions Test Booklets 27
GENERAL ASSESSMENT DIRECTIONS – PAPER/PENCIL 27
Read Directions to Students 27
During Activity 3 27
When Students Have Completed Activity 3 27

GENERAL ASSESSMENT DIRECTIONS – WORD PROCESSOR 28
Read Directions to Students 28
During Activity 3 29
When Students Have Completed Activity 3 29
KAMM DIRECTIONS – PAPER/PENCIL 29
Read Directions to Students 29
During Activity 3 29
When Students Have Completed Activity 3 29
KAMM DIRECTIONS – WORD PROCESSOR 30
Read Directions to Students 30
During Activity 3 30
When Students Have Completed Activity 3 30

SECTION 8: DIRECTIONS FOR ACTIVITY 4 31

PREPARATION FOR ACTIVITY 4 31
Distribute Student Directions Test Booklets 31
GENERAL ASSESSMENT DIRECTIONS – PAPER/PENCIL 31
Read Directions to Students 31
During Activity 4 31
When Students Have Completed Activity 4 31
GENERAL ASSESSMENT DIRECTIONS – WORD PROCESSOR 32
Read Directions to Students 32
During Activity 4 32
When Students Have Completed Activity 4 32
KAMM DIRECTIONS 33
Read Directions to Students 33
During Activity 4 33
When Students Have Completed Activity 4 33

SECTION 9: SCORING PAPERS 34

OVERVIEW OF LOCAL SCORING 34
General Guidelines 34
Scoring Rubrics 34
Scoring Process 34
How Writing Scores Are Determined 34
Issues Related to Scoring 35
SCORING RUBRICS 35
5th GRADE NARRATIVE WRITING SCORING RUBRIC – GENERAL ASSESSMENT 36
8th GRADE EXPOSITORY WRITING SCORING RUBRIC –GENERAL ASSESSMENT 40
HIGH SCHOOL PERSUASIVE WRITING SCORING RUBRIC – GENERAL ASSESSMENT 43
GRADE 5 PERSUASIVE WRITING SCORING RUBRIC – KAMM 47
GRADE 8 EXPOSITORY WRITING SCORING RUBRIC – KAMM 49
HS PERSUASIVE WRITING SCORING RUBRIC – KAMM 51

SECTION 10: GENERAL GUIDELINES FOR ASSESSING STUDENTS WITH EXCEPTIONALITIES....53

STUDENT GUIDELINES....53
Gifted Students....53
Students with a 504 Plan....53
Disabled Students with an IEP....53
TEST TYPES AND ACCOMMODATIONS....53
Information about the KAMM....53
Information about the Alternate Assessment....53
Notes on KAMM and Alternate Assessment Participation....54
Accommodations....54

GLOSSARY....59

CUT SCORES....60

Writing Assessment Cut Scores (Composite Score)....60

INDEX....61

SECTION 1: WRITING ASSESSMENT OVERVIEW

Purpose of the Kansas Writing Assessment

The Kansas Writing Assessment is a program of the Kansas State Board of Education and mandated by the Kansas State Legislature. The results are used for QPA accreditation. The Writing Assessment is designed to:

1. **produce data** that capture large trends across the state and that can be used as a measurement of writing skill and competence;
2. **reinforce the teaching of writing and the writing process** in all Kansas classrooms;
3. **challenge Kansas students in developing their writing skill** and critical thinking abilities in order to produce higher quality writing products.

Assessed Students and Frequency

1. The Writing Assessment is administered biennially in odd-numbered years.
4. The Writing Assessment is given at grade 5, grade 8, and once in high school.
5. Students in grade 11 in the spring of an odd-numbered year must have taken the assessment during high school. Students in grade 9 may take the Writing Assessment. However, their scores from this year will not be used in 2015 when new Common Core assessments are in place.
6. All students are tested with the exception of ELL students classified as Recent Arrivals. Refer to the guidelines for testing students with disabilities (pg. 53) and ELL students (pg. 5) for more detailed information.

Assessment Administration Modes

1. The 2012-2013 Kansas Writing Assessment is available via two platforms: the traditional paper/pencil platform (as has been used in previous years) and the Kansas Writing Instruction and Evaluation Tool (KWIET) platform. The assessments are identical; the only difference is the method of delivery.
2. The assessment via paper/pencil is available in the fall and spring with a testing window of October 3 – May 3. The assessment via the KWIET is available in the spring with a testing window of January 16 – May 3. (March 29 is the deadline for students to have completed their writing; March 30-May 3 is reserved for scoring.)

Language for Writing Assessment

All papers must be written in English.

Number of Test Parts

Four testing sessions (activities), approximately 45 to 60 minutes in length, are needed to complete the Writing Assessment.

Contact Information

CETE
Phone: 785.864.3537
Email: cete@ku.edu

KSDE Assessment Coordinator
Dr. Scott E. Smith
Phone: 785.296.3379
Email: sesmith@ksde.org

KSDE Assessment Consultant
Lee Jones
Phone: 785.296.4349
Email: ljones@ksde.org

KSDE Language Arts and Literacy Consultant
Melissa Fast
Phone: 785.296.3486
Email: mfast@ksde.org

SECTION 2: TEST COORDINATORS

Building and district test coordinators should read this section.

TEST SECURITY & ADMINISTRATION

Test Security Plan

Guidelines and policies relating to test security and test administration in Section 2 of the *2012-2013 Kansas Examiner's Manual* should be followed. Additional guidelines that pertain to the paper/pencil administration of the Writing Assessment are listed below.

1. **The writing prompts are secure and should never be used for instruction.**
2. Districts/buildings that choose the paper/pencil option must "register" to receive paper/pencil materials at the following URL: http://events.ksde.org/Default.aspx?tabid=754. After completing the registration, two emails will be sent. One will have an attachment containing encrypted files that will be used for the paper/pencil assessment. The second will have the passwords to open the files.
3. Only one person in building should have access to the PDF copies of the paper/pencil assessment.
4. **Districts/buildings administering the Writing Assessment in the fall via paper/pencil will have to make their own paper copies of the assessment.** District coordinators should determine whether the materials will be printed at the district or local level. A designated person at each school should be responsible for distributing all the testing materials.
5. If materials are printed at the district level, building test coordinators should count test materials upon arrival and after testing.
6. Distribute test materials to teachers between 24 and 48 hours prior to the testing session. This will give teachers enough time to preview the materials.
7. No testing materials should be taken outside of the building.
8. All student test direction booklets must be destroyed (burn or shred) after testing. The district test coordinator must establish the procedures to be used.
9. Test materials may not be copied, reproduced, or paraphrased.

Test Administration

1. Distribute the Kansas Writing Assessment Manual and have teachers read pages 11 to 14 prior to test administration.
2. The Kansas Assessments are untimed. Students should be given as much time as needed to complete each test activity.
3. It is recommended that each of the four activities of the assessment be completed on separate days.
4. In general, each activity should be completed in one sitting. However, for some selected students (including those with IEP's), an activity may be administered over two separate test sessions (e.g. Some students will need more than one session to complete the rough draft or final copy.)
5. Test coordinators are responsible for teachers being properly trained for the scoring of papers.

PAPER/PENCIL OPTION TASKS

Overview

Districts/buildings that opt to administer the Kansas Writing Assessment (KWA) via a delivery platform other than KWIET (e.g., paper/pencil in the fall) will need to complete the following tasks.

1. **Register the district and / or buildings for the pencil / paper option.**
2. **Download the PDF files** that contain the Writing Assessment student booklets.
3. **Register students by submitting STCO and TEST records** to the KIDS system for all tested students.
4. **If a student will enter his/her own work using KWIET, download and install the KWIET student application** as per the instructions available at the following URL: http://www.cete.us/kap/kwiet/. If teachers or test coordinators will be entering the student work, this step is not necessary.
5. **Print and copy the PDF files for distribution.** The copies may be made either at the district or building level.
6. **Score student work via KWIET(This step cannot be done until Jan. 16, 2013) or paper/pencil.**

Registering the District/Building

1. Districts/buildings that choose the paper/pencil option must "register" to receive paper/pencil PDF files at the following URL: http://events.ksde.org/Default.aspx?tabid=754.
2. After completing the registration, two emails will be sent. One will have an attachment containing encrypted files that will be used for the paper/pencil assessment. The second will have the passwords to open the files.
3. Only district test coordinators and building test coordinators may have access to the PDF files.
4. The PDF files should be stored in a secure place where they cannot be accessed by other personnel.
5. The PDF files should be deleted after the test window closes.

Downloading PDF Student Booklets

1. After registering a building or district for the paper/pencil option, two emails will be sent to the person who completed the registration. The first will have an attachment with the encrypted PDF copies of the student booklets. The second will contain the password to unlock the encrypted PDF files.
2. The emails should not be forwarded to anyone else.
3. The PDF files should be downloaded and stored in a secure location.

Registering Students for Writing

1. STCO and TEST records must be submitted for all students taking the Writing Assessment via the paper / pencil option in the fall. Both record types are needed in order for the KWIET tool to function properly.
2. For TEST records, a test order type of "1" should be used for students taking the general assessment. A test order type of "4" should be used for the KAMM, and a test order type of "3" should be used for the alternate.

Downloading the KWIET Tool

1. The KWIET tool needs to be downloaded and installed only on computers that will be used by students to enter their own work.
2. To download the KWIET tool, go to http://www.cete.us/kap/kwiet/. Click on the tab titled "Installation." Click on the appropriate link for Windows or Mac operating systems.
3. When fall paper/pencil writing responses are entered by the test coordinator or an adult designee, the responses will **not** be entered into the installed secure version of KWIET. They will be entered into an unsecure browser which they will access from a link. More details regarding publishing a student response in KWIET will be released in December 2012 at http://www.cete.us/kap/kwiet/.

Printing Student Test Booklets

1. Districts or buildings using the paper/pencil option must print their own copies of the student test booklets.
2. The PDF files of the student test booklets may be printed either at the district or building level.
3. The student test booklets should be stored in a secure manner prior to distribution.
4. Student test booklets may not be taken out of the building.
5. The student test booklets should be given to teachers no more than one day prior to the administration of the Writing Assessment.
6.

Publishing a Student Response via KWIET

1. More details regarding publishing a student response in KWIET will be released in December, 2012, at http://www.cete.us/kap/kwiet/.

Scoring Student Work via KWIET

1. **Student scores can be entered into the KWIET system during the scoring window (January 16-May 3).** Scores cannot be entered into KWIET prior to January 16, 2013.
2. Please note that student scores cannot be entered until a final response (even if that response states "student tested via paper/pencil") has been entered and "published" for scoring during the student testing window (January 16-March 29).
3. Only teachers identified as part of the building scoring pool will be able to enter scores.
4. The procedure for entering the scores varies depending on the number of raters:
   - For districts/buildings requiring one rater, the teacher of record will log in to KWIET and enter the one set of trait scores that was given to the final student response.
   - For districts/buildings requiring two raters, the teacher of record will log in to KWIET and enter the first set of trait scores. Then, the second rater from the building scoring pool

will enter the second set of scores. Last, if needed, the third/discrepant rater from the building scoring pool will enter the third set of scores.

5. More details regarding entry of scores in KWIET will be released in December 2012 at http://www.cete.us/kap/kwiet/.

Entering Scores via Spreadsheet

Information regarding entry of scores via a spreadsheet is forthcoming (tentatively, January 2013) and will be posted at www.ksde.org . An announcement will be sent via the ListServs when this information is available.

CETE TEACHER ACCOUNTS

Teacher Account Required for KWIET

1. Teachers must have a teacher-level account at CETE in order to score student work via the KWIET tool.
2. STCO records must be submitted for the teacher as well.
3. Teachers must have core courses assigned to them in the STCO record in order to use the KWIET tool.
4. Users with teacher accounts cannot print out test tickets. Only building-level or district-level accounts are permitted to print out test tickets. Test tickets are generated in the CETE management tool and not in KWIET.

Requesting a CETE Teacher Account

1. Go to www.cete.us
2. Click on the link titled “Need a New Account?”
3. Teachers will be asked for the state teacher ID along with other information in order to acquire an account.

ELL (English Language Learners) STUDENTS

Testing Recent Arrivals

Recent Arrivals to the United States (formerly known as newcomers) are defined as ELL students who have attended **any** US school for less than one calendar year from the date the assessment window opens.

1. ELL students arriving on or after January 16, 2012 are defined as recent arrivals for writing.
2. The first date of education in the US is a data element submitted to the KIDS database by the local school or district.
3. If an ELL student first attended school in the U.S. after Jan. 16, 2012, the student does not need to take the Writing Assessment but must take the KELPA.
4. ELL students must take all assessments on grade level. Any student who is tested off grade level will be counted as "not tested".
5. Refer to *Accommodations for ELL Students* on page 7 for a list of ELL accommodations.

History / Government, Reading, Writing Testing of ELL

Group	Policy
Recent Arrivals	• Not required to take the assessment but must take the KELPA.
Non-recent Arrivals	• Must take the assessment. • Results count for participation and are included in API calculations for percent at Meets Standard or above.

SC CODES

Special Coding (SC) Circumstances

SC codes are used to document certain situations. In some cases the coding may document why a student did poorly (e.g. SC-07 chronic absence) but will not exclude the student from ESEA or QPA calculations. In others it will exclude the student from ESEA or QPA calculations (e.g. SC-01 long-term suspension of a general education student)

SC codes are submitted via the online student editor at the CETE website. **SC codes are not used with 9th and 10th graders.**

Some situations cannot be addressed via an SC code (e.g. student dropped out of school). In these cases, ensure that the proper EXIT record has been submitted to the KIDS database.

Refer to the *Kansas Assessment Examiner's Manual* for a complete list of SC codes.

SC Codes Marked "Call KSDE"

For SC Codes marked "Call KSDE," call the KSDE Assessment Helpline at 785-296-2261

Codes marked "Call KSDE" cannot be used after the student has completed the assessment and a score has been posted. If circumstances exist that may result in an invalid score, call KSDE prior to administering the assessment or during the administration of the assessment.

Careful proctoring of student behaviors that could result in an invalid test must be reported prior to the student completing the assessment.

WRITING ASSESSMENT TEST WINDOWS

Test Type	Mode	Grade Levels Tested	Testing Window	Scoring Window
General & KAMM	Paper / pencil	5, 8, 11	Oct. 3 – Mar. 29	Jan. 16 – May 3
General & KAMM	KWIET	5, 8, 11	Jan. 16 – Mar. 29	Jan. 16 – May 3
Alternate	Portfolio	5, 8, 11	Dec. 31 – Apr. 26	All scores must be entered at CETE by May 10, 2013.

SECTION 3: ACCOMMODATIONS

OVERVIEW AND GENERAL GUIDELINES

Accommodations Overview for Writing

1. IEP and 504 students may only use accommodations documented on IEP and 504 plans.
2. General education students may only use accommodations permitted by KSDE.
3. Accommodations should not be used on the state assessments if they have not been a regular part of instruction.
4. Refer to page 10 for a list of accommodation codes.
5. To use an accommodation other than one listed, contact your district test coordinator who will send the request to Cherie Randall at KSDE. If the accommodation changes the construct being tested, the student will count as not tested.
6. For additional information about accommodations or for guidelines about the read-aloud accommodation, go to the assessment page at the KSDE website (http://www.ksde.org/Default.aspx?tabid=2372).

Accommodations Prohibited for All Students

1. **Use of teacher-generated or student-generated journals, notes, logs, etc. is prohibited.** Refer to *Guidelines for Students* on page 12 for a list of approved materials that may be used by students.
2. **Use of commercially-made, teacher-made, or teacher-generated graphic organizers is permitted under the following conditions.**
   - Individual students are selecting to use these graphic organizers of their own volition (i.e., educators cannot require their use or coerce students to use them).
   - The graphic organizers are a tool used frequently during instruction.
   - No content specific to the prompt is included in the graphic organizer.

Accommodations for ELL Students

1. **Directions may be read to the student in English or explained in the student's native language.**
2. **Electronic translators and bilingual dictionaries may be used.**

SUBMITTING ACCOMMODATIONS

Overview

1. Testing accommodations not prepopulated by a KIDS TEST record submission may be recorded via the student editor at the CETE website or via a file upload. Refer to pages 8-9 for more details.
2. CETE will pre-populate the following accommodations in the CETE Student Editor in order to decrease the amount of data entry and to increase accuracy:
   - 2 – Braille edition
   - 3 – Large print edition
   - 4 – KCA audio voice (David voice)
   - 6 – Individual read–aloud accommodation
   - 8 – Group read–aloud accommodation
   - 13 – Paper / pencil accommodation
   - 16 – Spanish translation of the assessment
3. Buildings / districts will continue to code the following accommodations in the CETE student editor or via a file upload for fall OTL and Spring testing:
   - 0 – Separate setting
   - 1 – Frequent breaks,
   - 5 – Scribe
   - 7 – Communication device
   - 9 – Other
   - 10 – Directions signed to student
   - 11 – Student signed responses
   - 12 – Braille writer/slate
   - 14 – Student reads the test aloud to self
   - 15 – Translation dictionary

Student Editor at CETE

This function allows one to view student information submitted to KIDS including demographic data, attendance, building, accommodations, grouping information, ESOL status, SPED status, and test order type. In addition the student editor is used to record accommodation codes, Special Circumstances (SC) codes, and local special codes. **Only building-level and district-level accounts may access the student editor.**

Accessing the Student Editor

To access the Student Editor, do the following:

1. Log on to the CETE website at www.cete.us
2. In the left-hand column click on the link titled ***NCLB***
3. Click on the link titled ***Student Editor.***

Submitting Accommodation Codes

Some accommodation codes are automatically recorded by a TEST record submission. Refer to page 7 or page 10 for details. Accommodation codes may be submitted via the Student Editor or by a file upload. To submit accommodations via a file upload refer to page 9.

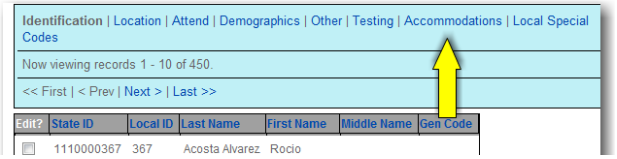
Submitting Accommodation Codes via the Student Editor

Accommodation codes that are prepopulated by a test order type (e.g. paper / pencil accommodation) cannot be edited or submitted via the Student Editor. Those codes may only be corrected via an updated TEST record submission.

Accommodation codes must be submitted by subject. If a student received an accommodation in both Reading and Mathematics, the codes must be submitted for both subjects.

To submit an accommodation code via the Student Editor, do the following:

1. Fill in the information on the Student Editor Filter page. A **subject, building, and grade** must be selected to proceed.
2. Additional optional filters include number of students displayed per page, data filters, student name, state student ID, local student ID, sort, and EXIT status may be used to select specific students.
3. Click on the ***Continue*** button.
4. In the center on the next screen, click on the link titled **Accommodations**.



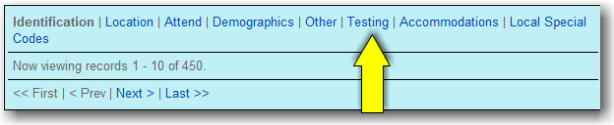
5. **Find the name of the student.** Use the navigation links above the student names to view different pages. The links are labeled <<First, <Prev, Next>, Last>>.
6. **Check the Edit box** next to the student's name.
7. **Check the boxes that correspond to the accommodations** given to the student.

8. Click on **Save Changes**.

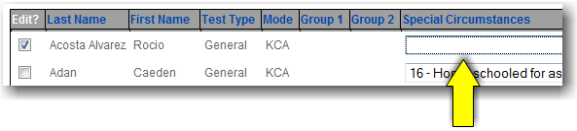
Submitting SC Codes via the Student Editor

SC codes must be submitted by subject. To submit an SC code via the Student Editor, do the following:

1. Fill in the information on the Student Editor Filter page. A **subject, building, and grade** must be selected to proceed.
2. Additional optional filters include number of students displayed per page, data filters, student name, state student ID, local student ID, sort, and EXIT status may be used to select specific students.
3. Click on the ***Continue*** button.
4. In the center on the next screen, click on the link titled **Testing**.

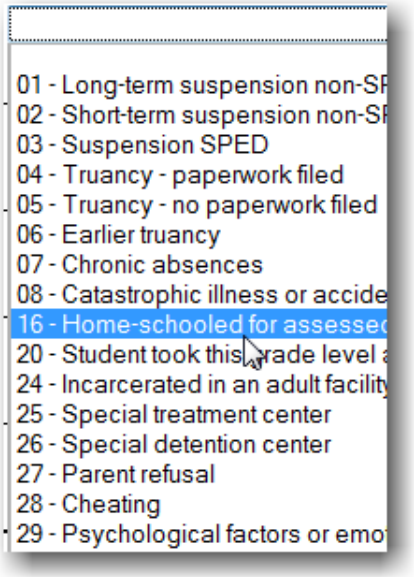


5. **Find the name of the student** Use the navigation links above the student names to view different pages. The links are labeled <<First, <Prev, Next>, Last>>.
6. **Check the Edit box** next to the student's name.
7. Click on the box in the column titled **Special Circumstances.**



8. A drop-down box will open.

9. **Select the proper SC code** in the drop-down box.



10. Click on **Save Changes**.

Submitting Accommodation Codes or SC Codes via a File Upload

To submit accommodation codes or SC codes via a file upload do the following:

1. Log on to the CETE website at www.cete.us
2. In the left-hand column click on the link titled ***NCLB.***
3. Click on the link titled ***Data Upload.***
4. In the text area shaded green, click on the link titled ***Upload Template.*** This will open an Excel file that you may use to upload the accommodations.
5. To see the definitions and requirements for the fields in the Excel file, click on the link in the text area shaded green titled ***Upload Field Description.***
6. Enter the appropriate information in the spreadsheet. Accommodation codes and SC codes for the same subject may be submitted in one file. **Save the file.**
7. From the drop-down box titled **Content Area,** select the assessment subject.
8. Click on the ***Browse*** button to find your Excel file.
9. Click on the ***Upload*** button.

2012-2013 ACCOMMODATION CODES

0 **Separate, quiet, or individual setting** is provided. This is a required accommodation for students receiving the read-aloud accommodation either individually or in a group. However, schools do not need to code 0 in the student editor when the read aloud (6 or 8) are provided. (Setting)

1 **Frequent breaks** during the assessment are provided. (Setting)

2* **A Braille edition** of the assessment is provided. (Presentation)

3* **A large print edition** of the assessment is provided. (Presentation)

4* **Student used KCA audio voice (David voice)**. (Presentation)

5 **Student dictated** his/her answers to a scribe. (Response)

6* **Student received read-aloud accommodation individually** for the assessment items and answer choices. (Presentation)

7 **Student used a communication device**. (Assistive Devices)

8* **Student received read-aloud accommodation in a group** for the assessment items and answer choices. (Presentation)

9 **Some other accommodation** was used.

10 **Directions were signed** to the student. (Presentation)

11 **Student signed responses**. (Response)

12 **Student used a Braille writer or slate and stylus**. (Response)

13* **Student used paper / pencil copy of the assessment.** (Presentation)

14 **Student reads the assessment aloud to self, a listener, or a recording device with or without the option to playback.** (Presentation)

15 **Student used a translation dictionary.** (Presentation)

16* **Student used a Spanish translation of the assessment** (available only for math and science). (Presentation)

*These accommodations are automatically recorded in the Student Editor at the CETE website with the TEST record submission to the KIDS database. Local building / district data entry is not required.

Accommodation Coding Notes

1. Accommodation codes marked with an asterisk are populated in the student editor at the CETE website via the TEST record submission. District and / or building coordinators do not have to record these accommodations.
2. Students receiving read-aloud either individually or in a group must be provided a separate, quiet, or individual setting. However, it is not necessary to code a ‘‘0” accommodation for these students in the student editor at CETE.
3. All other accommodations must be recorded via the online student editor at the CETE website.
4. The accommodation code for “extra time” is no longer used.

SECTION 4: TEACHERS

SCHEDULING AND TIME LIMITS

Number of Test Sessions Needed

1. Four test sessions are needed.

Time Limits

1. **The Writing Assessment is untimed.** Each student must be allowed as much time as is necessary and reasonable to complete each activity. Typically, students can complete the activity in 45 to 60 minutes.
2. If a student does not complete an activity within the time given to the class, the student may be allowed more time provided that
   - The student makes a serious attempt to complete the activity
   - The student is provided additional time immediately following the unfinished session. If the session is the last period of the day, the student may finish after school or the next school day.

Scheduling Activities or Test Sessions

1. Teachers may NOT deviate from the assessment format and time specifications set out in the Examiner's Manual. The format requires four test sessions or activities approximately 45-minutes in length. All four activities are to be completed within a two-week period once assessment begins.
2. Schools may NOT elect to decrease or increase the number of sessions.
3. The assessment sessions must provide for:
   - prompt selection and prewriting (activity 1)
   - drafting (activity 2)
   - editing/revising (activity 3)
   - and preparation of the final copy (activity 4).
4. It is recommended that each of the four activities of the assessment be completed on separate days.
5. In general, each activity should be completed in one sitting. However, for some selected students (including those with IEP's), test parts may be administered over two separate test sessions. Some students may need more than one session to complete the rough draft or final copy.
6. It is recommended that testing be done on consecutive days.

WRITING PROMPTS

1. Students will be given a choice of writing prompts. The specific prompts are given in the Student Direction Booklet. All students at a grade must choose one of the prompts given.
2. **Schools are not permitted to alter the prompts, restrict the choices the state has made available, or substitute prompts.**
3. Grade 5 students write to a narrative prompt.
4. Grade 8 students are required to write to an expository prompt.
5. High school students are required to write to a persuasive prompt.
6. Fictional stories, poetry, scripts, and lengthy research reports are not permitted.
7. Students must write in English.

GUIDELINES

Allowable Practices

1. Students are allowed to use grammar and spell checkers on word processing programs as long as they have had prior experiences with the tools.
2. Teachers may pronounce words, phrases, or sentences in the directions and/or in the prompt when requested by a student.
3. Peer brainstorming and peer editing/feedback are allowed under the following conditions:
   - Students make the individual choice as to whether or not to participate in peer brainstorming and/or peer editing/feedback.
   - The peer brainstorming and peer editing/feedback are student directed and occur in a small group (four students or less).

- Teachers do NOT give any input or suggestions during the peer brainstorming and / or peer editing/feedback.

Prohibited Practices

1. Schools are not permitted to alter the prompts, restrict the choices the state has made available, or substitute prompts.
2. Teachers cannot direct students to choose words, ideas, or make suggestions for editing.
3. On the day of testing, teachers cannot suggest that students use graphic organizers, lists of transition words, etc.
4. On the day of testing, teachers may not hand out graphic organizers, lists of transition words, etc.

Use of Word Processors

1. The use of word processors is permitted only if all students at the tested grade(s) in the building are given the opportunity to complete the assessment using a word processor.
2. Word processors may be used only if students have been trained in their use.

Test Security

1. Immediately report any breach of test security, or loss of materials to your building or district test coordinator.
2. Teachers are responsible for the security of test materials. Test booklets should be kept in a secure, locked area before, between and after testing.
3. The teacher is responsible for collecting and destroying (shredding) student notes, scratch paper, and drawings, etc. at the end of each testing session.
4. Teachers may not review tests or analyze prompts before, during or after the assessment is administered.
5. No copies of the test booklets may be retained by teachers or administrators.
6. Do not discuss writing prompts with students before, during or after the administration of the assessment.
7. Do not copy, reproduce, or paraphrase test materials. Parallel writing prompts may not be constructed from actual test items.

Guidelines for Students

1. Students with disabilities who are eligible for the KAMM or general Writing Assessments will be tested at the same time as students who take the general Writing Assessment.
2. Students may write in the test booklets.

3. Students may NOT use prior work (in part or in whole), a work in progress, or material from a portfolio for the state assessment.
4. Students are permitted to use writing reference materials (dictionary, thesaurus, writer's guide/handbook, graphic organizers, lists of transition words, etc.) if they are typically made available during local writing instruction or assessment. The reference materials may not be handed out by the teacher to students on the day of the test. They must be selected by the student and no content specific to the prompt may be included in the graphic organizer.
5. Students are allowed to use grammar and spell checkers on word processing programs as long as they have had prior experiences with the tools.
6. Students may NOT access other support materials, reference books, library materials, or outside research during the class session when the Writing Assessment is scheduled to occur.
7. ELL students are allowed to use any type of dictionary including a translation dictionary.
8. Students may work on the writing piece only during the class session when the Writing Assessment is scheduled to occur.
9. The student's writing must be the product of the individual student.
10. The use of electronic devices like cell phones, PDA's, and similar devices is not allowed on any part of the assessment.
11. Students should make up any test session that occurred when the student was absent.

Ethical Issues

1. Under no circumstances should teachers directly edit student work.
2. Teacher and parental input, guidance, or assistance of any kind are specifically forbidden.
3. Do not respond to questions during testing that would help students with the selection of the prompt, with revision or editing of their work, with identifying the strengths and/or weaknesses of their essay, or to encourage them to revise, edit, or to make changes to their essay.
4. Teachers may not direct or prompt students to use certain strategies at the beginning of the test session or during the test. It is appropriate to remind students about strategies the day before the assessment.
5. Review sessions on content, the structure of writing pieces, sentence variety, etc. must be completed by the day before the test.
6. Do not coach or cue students in any way during test administration. This includes gestures and facial expressions.
7. Teachers may not say nor do anything that would let a student know whether the writing is good or suitable for the prompt selected.
8. Teachers may not ask students why a particular prompt was chosen.
9. Teachers may not tell students to redo or review any part of their essay.
10. Once testing in a subject has begun, no reviews, teaching, or practicing of tested indicators may be conducted.
11. Teachers may not grade brainstorming or initial drafts.

Scoring

1. Once students have completed the Writing Assessment, their final papers are to be evaluated by local professional district staff.
2. All papers must be scored using the appropriate 6-TRAIT scoring rubric.
3. The appropriate scoring rubrics are provided in the back of the Examiner's Manual. Student Direction Booklets outline the writing modality (narrative, expository, or persuasive) characteristics that will be evaluated by readers. Student taking the KAMM Assessment will see similar prompts and Modified Scoring Rubrics are available on KSDE's website.
4. **ELL students who take the general assessment will be scored using the appropriate general assessment rubric.**
5. **All students (including ELL students) must write in English.**
6. The state requires that each student's writing sample be evaluated and scored by at least one local rater. KSDE strongly encourages two local reads. If two local raters are used, it is acceptable for one of those two raters to be the student's classroom teacher.
7. KSDE encourages districts to provide two local reads as a means to initiate local staff development in support of effective writing instruction.
8. **Training materials related to scoring the Writing Assessment may be found at** http://www.ksde.org/Default.aspx?tabid=165.
9. **STATE READS WILL NOT BE USED TO RECALCULATE LOCAL SCORES.**

AGREEMENT TO ABIDE BY GUIDELINES

The following is a sample agreement to abide by the guidelines in the Kansas Writing Assessment Manual. To use this agreement, make a copy of this page for the appropriate staff members. Districts may modify the sample or use a district developed agreement.

The signed agreement should be kept on file by the building principal.

I have read and understand the information in this document regarding the Writing Assessment and agree to abide by the guidelines set forth.

Signature _____ Date _____

TRAININGS ATTENDED / REVIEW OF MATERIALS

Districts may use the following as evidence that a staff member has attended training sessions or reviewed the KSDE materials on test security, ethical test practices, and use of the read-aloud accommodation. Staff members may attend a training, review the materials, or do both.

Topic	Date Attended Training	Date Reviewed Materials
Test Security		
Ethical Test Practices		
Read-aloud Guidelines		

I understand the information presented in trainings and / or materials listed above and agree to abide by the guidelines set forth.

Staff member signature _____

SECTION 5: DIRECTIONS FOR ACTIVITY 1

PREPARATION FOR THE WRITING ASSESSMENT

General Directions

1. The directions for administering all tests as described in this manual must be followed to ensure uniform testing conditions. It is important that the testing environment not be disrupted by students who finish early.
2. Remember that THESE ARE TEST-SECURE MATERIALS. Do not keep or make copies of the tests. Test questions are not to be used for the development of instructional materials or used to build sample tests or assessment tools. No other use of these materials is permitted.
3. Teachers are to read and abide by the testing practices found on pages 11 - 14.
4. It is important that the testing sessions be conducted in a serious manner that encourages and motivates students to do their best.

Script in the Manual

1. A script for teachers has been provided in this manual (scripted words are bolded and in quotes). For students with disabilities, the directions may be clarified or paraphrased.
2. You may not give instructions in addition to those in the manual.
3. If the directions apply only to a particular grade level, those directions will be in a box.

Materials Checklist

1. **Student Directions Booklets** (one per student plus one for the teacher) –There is a General Assessment Student Directions Booklet as well as a KAMM Writing Assessment Student Direction Booklet.
2. **Final Copy Booklets** (one per student) – On this form students are to copy their final writing sample that will be scored locally.
3. **Student answer sheets** – A common student answer sheet is used at all grades.
4. Pencils / pens for each student (if the assessment is given via paper and pencil)
5. Lined paper (if the assessment is given via paper and pencil)
6. A clock that is visible to students
7. Bilingual dictionaries for ELL students
8. Dictionaries, thesauruses, and any other aids normally used as part of local writing instruction

KAMM Assessment Directions

1. The directions in the KAMM Student Directions booklet are similar to those found in the general assessment Student Directions booklet.
2. The reading level and vocabulary used in the directions have been adjusted to make them easier for the students to understand.
3. It is recommended that the directions for KAMM students be read to them in an individual or separate setting.

GENERAL ASSESSMENT DIRECTIONS – GRADE 5

Distribute the Student Directions Test Booklet

1. Distribute the Student Directions booklet to each student. The booklet contains the state's writing prompts and the students' directions for the four (4) activities; therefore, students will need access to the booklet throughout the assessment. A page is provided in the booklet for the Topic Choice and Planning activity.
2. *Direct the students to the cover of the Student Directions booklet.*
3. *Say:* **"We are now ready to begin the Writing Assessment. Before we begin, PRINT your name clearly at the top of the booklet in the space provided. Next, write your grade, the name of our school building, and then the number of our school district."** *Verify that students are correctly filling out the information.*
4. Read aloud the Introduction and Scoring Guide information from the Student Directions booklet to the students. Include any changes you will be making in the four activities listed.
5. Say: **"Read the information on the first page silently as I read aloud. You are participating in an assessment of writing. This Writing Assessment will involve four (4) activities. Directions will be provided for each activity. The activities are as follows:**

   Activity 1: You will choose a topic and be given time to think about what you want to write.

   Activity 2: You will write a rough draft.

   Activity 3: You will revise and edit your rough draft, making any changes you wish.

   Activity 4: You will recopy your essay and proofread your presentation copy."

   In writing your drafts, revising your writing, and making a presentation copy, you may use a dictionary, a thesaurus, or other aids your teacher makes available. Many students wonder how long a paper should be. You should write as much as necessary to complete the assignment effectively. You will have two to four pages for your final essay."

   Say: **"Only the presentation copy of your essay will be judged. Your essay will be judged on the six traits of writing, so keep them in mind as you plan, draft, revise, edit, and make a clean copy to complete your essay. Among the ideas on which your writing will be judged are the following items:**

   - **presents ideas in an interesting, original manner (ideas and content);**
   - **develops your ideas with appropriate examples and details (ideas and content);**
   - **organizes your ideas with a good beginning, middle and end (organization);**
   - **links one idea to the next so that they work well together (organization);**
   - **brings the topic to life by having a clear purpose (voice);**
   - **writes in such a way that people who read the paper will find it interesting (voice);**
   - **selects words to present ideas in a precise and natural way (word choice);**
   - **uses sentences that make ideas flow (sentence fluency); and**
   - **follows rules for punctuation, capitalization, usage, spelling, and paragraphing (conventions)."**

Students Choose a Prompt and Begin Planning

1. Now direct the students to turn to page 2, the section entitled ACTIVITY 1: PROMPT CHOICE AND PLANNING. Read the directions at the top of the page to the students.
2. Say: **"Read the directions silently as I read them aloud. The prompts your writing may address are given below. These prompts are meant to offer you choices about your writing. They are meant to be "starting points" to encourage your thinking and your exploration of a topic. Your essay will not be penalized for originality or for taking a unique perspective on the topic. Also, your essay will not be scored down simply because portions of the prompt are not addressed.**

   Read each prompt suggestion. Then, think about and plan what you want to write. Which one of these prompts will help you produce your best writing? Choose that prompt."
3. *At this time take a Student Directions booklet and begin reading aloud all of the prompt choices.*

4. Say: **"Spend some time thinking about what you will write. Once you have chosen your prompt, write the prompt number and title of the prompt on the Prompt Choice and Planning Sheet (page 4). As you plan, write down your ideas. Your writing must be your own and appropriate for your audience. Today's test session is designed to allow you to plan your writing. Do NOT begin working on the rough draft during this test session. The rough draft will be completed in our next session. You may not work on this writing outside of class or at home.**

   At _____ (*insert time agreed upon with test coordinator)* **I will stop the testing session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?"** *(Answer any questions.)*
5. Say: **"You may begin."**

During Activity 1

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 1

1. Immediately upon completion of the activity, collect all Student Directions test booklets.
2. Secure the test booklets and answer sheets for the next session.

GENERAL ASSESSMENT DIRECTIONS – GRADE 8

Distribute the Student Directions Test Booklet

1. Distribute the Student Directions booklet to each student. The booklet contains the state's writing prompts and the students' directions for the four (4) activities; therefore, students will need access to the booklet throughout the assessment. A page is provided in the booklet for the Topic Choice and Planning activity.
2. *Direct the students to the cover of the Student Directions booklet.*
3. *Say:* **"We are now ready to begin the Writing Assessment. Before we begin, PRINT your name clearly at the top of the booklet in the space provided. Next, write your grade, the name of our school building, and then the number of our school district."** *Verify that students are correctly filling out the information.*
4. Read aloud the Introduction and Scoring Guide information from the Student Directions booklet to the students. Include any changes you will be making in the four activities listed.
5. Say: **"Read the information on the first page silently as I read aloud. You are participating in an assessment of writing. This Writing Assessment will involve four (4) activities. Directions will be provided for each activity. The activities are as follows:**

   Activity 1: You will choose a topic and be given time to think about what you want to write.

   Activity 2: You will write a rough draft.

   Activity 3: You will revise and edit your rough draft, making any changes you wish.

   Activity 4: You will recopy your essay and proofread your presentation copy."

   In writing your drafts, revising your writing, and making a presentation copy, you may use a dictionary, a thesaurus, or other aids your teacher makes available. Many students wonder how long a paper should be. You should write as much as necessary to complete the assignment effectively. You will have two to four pages for your final essay."

Say: **"Only the presentation copy of your essay will be judged. Your essay will be judged on the six traits of writing, so keep them in mind as you plan, draft, revise, edit, and make a clean copy to complete your essay. Among the ideas on which your writing will be judged are the following items:**

- **presents main idea(s) or a thesis statement (ideas and content);**
- **provides informative detail, which may include personal experiences, observations, or prior knowledge, to support and clarify the main idea(s) (ideas and content);**
- **organizes your ideas so there is an interesting introduction and an ending that ties the information together (organization);**
- **links one idea to the next so that they all work well together (organization);**
- **uses language that is natural but brings the topic to life (voice);**
- **writes an essay that is interesting enough to make the reader want to read to the end (voice);**
- **uses words that are appropriate for the writer, subject, and reader (word choice);**
- **defines meanings of any special vocabulary or makes meanings clear through the context (word choice);**
- **varies the beginnings and the length of sentences so the ideas flow smoothly (sentence fluency); and**
- **uses appropriate punctuation, capitalization, spelling, grammar, and paragraphing (conventions)."**

Students Choose a Prompt and Begin Planning

6. Now direct the students to turn to page 2, the section entitled ACTIVITY 1: PROMPT CHOICE AND PLANNING. Read the directions at the top of the page to the students.
7. Say: **"Read the directions silently as I read them aloud. The prompts your writing may address are given below. These prompts are meant to offer you choices about your writing. They are meant to be "starting points" to encourage your thinking and your exploration of a topic. Your essay will not be penalized for originality or for taking a unique perspective on the topic. Also, your essay will not be scored down simply because portions of the prompt are not addressed.**

   Read each prompt suggestion. Then, think about and plan what you want to write. Which one of these prompts will help you produce your best writing? Choose that prompt."
8. *At this time take a Student Directions booklet and begin reading aloud all of the prompt choices.*
9. Say: **"Spend some time thinking about what you will write. Once you have chosen your prompt, write the prompt number and title of the prompt on the Prompt Choice and Planning Sheet (page 4). As you plan, write down your ideas. Your writing must be your own and appropriate for your audience. Today's test session is designed to allow you to plan your writing. Do NOT begin working on the rough draft during this test session. The rough draft will be completed in our next session. You may not work on this writing outside of class or at home.**

   At _____ (*insert time agreed upon with test coordinator)* **I will stop the testing session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?"** *(Answer any questions.)*
10. Say: **"You may begin."**

During Activity 1

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 1

1. Immediately upon completion of the activity, collect all Student Directions test booklets.
2. Secure the test booklets and answer sheets for the next session.

GENERAL ASSESSMENT DIRECTIONS – HIGH SCHOOL

Distribute the Student Directions Test Booklet

1. Distribute the Student Directions booklet to each student. The booklet contains the state's writing prompts and the students' directions for the four (4) activities; therefore, students will need access to the booklet throughout the assessment. A page is provided in the booklet for the Topic Choice and Planning activity.
2. *Direct the students to the cover of the Student Directions booklet.*
3. *Say:* **"We are now ready to begin the Writing Assessment. Before we begin, PRINT your name clearly at the top of the booklet in the space provided. Next, write your grade, the name of our school building, and then the number of our school district."** *Verify that students are correctly filling out the information.*
4. Read aloud the Introduction and Scoring Guide information from the Student Directions booklet to the students. Include any changes you will be making in the four activities listed.
5. Say: **"Read the information on the first page silently as I read aloud. You are participating in an assessment of writing. This Writing Assessment will involve four (4) activities. Directions will be provided for each activity. The activities are as follows:**

   Activity 1: You will choose a topic and be given time to think about what you want to write.

   Activity 2: You will write a rough draft.

   Activity 3: You will revise and edit your rough draft, making any changes you wish.

   Activity 4: You will recopy your essay and proofread your presentation copy."

   In writing your drafts, revising your writing, and making a presentation copy, you may use a dictionary, a thesaurus, or other aids your teacher makes available. Many students wonder how long a paper should be. You should write as much as necessary to complete the assignment effectively. You will have two to four pages for your final essay."

   Say: **"Only the presentation copy of your essay will be judged. Your essay will be judged on the six traits of writing, so keep them in mind as you plan, draft, revise, edit, and make a clean copy to complete your essay. Among the ideas on which your writing will be judged are the following items:**

   - **presents a proposition or opinion (ideas and content);**
   - **provides sufficient detail (which may include personal knowledge, experience, or insight) to support the stated opinion and builds a convincing argument (ideas and content);**
   - **organizes ideas so there is an interesting introduction and an ending that ties the information together (organization);**
   - **links one idea to the next so that they all work well together (organization);**
   - **writes a paper that is expressive or passionate and holds the reader's attention (voice);**
   - **shows an awareness for the informational needs, possible questions or objections, and interests of your audience (voice);**
   - **uses powerful verbs, strong imagery, and words that are specific and accurate (word choice);**
   - **uses persuasive transition words such as "in the first place," "furthermore", or "finally" (word choice);**
   - **varies the beginnings and the length of sentences so the ideas flow smoothly (sentence fluency); and**
   - **uses appropriate punctuation, capitalization, spelling, grammar, and paragraphing (conventions)."**

Students Choose a Prompt and Begin Planning

1. Now direct the students to turn to page 2, the section entitled ACTIVITY 1: PROMPT CHOICE AND PLANNING. Read the directions at the top of the page to the students.
2. Say: **"Read the directions silently as I read them aloud. The prompts your writing may address are given below. These prompts are meant to offer you choices about your writing. They are meant to be "starting points" to encourage your thinking and your exploration of a topic. Your essay will not be penalized for originality or for taking a unique perspective on the topic. Also, your essay will not be scored down simply because portions of the prompt are not addressed.**

   Read each prompt suggestion. Then, think about and plan what you want to write. Which

one of these prompts will help you produce your best writing? Choose that prompt."

3. *At this time take a Student Directions booklet and begin reading aloud all of the prompt choices.*
4. Say: **"Spend some time thinking about what you will write. Once you have chosen your prompt, write the prompt number and title of the prompt on the Prompt Choice and Planning Sheet (page 4). As you plan, write down your ideas. Your writing must be your own and appropriate for your audience. Today's test session is designed to allow you to plan your writing. Do NOT begin working on the rough draft during this test session. The rough draft will be completed in our next session. You may not work on this writing outside of class or at home.**

   At _____ (*insert time agreed upon with test coordinator)* **I will stop the testing session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?"** *(Answer any questions.)*
5. Say: **"You may begin."**

During Activity 1

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 1

1. Immediately upon completion of the activity, collect all Student Directions test booklets.
2. Secure the test booklets and answer sheets for the next session.

KAMM DIRECTIONS – Grade 5

Distribute the Student Directions Test Booklet

1. Distribute the Student Directions booklet to each student. The booklet contains the state's writing prompts and the students' directions for the four (4) activities; therefore, students will need access to the booklet throughout the assessment. A page is provided in the booklet for the Topic Choice and Planning activity.
2. *Direct the students to the cover of the Student Directions booklet.*
3. *Say:* **"We are now ready to begin the Writing Assessment. Before we begin, PRINT your name clearly at the top of the booklet in the space provided. Next, write your grade, the name of our school building, and then the number of our school district."** *Verify that students are correctly filling out the information.*
4. Read aloud the Introduction and Scoring Guide information from the Student Directions booklet to the students. Include any changes you will be making in the four activities listed.
5. *Say:* **"Read the information on the first page silently as I read aloud. You are going to take part in a Writing Assessment. This Writing Assessment will have five steps.**
   - **Step 1: Choose something to write about.**
   - **Step 2: Plan what you want to write.**
   - **Step 3: Write your story.**
   - **Step 4: Read what you have written and change it to make it better.**
   - **Step 5: Neatly copy what you have written to the FINAL COPY BOOKLET.**

   You may use a dictionary, a wordbook, or other things your teacher may have to help you write and spell. Many students ask how long a paper should be. You should write as much as you need to tell your history.

   Look at the box at the bottom of the page titled *Writing Guide*. Remember to do these things as you write your story"

   1. **I have a good beginning that tells what I am going to write about.**
   2. **I write in the order that things happened.**
   3. **I choose my words carefully.**
   4. **I tell about the topic with words that show feelings or actions.**

5. **I choose nouns and verbs that go together.**
6. **I begin sentences with different words.**
7. **I write both long and short sentences.**
8. **I use capital letters and end marks correctly.**
9. **I use my best spelling.**
10. **I end my paper at a good place."**

Students Choose a Prompt

1. Say: **"Turn to page 2 in your booklet. Find the place at the top of the page that says STEP 1: CHOOSE SOMETHING TO WRITE ABOUT. Read the directions silently as I read them out loud."**
2. *Read aloud the entire page to the students.*
3. *Two ideas or topics are given as choices. Teachers may clarify the choices, but they may NOT change them.*

Students Plan for Writing

1. Say: **"Turn to page 3 in your booklet. Find the place at the top of the page that says *STEP 2: PLAN WHAT YOU WANT TO WRITE*. *Read the directions silently as I read them out loud.*"** *Read aloud the entire page to students.*
2. Say: "**Spend some time thinking about what you will write. Once you have chosen your idea or topic, write it on the line on page 3. After you do that, begin writing down your ideas. Today you will only be planning. Do NOT begin working on the rough draft. You work on the rough draft on** _____ *(insert the day or time when students will work on the rough draft.)* **You may not work on this writing outside of class or at home.**
3. **At** _____ (*insert time agreed upon with test coordinator)* **I will stop the testing session. If you still need more time, I will tell you how to continue your planning. Does anyone have any questions?"** *(Answer any questions.)* **"You may begin."**

During Activity 1

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 1

1. Immediately upon completion of the activity, collect all Student Directions test booklets.
2. Secure the test booklets and answer sheets for the next session.

KAMM DIRECTIONS – Grade 8

Distribute the Student Directions Test Booklet

1. Distribute the Student Directions booklet to each student. The booklet contains the state's writing prompts and the students' directions for the four (4) activities; therefore, students will need access to the booklet throughout the assessment. A page is provided in the booklet for the Topic Choice and Planning activity.
2. *Direct the students to the cover of the Student Directions booklet.*
3. *Say:* **"We are now ready to begin the Writing Assessment. Before we begin, PRINT your name clearly at the top of the booklet in the space provided. Next, write your grade, the name of our school building, and then the number of our school district."** *Verify that students are correctly filling out the information.*
4. Read aloud the Introduction and Scoring Guide information from the Student Directions booklet to the students. Include any changes you will be making in the four activities listed.
5. *Say:* **"Read the information on the first page silently as I read aloud. You are going to take part in a Writing Assessment. This Writing Assessment will have five steps.**
   - **Step 1: Choose something to write about.**
   - **Step 2: Plan what you want to write.**
   - **Step 3: Write your story.**
   - **Step 4: Read what you have written and change it to make it better.**
   - **Step 5: Neatly copy what you have written to the FINAL COPY BOOKLET.**

   You may use a dictionary, a wordbook, or other things your teacher may have to help you write and spell. Many students ask how long a paper should be. You should write as much as you need to explain your idea or topic.

   Look at the box at the bottom of the page titled *Writing Guide*. Remember to do these things as you write your story"

   1. I write about things I know or do.

   2. I have a good beginning that tells what I am going to write about.

   3. I give interesting details that fit my main idea.

   4. I write in the order that things happen.

   5. I use words like, "also, in addition, first or next."

   6. I use strong words that show feelings and actions.

   7. I begin sentences with different words.

   8. I write both long and short sentences.

   9. I write complete sentences using subjects and verbs.

   10. I indent or use spacing to show paragraphs.

   11. I use capitalization, punctuation and my best spelling.

   12. I end my paper at a good place."

Students Choose a Prompt

1. Say: **"Turn to page 2 in your booklet. Find the place at the top of the page that says STEP 1: CHOOSE SOMETHING TO WRITE ABOUT. Read the directions silently as I read them out loud."**
2. *Read aloud the entire page to the students.*
3. *Two ideas or topics are given as choices. Teachers may clarify the choices, but they may NOT change them.*

Students Plan for Writing

1. Say: **"Turn to page 3 in your booklet. Find the place at the top of the page that says *STEP 2: PLAN WHAT YOU WANT TO WRITE*. *Read the directions silently as I read them out loud.*"** *Read aloud the entire page to students.*
2. Say: "**Spend some time thinking about what you will write. Once you have chosen your idea or topic, write it on the line on page 3. After you do that, begin writing down your ideas. Today you will only be planning. Do NOT begin working on the rough draft. You work on the rough draft on** _____ *(insert the day or time when students will work on the rough draft.)* **You may not work on this writing outside of class or at home.**
3. **At** _____ (*insert time agreed upon with test coordinator)* **I will stop the testing session. If you still need more time, I will tell you how to continue your planning. Does anyone have any questions?"** *(Answer any questions.)* **"You may begin."**

During Activity 1

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 1

1. Immediately upon completion of the activity, collect all Student Directions test booklets.
2. Secure the test booklets and answer sheets for the next session.

KAMM DIRECTIONS – HIGH SCHOOL

Distribute the Student Directions Test Booklet

1. Distribute the Student Directions booklet to each student. The booklet contains the state's writing prompts and the students' directions for the four (4) activities; therefore, students will need access to the booklet throughout the assessment. A page is provided in the booklet for the Topic Choice and Planning activity.
2. *Direct the students to the cover of the Student Directions booklet.*
3. *Say:* **"We are now ready to begin the Writing Assessment. Before we begin, PRINT your name clearly at the top of the booklet in the space provided. Next, write your grade, the name of our school building, and then the number of our school district."** *Verify that students are correctly filling out the information.*
4. Read aloud the Introduction and Scoring Guide information from the Student Directions booklet to the students. Include any changes you will be making in the four activities listed.
5. *Say:* **"Read the information on the first page silently as I read aloud. You are going to take part in a Writing Assessment. This Writing Assessment will have five steps.**
   - **Step 1: Choose something to write about.**
   - **Step 2: Plan what you want to write.**
   - **Step 3: Write your story.**
   - **Step 4: Read what you have written and change it to make it better.**
   - **Step 5: Neatly copy what you have written to the FINAL COPY BOOKLET.**

   You may use a dictionary, a wordbook, or other things your teacher may have to help you write and spell. Many students ask how long a paper should be. You should write as much as you need to explain your idea or topic.

   Look at the box at the bottom of the page titled *Writing Guide*. Remember to do these things as you write your story"

   1. I begin with a position on the topic that is important to me.

   2. I try to get the reader to see things my way.

   3. I give details that support my position.

   4. I use words like "first, therefore, or also" to connect my ideas.

5. I write so that what I am saying is clear and believable.

6. I describe my position using colorful adjectives and adverbs.

7. I write sentences that work together to support my position.

8. I begin sentences with different words.

9. I write using simple and complex sentences.

10. I use capitalization, punctuation and my best spelling.

11. I make complete sentences using subjects and verbs.

12. I indent or use spacing to show paragraphs.

13. I end my paper by retelling my position."

Students Choose a Prompt

1. Say: **"Turn to page 2 in your booklet. Find the place at the top of the page that says STEP 1: CHOOSE SOMETHING TO WRITE ABOUT. Read the directions silently as I read them out loud."**
2. *Read aloud the entire page to the students.*
3. *Two ideas or topics are given as choices. Teachers may clarify the choices, but they may NOT change them.*

Students Plan for Writing

1. Say: **"Turn to page 3 in your booklet. Find the place at the top of the page that says *STEP 2: PLAN WHAT YOU WANT TO WRITE*. *Read the directions silently as I read them out loud.*"** *Read aloud the entire page to students.*
2. Say: "**Spend some time thinking about what you will write. Once you have chosen your idea or topic, write it on the line on page 3. After you do that, begin writing down your ideas. Today you will only be planning. Do NOT begin working on the rough draft. You work on the rough draft on** _____ *(insert the day or time when students will work on the rough draft.)* **You may not work on this writing outside of class or at home.**
3. **At** _____ (*insert time agreed upon with test coordinator)* **I will stop the testing session. If you still need more time, I will tell you how to continue your planning. Does anyone have any questions?"** *(Answer any questions.)* **"You may begin."**

During Activity 1

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 1

1. Immediately upon completion of the activity, collect all Student Directions test booklets.
2. Secure the test booklets and answer sheets for the next session.

SECTION 6: DIRECTIONS FOR ACTIVITY 2

PREPARATION FOR ACTIVITY 2

During Activity 2 students write a rough draft. This may be done on paper or on a word processor.

Distribute Student Directions Test Booklets

1. Distribute the *Student Directions* test booklets to all students.
2. Make certain that students have access to the materials listed on page 15 in the section titled *Materials Checklist.*
3. If students are writing their essays on a word processor, computers should be available.

GENERAL ASSESSMENT DIRECTIONS – PAPER/PENCIL

Read Directions to Students

1. For grade 5 and grade 8, direct students to turn to page 5 in their *Student Directions* test booklet. High school students turn to page 6.
2. *Say:* **"Silently read the directions for Activity 2 as I read them aloud.**

   You are going to write your rough draft to address the prompt you have chosen. If you wrote down ideas during the planning activity, you may review them and use them to help write your rough draft. Write this draft in PENCIL using your own paper. First of all, at the top of your paper write your name, the topic number and title of the topic you chose. Write on EVERY OTHER LINE OF THE PAPER, SO THAT YOU HAVE ROOM TO REVISE YOUR WORK LATER. You may print or use cursive writing.

   In writing your draft, revising your writing, and making a presentation copy, you may use a dictionary, a thesaurus, or other aids your teacher makes available. Only the presentation copy of your paper will be graded. Use the Scoring Guide information on page 1 as a checklist as you write.

   At _____ *(insert time agreed upon with test coordinator)* **I will stop the testing session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?"** *(Answer any questions.)*
3. Say: **"You may begin."**

During Activity 2

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 2

1. Immediately upon completion of the activity, collect all Student Directions test booklets.
2. Collect the rough drafts and secure them.
3. Secure the test booklets for the next session.

GENERAL ASSESSMENT DIRECTIONS – WORD PROCESSER

Read Directions to Students

1. For grade 5 and grade 8, direct students to turn to page 5 in their *Student Directions* test booklet. High school students turn to page 6.
2. *Say:* **"Silently read the directions for Activity 2 as I read them aloud.**

   Look at the directions for Activity 2 as I read them aloud. Since you are writing your rough draft on a word processor, some of the directions will be different from the ones printed in your *Student Directions* test booklet.

   You are going to write your rough draft to address the prompt you have chosen. If you wrote down ideas during the planning activity, you may review them and use them to help write your rough draft. Write this draft on the computer. On the first line of the document, type the topic number and title of the topic you chose. Set your line spacing for double spacing. *(If students do not know how to set up a document for double spacing, remind them of the process at this time).*

   In writing your draft, revising your writing, and making a final copy, you may use the spell checker, a dictionary, a thesaurus, or other aids your teacher makes available. Only the final copy of your paper will be graded. Use the Scoring Guide information on page 1 as a checklist as you write.

   Be sure to save your file every ten minutes.

   At _____ *(insert time agreed upon with test coordinator)* **I will stop the testing session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?"** *(Answer any questions.)*
3. Say: **"You may begin."**

During Activity 2

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 2

1. Immediately upon completion of the activity, collect all Student Directions test booklets.
2. Remind students to save their file.
3. Secure the test booklets for the next session.

KAMM DIRECTIONS

Read Directions to Students

1. Direct students to turn to page 4 in their Student Directions test booklet.
2. Read aloud to students the directions on the page.
3. If students are writing via a word processor, remind them to save their files every 10 minutes.
4. Say: **"You may begin."**

During Activity 2

5. Move quietly around the room.
6. Make certain that students are following instructions and are on task.
7. Give assistance to any student having problems following instructions.
8. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 2

1. Immediately upon completion of the activity, collect all Student Directions test booklets.
2. Collect the rough drafts and secure them (if done via paper and pencil).
3. If the rough draft was done via a word processor, remind students to save their file.
4. Secure the test booklets and rough drafts (if done via paper and pencil) for the next session.

SECTION 7: DIRECTIONS FOR ACTIVITY 3

PREPARATION FOR ACTIVITY 3

During Activity 3 students revise and edit their rough draft. This may be done on paper or on a word processor.

Distribute Student Directions Test Booklets

1. Distribute the *Student Directions* test booklets to all students.
2. Make certain that students have access to the materials listed on page 15 in the section titled *Materials Checklist.*
3. If students are revising and editing their rough draft on a word processor, computers should be available. Students may revise and edit on paper or on the computer.

GENERAL ASSESSMENT DIRECTIONS – PAPER/PENCIL

Read Directions to Students

1. For grade 5 and grade 8, direct students to turn to page 5 in their *Student Directions* test booklet. High school students turn to page 6.
2. Read the directions appropriate for the mode of testing.
3. *Say:* **"Silently read the directions for Activity 3 as I read them aloud.**

   For this activity you will revise and edit your rough draft. You may use a dictionary or thesaurus.

   Make needed revisions in your rough draft. You may change or rearrange paragraphs, sentences, and words or even rewrite entire sections. Make these revisions in the space that remains on your draft paper or use more of your own paper.

   Make as many changes or corrections on your rough draft as you wish. In thinking about how you might review your rough draft, it may be helpful to consider the following:

   - **What did you set out to do in your first draft?**
   - **Imagine yourself as the reader. As a reader, how do you react to the draft you wrote? What worked well? What do you want to know more about?**
   - **What do you need to do to improve the idea or the approach you took in your first draft?**

   Edit your rough draft for punctuation, capitalization, word usage and spelling. It is good practice when editing not to erase words or sentences. Cross out words you do not want, and write the new words on the line above those crossed out; you may want to look back at your original version.

   Remember to review and consider the Scoring Guide on page 1 when making your revisions and edits.

   At _____ *(insert time agreed upon with test coordinator)* **I will stop the testing session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?"** *(Answer any questions.)*
4. Say: **"You may begin."**

During Activity 3

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 3

1. Immediately upon completion of the activity, collect all Student Directions test booklets.

2. Collect the rough drafts and secure them.
3. Secure the test booklets for the next session.

GENERAL ASSESSMENT DIRECTIONS – WORD PROCESSOR

Read Directions to Students

1. For grade 5 and grade 8, direct students to turn to page 5 in their *Student Directions* test booklet. High school students turn to page 6.
2. Read the directions appropriate for the mode of testing.
3. *Say:* **"Look at the directions for Activity 3. Since you are revising and editing your rough draft on a word processor, some of the directions will be different from the ones printed in your Student Directions test booklet.**

   For this activity you will revise and edit your rough draft. You may use a dictionary or thesaurus.

   Make needed revisions in your rough draft. You may change or rearrange paragraphs, sentences, and words or even rewrite entire sections.

   Make as many changes or corrections on your rough draft as you wish. In thinking about how you might review your rough draft, it may be helpful to consider the following:

   - **What did you set out to do in your first draft?**
   - **Imagine yourself as the reader. As a reader, how do you react to the draft you wrote? What worked well? What do you want to know more about?**
   - **What do you need to do to improve the idea or the approach you took in your first draft?**

   Edit your rough draft for punctuation, capitalization, word usage and spelling.

   Remember to review and consider the Scoring Guide on page 1 when making your revisions and edits. Be sure to save your revisions.

At _____ *(insert time agreed upon with test coordinator)* **I will stop the testing session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?"** *(Answer any questions.)*

4. Say: **"You may begin."**

During Activity 3

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 3

1. Immediately upon completion of the activity, collect all Student Directions test booklets.
2. Remind students to save their file.
3. Secure the test booklets for the next session.

KAMM DIRECTIONS – PAPER/PENCIL

Read Directions to Students

1. Direct students to turn to page 5 in their Student Directions test booklet.
2. Read aloud to students the information on the page. Students will be directed to read the story or paper to themselves. If students are writing via a word processor, it is recommended that the essay be printed out for them to read.
3. *After students have read their essay to themselves say:* **"Now you are going to make your story better. You may change or rearrange paragraphs, sentences, and words or even rewrite entire sections. You can make these changes on the paper or do them on another sheet of paper.**

   Use the checklist to help you improve your writing. When you do one of the things in the list, put a checkmark in the box beside it.

   Make sure that you have included all of the punctuation marks that are needed. You may cross out words, and write new words on the line above those you crossed out."

   At _____ *(insert time agreed upon with test coordinator)* **I will stop the testing session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?"** *(Answer any questions.)*

4. Say: **"You may begin."**

During Activity 3

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 3

1. Immediately upon completion of the activity, collect all Student Directions test booklets.
2. Collect the rough drafts and secure them.
3. Secure the test booklets for the next session.

KAMM DIRECTIONS – WORD PROCESSOR

Read Directions to Students

1. Direct students to turn to page 5 in their Student Directions test booklet.
2. Read aloud to students the information on the page. Students will be directed to read the story or paper to themselves. If students are writing via a word processor, it is recommended that the essay be printed out for them to read.

   After students have read their essay to themselves say: **"Now you are going to make your story better. You may change or rearrange paragraphs, sentences, and words or even rewrite entire sections. Use the checklist to help you improve your writing. When you do one of the things in the list, put a checkmark in the box beside it.**

   Make sure that you have included all of the punctuation marks that are needed. You may want to make changes on the printed copy of your essay and then make the changes on the computer. You may cross out words on your printout, and write new words on the line above those you crossed out.

   Be sure to save your file every 10 minutes so that you do not lose your changes.

   At _____ *(insert time agreed upon with test coordinator)* **I will stop the testing session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?"** *(Answer any questions.)*
3. Say: **"You may begin."**

During Activity 3

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 3

1. Immediately upon completion of the activity, collect all Student Directions test booklets.
2. Collect the rough drafts and secure them.
3. Secure the test booklets for the next session.

SECTION 8: DIRECTIONS FOR ACTIVITY 4

PREPARATION FOR ACTIVITY 4

During Activity 3 students write their final copy in the Presentation Booklet. This may be done on paper or on a word processor.

Distribute Student Directions Test Booklets

1. Distribute the *Student Directions* test booklets to all students.
2. Distribute the *KS Writing Assessment Final Copy* booklets to all students (including those doing their final copy on a word processor).
3. Make certain that students have access to the materials listed on page 15 in the section titled *Materials Checklist.*
4. If students are writing their final copy on a word processor, computers should be available. Students may revise and edit on paper or on the computer.

GENERAL ASSESSMENT DIRECTIONS – PAPER/PENCIL

Read Directions to Students

1. For grade 5 and grade 8, direct students to turn to page 6 in their *Student Directions* test booklet. High school students turn to page 7.
2. *Say:* **"Silently read the directions for Activity 4 as I read them aloud.**

   Use a blue or black ink PEN, not a pencil, to copy your essay into the PRESENTATION COPY BOOKLET (KS WRITING ASSESSMENT FINAL COPY BOOKLET). Write ON EVERY LINE for this presentation copy.

   As you recopy, make any final changes that you wish. You may cross out or add words on the presentation copy. However, you should NOT add much new writing to this draft. You are copying what you have already written. Before turning in your presentation copy, read and check it one last time!"

   At _____ *(insert time agreed upon with test coordinator)* **I will stop the testing session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?"** *(Answer any questions.)*
3. Say: **"You may begin."**

During Activity 4

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 4

1. Collect all Student Directions test booklets.
2. Collect the KS Writing Assessment Final Copy booklets and secure them.
3. Notify your building test coordinator of any accommodations that were given on any part of the tests.

GENERAL ASSESSMENT DIRECTIONS – WORD PROCESSOR

Read Directions to Students

1. For grade 5 and grade 8, direct students to turn to page 6 in their *Student Directions* test booklet. High school students turn to page 7.
2. *Say:* **"Silently read the directions for Activity 4 as I read them aloud.**

   Look at the directions for Activity 4. Since you are writing the final copy on a word processor, some of the directions will be different from the ones printed in your *Student Directions* test booklet."

   Type your final copy on the word processor. As you type, make any final changes that you wish. However, you should NOT add much new writing to this draft. You are polishing what you have already written. Before turning in your presentation copy, read and check it one last time.

   When you are finished, print out a copy of your essay. Put it inside the KS WRITING ASSESSMENT FINAL COPY BOOKLET. Make certain that your name, the number of the prompt chosen by you, and the title of the prompt are on the first line of your essay.

   At _____ *(insert time agreed upon with test coordinator)* **I will stop the testing session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?"** *(Answer any questions.)*
3. Say: **"You may begin."**

During Activity 4

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 4

1. Collect all Student Directions test booklets.
2. Remind students to save their file.
3. Have students print out their work and place the paper inside the KS Writing Assessment Final Copy booklet, staple the paper to the back page.
4. Collect the KS Writing Assessment Final Copy booklets and secure them.
5. Notify your building test coordinator of any accommodations that were given on any part of the tests.

KAMM DIRECTIONS

Read Directions to Students

1. Direct students to turn to page 6 in their *Student Directions* test booklet.
2. Read aloud to students the information on the page.
3. Say: **"At** _____ *(insert time agreed upon with test coordinator)* **I will stop the testing session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?"** *(Answer any questions.)*
4. Say: **"You may begin."**

During Activity 4

1. Move quietly around the room.
2. Make certain that students are following instructions and are on task.
3. Give assistance to any student having problems following instructions.
4. Periodically remind students of the time remaining for the test session.

When Students Have Completed Activity 4

1. Collect all Student Directions test booklets.
2. If students used a word processor, remind students to save their file. Have students print out their work and place the paper inside the KS Writing Assessment Final Copy booklet, staple the paper to the back page.
3. Collect the KS Writing Assessment Final Copy booklets and secure them.
4. Notify your building test coordinator of any accommodations that were given on any part of the tests.

SECTION 9: SCORING PAPERS

OVERVIEW OF LOCAL SCORING

General Guidelines

1. School districts are required to provide at least one reading and evaluation of each student's writing. Only one local read and evaluation is required. However, two are recommended.
2. The 6-TRAIT Analytical Scoring Model and Kansas Revised Writing Rubrics are to be used to evaluate student papers.
3. Only the KS Writing Assessment Final Copy of the student's work is to be evaluated.
4. When scores are entered via KWIET, the first rater will be the student's teacher of record. STCO submissions to the KIDS database determine the teacher of record for each student.
5. **Training materials related to scoring the Writing Assessment may be found at http://www.ksde.org/Default.aspx?tabid=165.**

Scoring Rubrics

1. The appropriate scoring rubric for the grade level must be used.
2. Papers for ELL students are scored on grade level using the general assessment rubric.
3. Papers for KAMM students are scored using the Modified rubric for the grade level.

Scoring Process

1. Each of the six dimensions is scored independently. Ratings on one trait should not influence the scoring of other traits.
2. Make frequent reference to the written descriptions of the traits when scoring.
3. Do not focus solely on the "negative" elements in the student's writing. Balance the evaluation by being sensitive to the "positive" elements.
4. **If student work is scored in the fall, the building or district should devise some method for recording scores so that the data may be entered into the KWIET tool or spreadsheet in the spring.** The method for recording scores should include some way of identifying the raters as a later date.
5. When there will be only one local reader, that individual's ratings must be recorded in such a manner that the score can be identified as "Rating #1." If a second local rating is done, that evaluation must be recorded in a manner that it can later be identified as "Rating #2."
6. The second rater is to provide the evaluation independent of the first reader's judgments. Best practice is to cover the scores of the first rater with removable tape while the second read is being conducted. This prevents the second rater from being influenced by the first rater's scores.
7. When two local ratings of papers are made, a district may decide to use a third rater if the ratings vary by more than one unit. Only traits on which there are discrepancies (rating separation between the first and second raters of more than one unit) are evaluated by the third rater. These ratings should be identified as "Rating #3."
8. Complete details of KSDE's suggested scoring procedures may be found at: http://www.ksde.org/LinkClick.aspx?fileticket=xs_XP5gQqy4%3d&tabid=165&mid=6456&forcedownload=true

How Writing Scores Are Determined

1. If a trait is scored by more than one rater, the average of the ratings is used to determine the final score for the trait.
2. The composite score for the General Writing Assessment is calculated using the formula below.

$$\frac{\text{Ideas} \times 3 + \text{Org.} \times 3 + \text{Voice} \times 2 + \text{Word Ch} \times 2 + \text{Sent.} + \text{Conv.}}{12}$$

3. The composite score for the KAMM Writing Assessment is calculated by first converting the scores from a 3-point scale to a 5-point scale.

Issues Related to Scoring

1. **Titles** – Students are not required to have a title for the paper. Do NOT score down for this.
2. **Neatness/Messiness** – The neatness of handwriting should not be a factor in scoring, especially in Conventions.
3. **Referring to the Prompt** – Many writers write excellent papers on-topic, but do not refer directly in any way to the language of the prompt. This is fine. Do NOT demand an obvious reference (e.g., "My most memorable experience was the time when…") to the prompt.
4. **Rater Bias** – If the rater cannot objectively read a paper (e.g. due to profanity or opinions expressed), the paper should be passed on for scoring by someone else.
5. **Crisis paper** – Identify papers that deal with suicide, child abuse, drug or alcohol abuse, serious depression, or other topics that suggest possible need for interventions by a counselor/psychologist. Bring the paper to your principal's attention for review and action. These papers are to be scored after identification.
6. **Reactions to Content** – Personal reactions to the specific content of the essay may influence scoring. If the writer's values are not the same as the scorer's or the writer's choice of overall theme or specific details are unappealing, this may unduly affect scoring.
7. **Persona or Tone** – Personal reactions to the persona or tone of the writing can influence scoring. Scorers should take into account any thoughts such as "What a cute kid!" or "How conceited!" that may affect the accuracy of their scoring.
8. **Style or Usage Prejudice** – Some idiosyncratic preferences in style or usage (e.g., the use of a lot, get, or that is; the halo effect of a well-turned phrase; the use of a particular cliché) can create bias.
9. **Prior Experience with Student** – Deeply ingrained personal classroom assessment experiences with specific students can corrupt accurate scoring. Thoughts such as, Pablo is the best writer in the class, so his essay must receive straight 5s, or Samantha never does well with writing; I'm sure her essay is horrible, can influence scoring.
10. **Personal Standards of Quality** – Raters often have personal standards for what makes or does not make quality writing. Rationalizing scores with personal thoughts such as, Three misspelled words means a piece can only score a 3 or below in Conventions, or Only an essay that is completely error free can receive a top score, is a form of bias. When scoring for the Kansas Writing Assessment, the rubric must be followed.
11. **Conventions of a Particular Form** – Conventions of a particular mode or genre may also present biasing factors. For example, some scorers may be biased that all personal narrative writing must include vivid description filled with sensory detail or that all persuasive essays must follow the traditional five-paragraph format. Again, these biases should not influence scoring for the Kansas Writing Assessment.

SCORING RUBRICS

The following pages show the scoring rubrics to be used at each grade level.

5th GRADE NARRATIVE WRITING SCORING RUBRIC – GENERAL ASSESSMENT

IDEAS & CONTENT

Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
Main Ideas: central focus and point is clearly expressed; captures attention and interest; has balance	**Main Ideas:** clear and focused, but could be presented in a more interesting manner	**Main Ideas:** starting to define and control topic, but not there yet	**Main Ideas:** unclear and confusing in key spots; hard to sift out what is important	**Main Ideas:** no clear purpose or central theme; topic not well defined
Development: strong control; develops topic in an enlightening, entertaining way; anecdotes and details enrich central theme or story line; relevant, telling details give readers important info. that could not personally be brought to text	**Development:** in control, but could be made more enlightening or entertaining; relevant anecdotes and details enrich central theme or story line, but more would be better; easy to see where writing is headed, though more info. needed in spots	**Development:** shows promise but development is limited, sketchy, or general; has some trouble going from general observations to specifics; ideas are reasonably purposeful and clear, but not detailed or expanded to show depth of understanding	**Development:** readers must make inferences based on sketchy details; lack of development impedes readers' ability to comprehend central theme or story line; more information is crucial	**Development:** information is very limited or unclear; everything seems as important as everything else; no sense of direction to guide development
Insight: shapes ideas and makes connections; writes from experiences, showing clearly how events unfold and/or how people respond to life and to each other	**Insight:** shapes ideas and makes some connections; writes from experiences, showing how some events unfold and/or how people respond to life or each other	**Insight:** makes connections among some ideas; writes from experiences and begins to show how events unfold and/or how people respond to life or each other	**Insight:** few connections among ideas made; no insights offered	**Insight:** no connections among ideas made; no insights offered; reads like a collection of random thoughts
Originality: fresh and original; holds readers' attention; has satisfying ring of authenticity	**Originality:** strong; fresh ideas, but not necessarily unique	**Originality:** themes or main points seem a blend of the original and the predictable	**Originality:** predictability outweighs and overshadows glimpses of originality	**Originality:** very predictable and repetitious; no originality

ORGANIZATION

Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
Structure: compelling, guides readers purposefully through the text; key issues clearly stand out with equal development; paragraph(s) are highly effective	**Structure:** effective but not compelling; key issues are somewhat equally developed; paragraph(s) are effective but may be overly obvious or formulaic	**Structure:** functional; may be so dominant, predictable, and/or formulaic that it smothers the ideas and voice; paragraph(s) are mostly effective, could maybe be revised in one or two spots	**Structure:** beginning to take shape, but not yet functional; feels more random than purposeful, often leaving readers with a sense of being adrift; paragraph(s) are not effective	**Structure:** not functional or identifiable; haphazard, disjointed and/or confusing; inhibits readers' comprehension of ideas; paragraph(s) appear to be random
Pacing & Sequencing: delivers needed information at just the right moment then moves on; flows so smoothly readers hardly think about it	**Pacing & Sequencing:** details fit naturally and effectively where they are placed, making the text easy to follow and understand; somewhat predictable	**Pacing & Sequencing:** main ideas are appropriate and purposeful, but might be better arranged; lingers too long on some points and skims over other points	**Pacing & Sequencing:** rough; main ideas should be more effectively arranged and delivered	**Pacing & Sequencing:** no clear sense of pace or direction to carry readers smoothly from point to point
Introduction & Conclusion: inviting, draws readers in; satisfying, reinforces central idea	**Introduction & Conclusion:** both present; one is truly effective, one is only functional	**Introduction & Conclusion:** both are present and are functional, but are not truly effective	**Introduction & Conclusion:** one present, not both	**Introduction & Conclusion:** neither are present
Transitions: strong and natural throughout; help to weave threads of information into a cohesive whole	**Transitions:** present throughout but not necessarily strong or natural; help to weave threads of info. into a cohesive whole but are occasionally awkward	**Transitions:** usually present, sometimes too obvious or too structured; connections between ideas are sometimes awkward	**Transitions:** occasionally present, but connections between some ideas are confusing	**Transitions:** missing or unclear, forcing readers to make giant leaps; connections between ideas seem confusing or incomplete

5th GRADE NARRATIVE WRITING SCORING RUBRIC – GENERAL ASSESSMENT

VOICE

Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
☐ **Energy & Passion:** expressive; enthusiastic; shows personality; honest; written from the heart; brings topic to life	☐ **Energy & Passion:** mostly strong, but occasionally retreats behind general, vague, or tentative language	☐ **Energy & Passion:** emerges strongly in spots, then retreats behind general, vague, or tentative language	☐ **Energy & Passion:** rarely emerges; typically general, vague, tentative, or abstract language	☐ **Energy & Passion:** flat; lifeless; mechanical
☐ **Presentation of Ideas:** language is natural yet provocative; has a ring of conviction; appropriate tone gives flavor to message	☐ **Presentation of Ideas:** pleasant and personable; brief moments of dull, vague, or stilted language; appropriate tone flavors message	☐ **Presentation of Ideas:** balance of interesting and dull/vague language; some moments of delight move readers; tone is largely appropriate	☐ **Presentation of Ideas:** moments of pleasantness and personality are overshadowed by monotonous or mechanical language; tone could better suit topic, purpose, and/or audience	☐ **Presentation of Ideas:** monotone language tends to flatten all potential highs and lows of the message; language is overly technical or jargonistic; tone is inappropriate
☐ **Writer's Involvement:** clearly, the writer is involved in the text; readers can sense the person behind the words	☐ **Writer's Involvement:** strong, but could improve involvement in the text in a few spots; reveals some details about the writer	☐ **Writer's Involvement:** sincere, but not genuinely engaged or committed; writing hides as much of the writer as it reveals	☐ **Writer's Involvement:** seems sincere only for brief moments, but generally is not truly involved or committed; writing hides more of the writer than it reveals	☐ **Writer's Involvement:** seems indifferent, uninvolved; not yet engaged or comfortable with topic to take risks or share self
☐ **Audience Awareness:** clearly written for an audience; readers are compelled to read on throughout the piece	☐ **Audience Awareness:** understands audience but could better engage audience in spots; with minor exceptions readers want to read on	☐ **Audience Awareness:** aware of an audience, but does not fully engage that audience; readers are informed, but must work at remaining engaged	☐ **Audience Awareness:** little awareness of an audience; readers must work hard at remaining engaged	☐ **Audience Awareness:** no understanding of audience; no attempt to involve readers; readers must work hard to pay attention and gain information

WORD CHOICE

Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
☐ **Accuracy:** both common and uncommon words are used correctly and enhance overall meaning	☐ **Accuracy:** words capture meaning; experiments with uncommon words and generally uses them effectively	☐ **Accuracy:** words are usually correct; words may occasionally interfere with meaning	☐ **Accuracy:** words are frequently incorrect, superficial, and/or inadequate, often interfering with meaning	☐ **Accuracy:** incorrect and inappropriate words corrupt meaning and confuse readers
☐ **Specificity:** precise diction; attention to subtleties of word meaning is shown	☐ **Specificity:** generally precise diction is used; some attention to subtleties of meaning is shown	☐ **Specificity:** some precise diction is used; little or no attention to subtleties of meaning is shown	☐ **Specificity:** generic diction is used	☐ **Specificity:** generic diction used; vague and abstract words (e.g. *It was fun, It was nice and stuff*) smother overall message
☐ **Descriptiveness:** powerful verbs and vivid modifiers enhance and give writing energy; imagery and figurative language are effective and enhance meaning	☐ **Descriptiveness:** energetic verbs and vivid modifiers are effective, but readers want more of them in several places; imagery and figurative language are effective but readers want more	☐ **Descriptiveness:** energetic verbs and vivid modifiers are occasionally used effectively; imagery and figurative language are partially effective but rely upon readers' knowledge of topic	☐ **Descriptiveness:** repetitive, dull verbs and few modifiers are used; imagery and figurative language may appear periodically but only confuse overall meaning	☐ **Descriptiveness:** imagery and figurative language are confusing or absent altogether
☐ **Appeal:** rich, fresh, appealing; striking words and phrases catch interest; the language is natural and never overdone; slang and clichés are used sparingly and purposefully	☐ **Appeal:** some originality and freshness; striking words and phrases largely catch interest, but may be overdone in places; rarely slips into redundancy, slang, and/or clichés	☐ **Appeal:** little originality; readers occasionally lose interest; occasional use of redundancy, slang, and/or cliché; overly familiar words and phrases rarely capture readers' imagination	☐ **Appeal:** functional, but lacks punch and originality; words convey ideas, but do not capture readers' imagination; readers often lose interest; frequent redundancy; overuse of slang and/or clichés	☐ **Appeal:** bland, unoriginal; limited vocabulary simply does not speak to audience; riddled with redundancy, slang, and/or clichés that distract readers; must force self to continue reading

5th GRADE NARRATIVE WRITING SCORING RUBRIC – GENERAL ASSESSMENT

SENTENCE FLUENCY				
Rating of 5	**Rating of 4**	**Rating of 3**	**Rating of 2**	**Rating of 1**
☐ **Reading Ease:** eloquent; glides along with one sentence flowing effortlessly into the next; invites expressive oral reading; dialogue, if used, is effective and sounds natural	☐ **Reading Ease:** reads smoothly though it may lack a certain rhythm or grace; most of the text invites expressive oral reading; dialogue, if used, is effective but does not sound completely natural	☐ **Reading Ease:** reads efficiently for the most part, more businesslike or mechanical; some parts of text invite expressive oral reading, others may be stiff, choppy, or awkward; dialogue, if used, is not completely effective	☐ **Reading Ease:** word patterns are often jarring or irregular, forcing readers to pause or re-read; very few, if any, parts of the text invite expressive oral reading; dialogue, if used, is not natural or effective	☐ **Reading Ease:** difficult to follow or read aloud; most sentences tend to be choppy, incomplete, rambling, or awkward; does not invite expressive oral reading
☐ **Structure:** sentences are well built and skillfully crafted; reflect logic and sense, helping to show how ideas relate; fragments, if used, are effective	☐ **Structure** sentences are grammatically correct but may not seem musical or skillfully crafted; reflect logic and sense, helping to show how ideas relate; fragments, if used, are effective	☐ **Structure:** sentences are mostly grammatical and solid; they basically hang together and get the job done; some run-ons and/or fragments present	☐ **Structure:** shows some control over simple structure, more variable control over complex structure; frequent fragments and/or run-ons	☐ **Structure:** tends to obscure meaning, rather than showing readers how ideas relate; persistent run-ons and/or fragments
☐ **Variety:** consistently strong and varied structure	☐ **Variety:** good variety but occasionally tends to favor a particular sentence pattern	☐ **Variety:** may tend to favor a particular pattern; some variation in sentence length and structure	☐ **Variety:** often favors a particular pattern; little variation in sentence length and structure	☐ **Variety:** word patterns are very monotonous; no variety in length or structure
☐ **Sentence Beginnings:** purposefully diverse; effective in moving readers readily from one sentence to the next (e.g., uses connecting words like *however, therefore, still, on the other hand, next, specifically, for example,* etc)	☐ **Sentence Beginnings:** mostly diverse; usually effective in moving readers readily from one sentence to the next	☐ **Sentence Beginnings:** frequently favors a particular beginning; somewhat effective in moving readers from one sentence to the next	☐ **Sentence Beginnings:** favors a particular beginning; rarely effective in moving readers from one sentence to the next	☐ **Sentence Beginnings:** repetitive patterns make readers weary (*I believe, I think, I feel…*); not effective in moving readers from one sentence to the next
CONVENTIONS				
Rating of 5	**Rating of 4**	**Rating of 3**	**Rating of 2**	**Rating of 1**
☐ **Control:** solid control over a wide range of standard spelling, usage, and grammar conventions; uses conventions effectively to enhance readability; may manipulate conventions for stylistic effect	☐ **Control :** moderate control over a range of standard spelling, usage, and grammar conventions; uses conventions effectively to enhance readability; may manipulate conventions for effect	☐ **Control :** reasonable control over a small range of standard spelling, usage, and grammar conventions; problems with grammar and usage are not serious enough to distort meaning	☐ **Control :** weak control over a small range of standard spelling, usage, and conventions; in some places problems with grammar and usage distort meaning	☐ **Control :** little or no control over standard spelling, usage, and grammar conventions; problems with grammar and usage frequently distort meaning
☐ **Error Frequency:** very few and minor; can easily skim over errors unless specifically searching for them	☐ **Error Frequency :** few; occasionally serious enough to be mildly distracting	☐ **Error Frequency:** numerous or serious enough to be distracting, but the writer handles most conventions well	☐ **Error Frequency :** numerous or serious enough to distract readers frequently	☐ **Error Frequency :** continually distracts readers; readers must read once to decode, then again for meaning
☐ **Punctuation:** almost always correct; used purposefully and effectively to guide readers through the text	☐ **Punctuation:** terminal (end-of-sentence) punctuation is almost always correct; a few errors with internal punctuation	☐ **Punctuation:** terminal (end-of-sentence) punctuation is typically correct; internal punctuation often incorrect	☐ **Punctuation:** terminal punctuation is sometimes correct; internal punctuation is rarely correct or is missing	☐ **Punctuation:** both terminal and internal punctuation is often missing or incorrect
☐ **Publication Readiness :** only light editing is required	☐ **Publication Readiness :** generally light editing needed, but certain places need more thorough editing	☐ **Publication Readiness :** more thorough editing is still needed	☐ **Publication Readiness :** substantial editing is still required	☐ **Publication Readiness :** extensive editing is required

8th GRADE EXPOSITORY WRITING SCORING RUBRIC –GENERAL ASSESSMENT

IDEAS AND CONTENT

Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
☐ **Main Ideas:** clear, focused, and purposeful; central idea stands out; secondary ideas are clearly discernible and do not distract from main ideas	☐ **Main Ideas:** clear and focused; central idea is present; secondary ideas generally support and are easy to discern from main ideas	☐ **Main Ideas:** topic is identifiable, but offers superficial information; central idea is not clearly defined; secondary ideas overshadow main ideas in places	☐ **Main Ideas:** no clear sense of purpose; central idea is not clearly identifiable; secondary ideas consistently overshadow main ideas	☐ **Main Ideas:** topic is unclear; no central idea or secondary ideas emerge
☐ **Development:** details provide ample support of main ideas from variety of sources (observations, prior knowledge, personal experiences); details are accurate, relevant, enlightening; in control of topic	☐ **Development:** details provide adequate support of main ideas from a variety of sources; details are accurate and clearly defined; largely in control of topic	☐ **Development:** details are relevant and from multiple sources but are sketchy or general; control is sporadic and more support would strengthen ideas	☐ **Development:** development is limited, sketchy, or unclear; details are general and from few sources; limited control; reads more like a list of supporting ideas	☐ **Development:** details are missing or repetitious; no clarification or control of selected topic
☐ **Addresses Readers' Needs:** holds attention; thoroughly explains topic in complete and understandable terms; anticipates and responds to readers' needs	☐ **Addresses Readers' Needs:** piques readers' interest; explains topic in understandable terms but may leave readers with one or two questions	☐ **Addresses Readers' Needs:** sometimes responds to readers' informational needs; several issues and/or questions are left hanging	☐ **Addresses Readers' Needs:** rarely responds to readers' informational needs; several important questions and/or issues are left hanging	☐ **Addresses Readers' Needs:** limited or unclear information; forces readers to make inferences throughout
☐ **Knowledge & Originality:** knowledge, experience, insight, or unique perspective lends a satisfying ring of authenticity and originality	☐ **Knowledge & Originality:** knowledge of topic, details, and main ideas are more original than predictable	☐ **Knowledge & Originality:** some knowledge of topic; predictable, but brief glimpses of originality may exist	☐ **Knowledge & Originality:** limited knowledge of topic; settles for generalities and/or personal opinions; no originality exists	☐ **Knowledge & Originality:** lack of knowledge; mundane; settles for generalities or personal opinions; no originality exists

ORGANIZATION

Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
☐ **Structure:** compelling, guides readers through text; enhances and showcases main ideas; paragraphing is highly effective and fitting	☐ **Structure:** effective and efficient; balance of coverage could be improved; paragraphing is appropriate and effective but may be too obvious or formulaic	☐ **Structure:** functional; may be so dominant, predictable, and/or formulaic that it smothers ideas and voice; paragraphing could be revised to be more effective	☐ **Structure:** beginning to take shape, but not yet functional; feels more random than purposeful, leaving readers feeling adrift; paragraphing is not effective	☐ **Structure:** haphazard and disjointed; inhibits readers' comprehension of ideas; paragraphing is not attempted or appears to be done at random
☐ **Pacing & Sequencing:** delivers needed information at just the right moment then moves on; flows so smoothly readers hardly think about it	☐ **Pacing & Sequencing:** effective details fit naturally where they are placed; text is easy to understand and follow	☐ **Pacing & Sequencing:** main ideas are appropriate and purposeful but might be better arranged; lingers too long on some points and skims over other points	☐ **Pacing & Sequencing:** very rough; main ideas should be more effectively arranged and delivered	☐ **Pacing & Sequencing:** no clear sense of pace or direction to carry readers smoothly from point to point
☐ **Introduction & Conclusion:** inviting introduction draws readers in; effective conclusion goes beyond simple summary	☐ **Introduction & Conclusion:** both present; one is truly effective, one is only functional	☐ **Introduction & Conclusion:** both are recognizable and functional, but are not truly effective	☐ **Introduction & Conclusion:** one present, not both	☐ **Introduction & Conclusion:** neither are present
☐ **Transitions:** strong and natural throughout; help to weave threads of information into a cohesive whole	☐ **Transitions:** present throughout; work well and are natural and appropriate	☐ **Transitions:** usually present; sometimes too obvious or too structured; connections between ideas are sometimes awkward	☐ **Transitions:** occasionally present, but connections between some ideas are confusing	☐ **Transitions:** missing or unclear, forcing readers to make giant leaps; connections between ideas are confusing or incomplete

8th GRADE EXPOSITORY WRITING SCORING RUBRIC –GENERAL ASSESSMENT

VOICE

Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
Energy & Passion: expressive; enthusiastic; honest; individualistic; brings topic to life	**Energy & Passion:** strong; rarely shifts or disappears into indistinct language	**Energy & Passion:** emerges strongly in spots, then retreats behind general, vague, or tentative language	**Energy & Passion:** often retreats behind general, vague, tentative, or abstract language	**Energy & Passion:** flat; lifeless; mechanical
Presentation of Ideas: language is natural yet thought-provoking; has a ring of conviction; appropriate tone gives flavor to message	**Presentation of Ideas:** pleasant and personable; fits the topic, purpose, and audience; appropriate tone flavors message	**Presentation of Ideas:** balance of interesting and dull/vague language; some moments of amusement, surprise, or enlightenment move readers; tone is largely appropriate	**Presentation of Ideas:** moments of pleasantness and personality are overshadowed by monotonous or mechanical language; tone needs revision to better suit topic, purpose, audience	**Presentation of Ideas:** monotone language tends to flatten all potential highs and lows of the message; language is overly technical or jargonistic; tone is inappropriate
Writer's Involvement: genuinely engaged; clearly, the writer is willing to take some risks; readers can sense the person behind the words	**Writer's Involvement:** engaged; generally willing to take risks; reveals some details about the writer	**Writer's Involvement:** sincere, but fairly routine; not fully engaged or committed; writing hides as much of writer as it reveals	**Writer's Involvement:** not genuinely engaged; lacks individuality; sincere only in places; hides more of writer than it reveals	**Writer's Involvement:** seems indifferent; not yet engaged or comfortable enough with topic to take risks or share self
Audience Awareness: clearly written for an audience and to be read; readers are engaged and compelled to read on throughout the piece	**Audience Awareness:** understands audience; with minor exceptions, readers are engaged and want to read on	**Audience Awareness:** aware of an audience but does not fully engage that audience; readers are informed, but must work at remaining engaged	**Audience Awareness:** little awareness of an audience; readers must work at remaining engaged	**Audience Awareness:** no understanding of audience; no attempt to involve readers; readers must work hard to pay attention and gain needed information

WORD CHOICE

Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
Accuracy: both common and uncommon words are used correctly and enhance overall meaning	**Accuracy:** words capture meaning; experiments with uncommon words and generally uses them effectively	**Accuracy:** words are usually correct; incorrect words may occasionally interfere with meaning	**Accuracy:** words are frequently incorrect, superficial, and/or inadequate, often interfering with meaning	**Accuracy:** incorrect and inappropriate words corrupt meaning and confuse readers
Specificity: precise diction; attention to subtleties of word meaning is shown; any specialized vocabulary used is sufficiently explained	**Specificity:** generally precise diction; some attention to subtleties of meaning is shown; any specialized vocabulary used is most often sufficiently explained	**Specificity:** some precise diction; little or no attention to subtleties of meaning; specialized vocabulary, if used, sometimes lacks sufficient explanation	**Specificity:** generic diction used; specialized vocabulary, if used, often lacks sufficient explanation	**Specificity:** generic diction used; monotonous repetition, vague and abstract words (e.g. *It was fun, It was nice and stuff*) smother overall message
Descriptiveness: powerful verbs and vivid modifiers enhance writing; imagery and figurative language are effective and enhance meaning	**Descriptiveness:** energetic verbs and vivid modifiers are effective, but readers want more; imagery and figurative language add to meaning but are not powerful	**Descriptiveness:** energetic verbs and vivid modifiers are occasionally used effectively; imagery and figuratively are partially effective but rely upon readers' knowledge of topic	**Descriptiveness:** repetitive, dull verbs and few modifiers are used; imagery and figurative language may appear periodically but only confuse overall meaning	**Descriptiveness:** passive verbs and no modifiers are used; imagery and figurative language are confusing or absent altogether
Appeal: rich, fresh, appealing; striking words and phrases catch interest; the language is natural and never overdone; slang and clichés are used sparingly and purposefully	**Appeal:** original and fresh; sometimes strikes a spark of interest; words convey the message in a realistic and reasonable way; rarely slips into redundancy, slang, and/or clichés	**Appeal:** ordinary, functional, little originality; words rarely capture readers' imagination; occasionally uses redundancy, slang and/or cliché	**Appeal:** tired phrases inhibit clarity and creativity; words convey ideas but do not capture readers' imagination; readers often lose interest; frequent redundancy; overuse of slang and/or clichés	**Appeal:** bland, unoriginal; limited vocabulary; must force self to continue reading; riddled with redundancy, slang, and/or clichés that distract readers

8th GRADE EXPOSITORY WRITING SCORING RUBRIC –GENERAL ASSESSMENT

SENTENCE FLUENCY

Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
Reading Ease: eloquent; glides along with one sentence flowing effortlessly into the next; invites expressive oral reading	**Reading Ease:** reads smoothly; most of the text invites expressive oral reading	**Reading Ease:** reads efficiently; some parts of the text invite expressive oral reading, others may be a little stiff, choppy, or awkward	**Reading Ease:** word patterns are often jarring or irregular, forcing readers to pause or re-read; very few parts of the text invite expressive oral reading	**Reading Ease:** difficult to follow or read; most sentences tend to be choppy, incomplete, rambling, awkward
Structure: sentences are well built and skillfully crafted; reflect logic and sense, helping to show how ideas relate; fragments, if used, are purposeful and work well	**Structure:** sentences are grammatically correct but may not seem skillfully crafted; most sentences reflect logic and, for the most part, show how ideas relate; fragments, if used, are purposeful	**Structure:** shows control over simple structure, more variable control over complex structure; reflects some logic but may not always show how ideas relate; some run-ons and/or fragments	**Structure:** shows some control over simple structure, little or no control over more complex structure; few sentences reflect logic and show how ideas relate; frequent run-ons and/or fragments	**Structure:** little or no control; tends to obscure meaning, rather than showing how ideas relate; persistent run-ons and/or fragments
Variety: consistently strong and varied structure	**Variety:** good variety but occasionally tends to favor a particular sentence pattern	**Variety:** some variation in sentence length and structure; tends to favor a particular pattern	**Variety:** little variation in sentence length and structure; often favors a particular pattern	**Variety:** little to no variety in length or structure; word patterns are monotonous
Sentence Beginnings: purposefully diverse; effective in moving readers readily from one sentence to the next	**Sentence Beginnings:** mostly diverse; usually effective in moving readers readily from one sentence to the next	**Sentence Beginnings:** frequently favors a particular beginning; may be formulaic (first, second, next, etc.); somewhat effective in moving readers from one sentence to the next	**Sentence Beginnings:** relies on one or more formulaic beginnings; rarely effective in moving readers from one sentence to the next	**Sentence Beginnings:** repetitive patterns make readers weary (*I believe, I think, I feel…*); not effective in moving readers from one sentence to the next

CONVENTIONS

Rating of 5	Rating of 4	Rating of 3	Rating of 2	Rating of 1
Control: solid control over a wide range of standard spelling, usage, and grammar conventions; uses conventions effectively to enhance readability; may manipulate conventions for stylistic effect	**Control:** moderate control over a range of standard spelling, usage, and grammar conventions; occasionally uses them effectively to enhance readability; may manipulate for stylistic effect	**Control:** reasonable control over a small range of standard spelling, usage, and grammar conventions; grammar and usage problems are not serious enough to distort meaning	**Control:** weak control over a small range of standard spelling, usage, and grammar conventions; in some places, problems with grammar and usage distort meaning	**Control:** little or no control over standard spelling, usage, and grammar conventions; problems with grammar and usage frequently distort meaning
Error Frequency: very few and minor; readers can easily skim over errors unless specifically searching for them	**Error Frequency:** few; occasionally serious enough to be mildly distracting	**Error Frequency:** good control over some conventions, but errors in other conventions are serious enough to be somewhat distracting	**Error Frequency:** numerous or serious enough to distract readers frequently	**Error Frequency:** continually distracts readers; readers must read once to decode, then for meaning
Punctuation: almost always correct; used purposefully and effectively to guide readers through the text	**Punctuation:** terminal (end-of-sentence) punctuation is correct; a few errors with internal punctuation	**Punctuation:** terminal (end-of-sentence) punctuation is typically correct; internal punctuation often incorrect	**Punctuation:** terminal punctuation is sometimes correct; internal punctuation is rarely correct or is missing	**Punctuation:** both terminal and internal punctuation are often missing or incorrect
Publication Readiness: only light editing is required to prepare the piece for publication	**Publication Readiness:** generally light editing is needed; certain places need more thorough editing	**Publication Readiness:** more thorough editing is still needed	**Publication Readiness:** substantial editing is still required	**Publication Readiness:** extensive editing is required

HIGH SCHOOL PERSUASIVE WRITING SCORING RUBRIC – GENERAL ASSESSMENT

IDEAS AND CONTENT				
Rating of 5	**Rating of 4**	**Rating of 3**	**Rating of 2**	**Rating of 1**
☐ **Main Ideas:** position and all ideas are clear, focused, and compelling	☐ **Main Ideas:** position and most ideas are clear and focused; some elements may not be fully compelling	☐ **Main Ideas:** position/ideas are identifiable but could be more precisely worded; lack of clarity interferes with readers' interest	☐ **Main Ideas:** position is vague, requires readers to infer; ideas are unfocused and rarely compelling	☐ **Main Ideas:** unclear; out of focus; indistinct; not yet known
☐ **Development:** details are selectively chosen and highly effective in expanding the main topic, supporting the argument, and providing insight	☐ **Development:** needs additional details in one or two places to expand the main topic, support the argument, and provide insight	☐ **Development:** more detail and support needed in several places; repetitive, trivial, or rambling info. interrupts, but essay largely consists of focused and well-developed information	☐ **Development:** missing details/support require readers to fill in many blanks; moments of well-focused support are over-shadowed by repetitive, trivial, or rambling information	☐ **Development:** rarely attempted; lists of minor details or facts may be substituted for true development
☐ **Persuasiveness :** argument is convincing; strong appeals to reason are made; appeals to emotion or authority, if used, are appropriate; alternate viewpoints are presented and addressed effectively	☐ **Persuasiveness :** argument is largely convincing; appeals to reason are made; appeals to emotion or authority, if used, are appropriate; alternate viewpoints are addressed, but in a less than satisfying manner	☐ **Persuasiveness :** argument is partially convincing; some points supported by facts, examples, or reasons; emotional appeals used may not be entirely appropriate; alternate viewpoints mentioned but not addressed	☐ **Persuasiveness :** argument is not yet convincing; ideas based largely on emotional appeals and unsupported opinions; alternate viewpoints are not presented in an adequate manner	☐ **Persuasiveness :** argument is not convincing; built on unsupported opinions or emotional appeals only; no attempt to present alternate viewpoints
☐ **Originality:** knowledge, experience, insight, or unique perspective lends a satisfying ring of authenticity, novelty, and inventiveness	☐ **Originality:** knowledge of topic, details, and main ideas are more original than predictable; some degree of novelty and inventiveness is present	☐ **Originality:** predictable; brief glimpses of novelty and inventiveness may exist	☐ **Originality:** settles too often for predictable generalities and/or personal opinions; no moments of novelty and inventiveness exist	☐ **Originality:** mundane; settles for generalities and personal opinions throughout; no moments of novelty and inventiveness exist
ORGANIZATION				
Rating of 5	**Rating of 4**	**Rating of 3**	**Rating of 2**	**Rating of 1**
☐ **Structure:** compelling, guides readers purposefully through the text; key issues stand out clearly with equal development; paragraphing is highly effective and fitting	☐ **Structure:** effective but not compelling; balance of ideas and relationships among ideas could be improved; paragraphing is appropriate and effective but may be too obvious or formulaic	☐ **Structure:** functional; gets the job done; may be so dominant, predictable, and/or formulaic that it smothers the ideas; paragraphing is mostly effective, could be revised in one or two spots	☐ **Structure:** beginning to take shape, but not yet functional; feels more random than purposeful, often leaving readers with a sense of being adrift; paragraphing is not effective	☐ **Structure:** haphazard and disjointed; severely inhibits readers' comprehension of ideas; paragraphing is not attempted or appears to be done at random
☐ **Pacing & Sequencing:** delivers needed information at just the right moment then moves on; flows so smoothly readers hardly think about it	☐ **Pacing & Sequencing:** details fit naturally and effectively where they are placed; sequencing makes the text easy to follow and understand, but is overly-obvious	☐ **Pacing & Sequencing:** main ideas are appropriate and purposeful but might be better arranged; lingers too long on some points and skims over other points	☐ **Pacing & Sequencing:** very rough; main ideas should be more effectively arranged and delivered	☐ **Pacing & Sequencing:** no clear sense of pace or direction to carry readers smoothly from point to point
☐ **Introduction & Conclusion:** inviting, draws readers in; goes beyond a simple summary	☐ **Introduction & Conclusion:** both present; one is truly effective, one is only functional	☐ **Introduction & Conclusion:** both are recognizable and functional, but not truly effective	☐ **Introduction & Conclusion:** one present, not both	☐ **Introduction & Conclusion:** neither are present
☐ **Transitions:** present throughout; strong and natural; help to weave threads of information into a cohesive whole	☐ **Transitions:** present throughout but not necessarily strong or natural; help to weave together threads of info. but may be occasionally awkward	☐ **Transitions:** usually present, but may be too obvious, too structured, or awkward	☐ **Transitions:** occasionally present, but connections between some ideas are confusing	☐ **Transitions:** missing or unclear, forcing readers to make giant leaps; connections between ideas seem confusing or incomplete

HIGH SCHOOL PERSUASIVE WRITING SCORING RUBRIC – GENERAL ASSESSMENT

VOICE				
Rating of 5	**Rating of 4**	**Rating of 3**	**Rating of 2**	**Rating of 1**
Energy & Passion : lively, expressive, and engaging; holds readers' attention	**Energy & Passion :** results are pleasant or intriguing, if not unique and engaging	**Energy & Passion :** sincere; communicates on a functional, if somewhat distant level; seems reluctant to "let go"	**Energy & Passion :** shaky; seems somewhat distanced from topic or audience; the text lacks life, spirit, or energy	**Energy & Passion :** disengaged; seems definitely distanced from topic, audience, or both
Tone : effective; fits the topic, purpose, and audience; ideas are presented in fair and equitable language	**Tone :** mostly effective; largely fits the topic, purpose, and audience with minor exceptions; ideas presented in fair, equitable language with minor lapses	**Tone :** somewhat effective; could be altered slightly to better fit the topic, purpose, or audience; ideas presented in fair, equitable language some of the time	**Tone :** ineffective; needs revision throughout to better fit the topic, purpose, or audience; ideas are rarely presented in fair and equitable language	**Tone :** inappropriate for the issue, purpose, and audience; ideas are not presented in fair and equitable language
Writer's Involvement : the writer is clearly involved in the text; readers can sense the person behind the words	**Writer's Involvement :** strong, but could improve involvement in the text in a few spots; reveals some details about the writer	**Writer's Involvement :** sincere, but not genuinely involved or committed; writing hides as much of the writer as it reveals	**Writer's Involvement :** seems sincere in places, but generally is not fully involved or committed; writing hides more of writer than it reveals	**Writer's Involvement :** seems indifferent, uninvolved; not yet engaged or comfortable with topic to take risks or share self
Audience Awareness : clearly written for an audience; readers are engaged and compelled to read on throughout the piece	**Audience Awareness :** understands audience but could better engage audience in spots; with minor exceptions, readers are engaged and want to read on	**Audience Awareness :** aware of an audience, but does not fully engage that audience; readers are informed, but must work at remaining engaged	**Audience Awareness :** little awareness of an audience; readers must work at remaining engaged	**Audience Awareness :** no understanding of audience; no attempt to involve readers; readers must work hard to remain engaged and gain needed information
WORD CHOICE				
Rating of 5	**Rating of 4**	**Rating of 3**	**Rating of 2**	**Rating of 1**
Accuracy: both common and uncommon words are used correctly and enhance overall meaning	**Accuracy:** words capture meaning; experiments with uncommon words and generally uses them effectively	**Accuracy:** words are usually correct; words may occasionally interfere with meaning	**Accuracy:** words are frequently incorrect, superficial, and/or inadequate, often interfering with meaning	**Accuracy:** incorrect and inappropriate words corrupt meaning and confuse readers
Specificity: precise diction; attention to subtleties of word meaning is shown; any specialized vocabulary used is sufficiently explained	**Specificity:** generally precise diction; some attention to subtleties of meaning is shown; any specialized vocabulary used is most often sufficiently explained	**Specificity:** some precise diction; little or no attention to subtleties of meaning; specialized vocabulary, if used, sometimes lacks sufficient explanation	**Specificity:** generic diction used; specialized vocabulary, if used, often lacks sufficient explanation	**Specificity:** generic diction used; words are so vague and abstract (e.g., *It was a fun time, It was nice and stuff*), only a general message is conveyed
Descriptiveness: powerful verbs and vivid modifiers enhance writing; imagery and figurative language, if used, enhance meaning appropriately within the context of the topic	**Descriptiveness:** energetic verbs and vivid modifiers are effective but readers want more; imagery and figurative language, if used, are effective within context of the topic but readers want more	**Descriptiveness:** energetic verbs and vivid modifiers are occasionally used effectively; imagery and figurative language, if used, are only partially effective within the context of topic; readers want more	**Descriptiveness:** repetitive, dull verbs and few modifiers are used; imagery and figurative language, if used, fit context but are not effective	**Descriptiveness:** passive verbs and no modifiers are used; imagery and figurative language are inappropriate to the context
Appeal: rich, fresh, appealing; striking words and phrases catch interest; the language is natural and never overdone; slang and clichés are used sparingly and purposefully	**Appeal:** some originality and freshness; striking words and phrases largely catch interest but may be overdone in places; rarely slips into redundancy, slang, or clichés	**Appeal:** little originality; readers occasionally lose interest; occasional use of redundancy, slang, cliché; overly familiar words and phrases rarely capture readers' imagination	**Appeal:** functional, but lacks punch and originality; words convey ideas but do not capture readers' imagination; readers often lose interest; frequent redundancy; overuse of slang and/or clichés	**Appeal:** bland, unoriginal; limited vocabulary does not speak to audience; riddled with redundancy, slang, and/or clichés that distract readers; must force self to continue reading

HIGH SCHOOL PERSUASIVE WRITING SCORING RUBRIC – GENERAL ASSESSMENT

SENTENCE FLUENCY				
Rating of 5	**Rating of 4**	**Rating of 3**	**Rating of 2**	**Rating of 1**
Reading Ease: eloquent; glides along with one sentence flowing effortlessly into the next; invites expressive oral reading	**Reading Ease:** reads smoothly though it may lack a certain rhythm or grace; most of the text invites expressive oral reading	**Reading Ease:** reads efficiently for the most part, tends to be more mechanical than fluid; only parts of the text invite expressive oral reading	**Reading Ease:** word patterns are often jarring or irregular, forcing readers to pause or re-read; very few parts of the text invite expressive oral reading	**Reading Ease:** difficult to follow or read aloud; most sentences tend to be choppy, incomplete, rambling, awkward; does not invite expressive reading
Structure: sentences are well built and skillfully crafted; reflect logic and sense, helping to show how ideas relate; fragments, if used, are purposeful and work well	**Structure:** sentences are grammatically correct but may not seem skillfully crafted; most sentences reflect logic and, for the most part, show how ideas relate; fragments, if used, are purposeful	**Structure:** shows control over simple structure, more variable control over complex structure; reflects some logic but may not always show how ideas relate; some run-ons and/or fragments present	**Structure:** shows some control over simple structure, little or no control over more complex structure; few sentences reflect logic and show how ideas relate; frequent run-ons and/or fragments	**Structure:** little or no control; tends to obscure meaning, rather than showing how ideas relate; persistent run-ons and/or fragments
Variety: consistently strong and varied structure	**Variety:** good variety but occasionally tends to favor a particular sentence pattern	**Variety:** some variation in sentence length and structure; tends to favor a particular pattern	**Variety:** little variation in sentence length and structure; often favors a particular pattern	**Variety:** little to no variety in length or structure; word patterns are monotonous
Sentence Beginnings: purposefully diverse; effective in moving readers readily from one sentence to the next (e.g., uses connecting words like *however, therefore, still, on the other hand, specifically, for example, next,* etc)	**Sentence Beginnings:** mostly diverse; usually effective in moving readers from one sentence to the next	**Sentence Beginnings:** frequently favors a particular beginning; may be formulaic (first, second, etc.); somewhat effective in moving readers from one sentence to the next	**Sentence Beginnings:** relies on one or more formulaic beginnings; rarely effective in moving readers from one sentence to the next	**Sentence Beginnings:** repetitive patterns make readers weary (*I believe, I think, I feel…*); not effective in moving readers from one sentence to the next

CONVENTIONS				
Rating of 5	**Rating of 4**	**Rating of 3**	**Rating of 2**	**Rating of 1**
Control: solid control over a wide range of standard spelling, grammar, and usage conventions that enhances readability; may manipulate conventions for stylistic effect	**Control:** moderate control over a range of standard spelling, usage, and grammar conventions which generally enhances readability	**Control:** fair control over a small range of standard spelling, usage, and grammar conventions; problems with grammar and usage do not distort meaning	**Control:** weak control over a small range of standard spelling, usage, and grammar conventions; in some places, problems with grammar and usage distort meaning	**Control:** little or no control over standard spelling, usage, and grammar conventions; problems with grammar and usage frequently distort meaning
Error Frequency: very few and minor; readers can easily skim over errors unless specifically searching for them	**Error Frequency:** few; occasionally serious enough to be mildly distracting	**Error Frequency:** numerous or serious enough to be a bit distracting, but the writer handles most conventions well	**Error Frequency:** numerous or serious enough to distract readers frequently	**Error Frequency:** continually distracts readers; readers must read once to decode, then again for meaning
Punctuation: almost always correct; used purposefully and effectively to guide readers through the text	**Punctuation:** terminal (end-of-sentence) punctuation is almost always correct; a few errors with internal punctuation (commas, apostrophes, semicolons)	**Punctuation:** terminal (end-of-sentence) punctuation is typically correct; internal punctuation may be often incorrect or missing	**Punctuation:** terminal punctuation is sometimes correct; internal punctuation is rarely correct or is missing	**Punctuation:** both terminal and internal punctuation is often missing or incorrect
Publication Readiness: only light editing is required to prepare the piece for publication	**Publication Readiness:** generally light editing is needed, but certain places need more thorough editing	**Publication Readiness:** more thorough editing is still needed	**Publication Readiness:** substantial editing is still required	**Publication Readiness:** extensive editing is required

GRADE 5 PERSUASIVE WRITING SCORING RUBRIC – KAMM

IDEAS AND CONTENT		
Rating of 3	**Rating of 2**	**Rating of 1**
Main Ideas: clear and focused, but could be presented in a more interesting manner	**Main Ideas:** starting to define and control topic, but not there yet	**Main Ideas:** no clear purpose or central theme; topic not well defined
Development: the writing seems to be written from experience buts lacks personal insights; shows promise; has some trouble going from general observations to specifics; ideas are basic and clear, but not detailed or expanded to show depth of understanding	**Development:** sketchy details; lack of development; no central theme or story line	**Development:** information is very limited or unclear; no sense of direction to guide development
Insight: shapes ideas and makes some connections; writes from experience	**Insight:** few connections made among ideas	**Insight:** no connections among ideas made; reads like a collection of random thoughts
Originality: exhibits clear ideas	**Originality:** through generally clear, includes some off-topic information	**Originality:** reads like a collection of random thoughts
ORGANIZATION		
Rating of 3	**Rating of 2**	**Rating of 1**
Structure: strong enough to move the reader from point to point without undue confusion; has a recognizable beginning, middle, and end	**Structure:** beginning to take shape; feels more random than purposeful	**Structure:** lacks a sense of direction; ideas, details, or events seem strung together in a random fashion
Pacing & Sequencing: easy to follow and understand	**Pacing & Sequencing:** main ideas could be more effectively arranged and delivered	**Pacing & Sequencing:** no clear sense of pace or direction to carry readers from point to point
Introduction & Conclusion: both present; one is truly effective, one is only functional	**Introduction & Conclusion:** one present, not both	**Introduction & Conclusion:** neither are present
Transitions: uses words that show a transition; moves the reader from idea to idea	**Transitions:** present but vague	**Transitions:** entirely missing
VOICE		
Rating of 3	**Rating of 2**	**Rating of 1**
Energy & Passion: writer is involved and speaks directly to the reader in a way that is engaging	**Energy & Passion:** writer is not always aware of an audience	**Energy & Passion:** writer does not seem aware of audience
Presentation of Ideas: moments of pleasantness and personality	**Presentation of Ideas:** tone could better suit topic, purpose, and/or audience	**Presentation of Ideas:** writing is mechanical and without expression
Writer's Involvement: strong, but could improve involvement in the text; reveals some details about the writer	**Writer's Involvement:** writer's voice may emerge strongly on occasion	**Writer's Involvement:** writing is mechanical and without expression
Audience Awareness: writers seems aware of an audience	**Audience Awareness:** little awareness of an audience; readers must work hard at remaining engaged	**Audience Awareness:** no understanding of audience; no attempt to involve readers; readers must work hard to pay attention and gain information

GRADE 5 PERSUASIVE WRITING SCORING RUBRIC – KAMM

WORD CHOICE		
Rating of 3	**Rating of 2**	**Rating of 1**
□ **Accuracy:** words capture meaning and convey the intended message in an interesting and natural way	□ **Accuracy:** words convey the message but not in an interesting way	□ **Accuracy:** writer struggles with a limited vocabulary, searching for words to convey the message
□ **Specificity:** language may be general but includes some variety of expression	□ **Specificity:** writer makes simple word choices or uses words, phrases, or sentences repetitiously	□ **Specificity:** difficult to understand and lacks meaning; words are misused or omitted
□ **Descriptiveness:** energetic verbs and vivid modifiers are occasionally used effectively	□ **Descriptiveness:** dull verbs and few modifiers are used	□ **Descriptiveness:** words do not convey meaning
□ **Appeal:** descriptive adjectives and adverbs are used to enhance meaning; writer attempts to use colorful vocabulary	□ **Appeal:** some originality and freshness; some striking words and phrases catch interest, even though they may not be accurate	□ **Appeal:** bland, unoriginal; limited vocabulary simply does not speak to audience
SENTENCE FLUENCY		
Rating of 3	**Rating of 2**	**Rating of 1**
□ **Reading Ease:** writing generally has an easy flow and rhythm; easy to read aloud; sounds natural, the way someone might talk or speak	□ **Reading Ease:** writing moves along but lacks consistent flow and rhythm; some parts of writing flow when read aloud, other parts may sound awkward	□ **Reading Ease:** writing is difficult to follow or read aloud; sentences do not sound natural or atall like a person would talk; reader may need toreread to understand what is meant
□ **Structure:** shows good control over simple sentence structure; variety in sentence beginnings, length, and structure	□ **Structure:** writing contains a mix of sentences and fragments; some variation in sentence beginnings, length, or structure	□ **Structure:** writing is composed primarily of sentence fragments, phrases, or run-on sentences
□ **Variety:** good variety but occasionally tends to favor a particular sentence pattern	□ **Variety:** often favors a particular pattern; little variation in sentence length and structure	□ **Variety:** word patters are very monotonous; novariety in length or structure
□ **Sentence Beginnings:** frequently favors a particular beginning; somewhat effective in moving readers from one sentence to the next	□ **Sentence Beginnings:** favors a particular beginning; rarely effective in moving readers from one sentence to the next	□ **Sentence Beginnings:** repetitive patterns make readers weary; not effective in moving readers from one sentence to the next
CONVENTIONS		
Rating of 3	**Rating of 2**	**Rating of 1**
□ **Control:** shows reasonable control over a limited range of standard writing conventions; errors may be somewhat distracting, but meaning makes sense to the reader	□ **Control:** weak control over a small range of standard spelling, usage, and grammar conventions	□ **Control:** little or no control over standard spelling, usage, and grammar conventions
□ **Error Frequency:** few; occasionally serious enough to be mildly distracting	□ **Error Frequency:** numerous or serious enough to distract readers frequently	□ **Error Frequency:** continually distracts readers;readers must read once to decode, then again formeaning
□ **Punctuation:** terminal (end-of-sentence) punctuation is evident and correct; awareness of other punctuation is evident even if used improperly	□ **Punctuation:** terminal (end-of-sentence) punctuation is sometimes missing or incorrect; other punctuation is missing	□ **Punctuation:** missing entirely or not related to sentence structure
□ **Publication Readiness:** more thorough editing is still needed	□ **Publication Readiness:** substantial editing is still required	□ **Publication Readiness:** extensive editing is required

GRADE 8 EXPOSITORY WRITING SCORING RUBRIC – KAMM

IDEAS AND CONTENT		
Rating of 3	**Rating of 2**	**Rating of 1**
Main Ideas: clear and focused; central idea is present and well-defined; secondary ideas are supporting and relevant	**Main Ideas:** central idea is identifiable but not focused; secondary ideas are loosely tied to the topic but may not be completely relevant	**Main Ideas:** no central idea is present; topic is unclear
Development: details provide adequate support of main idea from 2 or more sources (observations, prior knowledge, personal experiences); details are accurate, clearly defined, and largely in control of the topic	**Development:** details provide support of main idea from at least 1 source; details are sketchy or general; reads more like a list of supporting ideas	**Development:** details are missing, repetitious, or unrelated; no sense of direction
Addresses Readers' Needs: informs the reader; explains topic in understandable terms; completely addresses all of the prompt questions	**Addresses Readers' Needs:** only addresses half of the prompt questions and some questions are left not adequately addressed; rarely responds to readers' informational needs	**Addresses Readers' Needs:** fails to address any of the prompt questions; leaves the reader confused
Knowledge & Originality: knowledge or experience of topic is evident; main ideas relate directly to personal experiences	**Knowledge & Originality:** knowledge of topic is limited; experience of topic is not clearly stated	**Knowledge & Originality:** lack of knowledge; no linked personal experiences
ORGANIZATION		
Rating of 3	**Rating of 2**	**Rating of 1**
Structure: the paper has a recognizable beginning, middle, and end; paragraphing groups ideas together effectively	**Structure:** the paper has a clear beginning or end but not both; paragraphing groups some ideas together effectively, but not all ideas are grouped effectively	**Structure:** the paper has no recognizable beginning or end; paragraphing is not attempted or appears to be random
Pacing & Sequencing: sequencing is logical and details fit where they are placed; text is easy to understand and follow; ideas are well connected	**Pacing & Sequencing:** details are appropriate and have purpose but could be sequenced in a more effective manner; text could be easier for the reader to follow	**Pacing & Sequencing:** details do not fit where they are placed; text is difficult to understand and follow
Introduction & Conclusion: the introduction clearly states the main idea; the conclusion restates the main idea effectively; both the introduction and the conclusion are recognizable	**Introduction & Conclusion:** either the introduction or conclusion is present and clear, or if both the introduction and conclusion are present; they do not effectively state the main idea	**Introduction & Conclusion:** neither the introduction nor conclusion is present or recognizable
Transitions: the writer moves the reader from idea to idea naturally and effectively; the reader can see how he or she got from one idea to the next in the writing	**Transitions:** connections between ideas are sometimes awkward; the reader is confused about how he or she got from one idea to the next in the writing	**Transitions:** ideas are not connected; the reader is reading isolated facts
VOICE		
Rating of 3	**Rating of 2**	**Rating of 1**
Energy & Passion: the writing is enthusiastic, honest, and individualistic	**Energy & Passion:** the writing is personable but not compelling; the writing shows limited enthusiasm	**Energy & Passion:** writing is flat, lifeless, and mechanical; the writing shows no enthusiasm
Presentation of Ideas: language is interesting with some moments of amusement, surprise, and enlightenment	**Presentation of Ideas:** moments of amusement, surprise, and enlightenment are overshadowed by lack of details	**Presentation of Ideas:** no moments of amusement, surprise, and enlightenment are shown
Writer's Involvement: the writer's intent for the passage is clear; reveals some details about the writer; writer is willing to express feeling or emotion	**Writer's Involvement:** the writer's intent for the passage is clear in places, but not overall; writer expresses feeling or emotion, but only in places	**Writer's Involvement:** the writer's intent for the passage is not clear; writer does not express any feeling or emotion
Audience Awareness: clearly written for an audience and to be read; understands the audience	**Audience Awareness:** limited awareness of the audience; reader must work at remaining engaged and is left wanting more from the writer	**Audience Awareness:** no attempt to involve reader; reader must work hard to pay attention and gain needed information

GRADE 8 EXPOSITORY WRITING SCORING RUBRIC – KAMM

WORD CHOICE		
Rating of 3	**Rating of 2**	**Rating of 1**
Accuracy: experiments with uncommon words and generally uses them effectively; words convey the intended message	**Accuracy:** occasionally uses uncommon words, which may interfere with the meaning	**Accuracy:** writer struggles with a limited vocabulary; searching for words to convey the message; incorrect and inappropriate words confuse the meaning and readers
Specificity: any specialized vocabulary used is explained adequately	**Specificity:** specialized vocabulary is used but is not explained	**Specificity:** vague and abstract words (e.g. "It was fun," "It was nice and stuff") make it difficult for the reader to extract the message
Descriptiveness: descriptive adj. and adv. are used to enhance meaning; verbs, vivid modifiers, imagery, or figurative language are used effectively	**Descriptiveness:** repetitive, dull verbs and a few modifiers are used; more details are needed	**Descriptiveness:** passive verbs and no modifiers are used; no specific details are given
Appeal: words convey message in a realistic & reasonable way; some words capture the reader's imagination	**Appeal:** words convey ideas but lack expanded vocabulary and do not capture the reader's imagination	**Appeal:** words do not convey the message; limited vocabulary; the reader is bored with the writing
SENTENCE FLUENCY		
Rating of 3	**Rating of 2**	**Rating of 1**
Reading Ease: one sentence flows effortlessly into the next; invites expressive oral reading	**Reading Ease:** some parts of text invite expressive oral reading; others parts of text may be stiff, choppy, or awkward	**Reading Ease:** paper is difficult to follow or to read aloud; most sentences tend to be choppy, incomplete, rambling, awkward
Structure: writer shows control over simple sentence structure and attempts compound and/or complex sentences; run-ons and fragments may be used if they improve fluency	**Structure:** shows control over simple sentence structure only; no compound or complex sentences are used; some run-ons and/or fragments appear	**Structure:** persistent run-ons and/or fragments
Variety: varied lengths, structures, and patterns	**Variety:** some variation of length and structure; tends to favor a particular pattern	**Variety:** little or no variety in length or structure; word patterns are monotonous
Sentence Beginnings: varied word usage; moves readers from one sentence to the next	**Sentence Beginnings:** limited attempt at sentence beginnings; frequently favors a particular beginning	**Sentence Beginnings:** repetitive patterns tire readers ("I believe," "I think", "I feel," …)
CONVENTIONS		
Rating of 3	**Rating of 2**	**Rating of 1**
Control: control over a small range of standard spelling, usage, and grammar conventions; grammar and usage problems are not serious enough to distort meaning	**Control:** limited control over a small range of standard spelling, usage, and grammar conventions; problems with grammar and usage distort meaning in some places	**Control:** no control over standard spelling, usage, and grammar conventions; problems with grammar and usage distort meaning
Error Frequency: control over conventions, with few errors to distract the reader; errors do not distort the meaning of the passage	**Error Frequency:** errors are numerous or serious enough to distract the reader frequently and distort meaning	**Error Frequency:** continually distracts reader; reader must read once to decode, then read again for meaning
Punctuation: terminal (end-of-sentence) punctuation is typically correct; internal punctuation is attempted and is often used correctly	**Punctuation:** terminal punctuation is sometimes correct; internal punctuation is rarely correct or is missing	**Punctuation:** both terminal and internal punctuation are often missing or incorrect
Publication Readiness: more thorough editing is still needed	**Publication Readiness:** substantial editing is still required	**Publication Readiness:** extensive editing is required

HS PERSUASIVE WRITING SCORING RUBRIC – KAMM

IDEAS AND CONTENT		
Rating of 3	**Rating of 2**	**Rating of 1**
□ **Main Ideas:** identifiable, may not be explicit; displays a lack of clarity; beginning to define topic	□ **Main Ideas:** position is vague; lacks focus; rarely compelling	□ **Main Ideas:** unclear; out of focus; not yet known
□ **Development:** attempts to construct argument; more details and support needed; relies heavily on simple opinion	□ **Development:** missing details; repetitive, trivial, or rambling information	□ **Development:** rarely attempted; argument not yet begun; list of main details/facts may be substituted for development
□ **Persuasiveness:** takes position but lacks focus; alternate point(s) of view mentioned but not addressed; partially convincing	□ **Persuasiveness:** basis of argument not supported; unsupported opinions; alternate viewpoint(s) not presented	□ **Persuasiveness:** no argument identified; no alternate viewpoint(s) presented; unsupported opinions
□ **Originality:** predictable; formulaic; begins to acknowledge the opposite viewpoint	□ **Originality:** predictable generalities; personal opinions	□ **Originality:** no originality of thought; only basic attempt of novelty
ORGANIZATION		
Rating of 3	**Rating of 2**	**Rating of 1**
□ **Structure:** writing has recognizable beginning, middle, and end	□ **Structure:** writing has middle but lacks either a beginning or an end; paragraphing evident	□ **Structure:** no recognizable beginning or ending
□ **Pacing & Sequencing:** begins to have logical sequence of main ideas; appropriate; lingers on obvious ideas	□ **Pacing & Sequencing:** rough main ideas; ineffective management of sequencing ideas	□ **Pacing & Sequencing:** no clear sense of pace or direction
□ **Introduction & Conclusion:** both identifiable but weak	□ **Introduction & Conclusion:** one present, not both	□ **Introduction & Conclusion:** neither identifiable
□ **Transitions:** usually present and effective; may be too obvious or repetitive	□ **Transitions:** vague; repetitious	□ **Transitions:** missing or unclear
VOICE		
Rating of 3	**Rating of 2**	**Rating of 1**
□ **Energy & Passion:** individualistic; functional with some sincerity	□ **Energy & Passion:** basic engagement; some moments of pleasantness but not compelling	□ **Energy & Passion:** disengaged; uninvolved; distant
□ Tone: appropriate in places; beginning to use equitable language	□ Tone: overall pleasantness but ineffective	□ Tone: monotonous; flat; lifeless; mechanical
□ **Writer's Involvement:** beginning involvement	□ **Writer's Involvement:** sincere; not involved in places	□ **Writer's Involvement:** indifferent
□ **Audience Awareness:** beginning to recognize audience	□ **Audience Awareness:** little awareness of audience	□ **Audience Awareness:** no awareness of audience

HS PERSUASIVE WRITING SCORING RUBRIC – KAMM

WORD CHOICE		
Rating of 3	**Rating of 2**	**Rating of 1**
□ **Accuracy:** words convey intended message but occasionally interfere with meaning	□ **Accuracy:** words are frequently incorrect, superficial, and interfere with meaning	□ **Accuracy:** incorrect, inappropriate words that confuse reader
□ **Specificity:** little or no attention to subtleties of meaning	□ **Specificity:** begins to use specialized vocabulary that hint to meaning	□ **Specificity:** words too vague or abstract; only general meaning conveyed
□ **Descriptiveness:** energetic verbs and vivid modifiers used occasionally; imagery and figurative language partially effective	□ **Descriptiveness:** repetitive, dull verbs and few modifiers; ineffective figurative language and imagery	□ **Descriptiveness:** passive verbs and no modifiers; inappropriate figurative language and imagery
□ **Appeal:** effective; begins to show originality; occasionally uses repetitive words/phrases; begins to capture imagination	□ **Appeal:** functional; lacks originality; uses repetitive words/phrases	□ **Appeal:** limited vocabulary; unoriginal; repetitive language that is distracting
SENTENCE FLUENCY		
Rating of 3	**Rating of 2**	**Rating of 1**
□ **Reading Ease:** begins to show fluidity; begins to invite expressive reading	□ **Reading Ease:** irregular patterns; must re-read for understanding	□ **Reading Ease:** difficult to follow; choppy; rambling; awkward; oral reading is difficult
□ **Structure:** control over simple structure; variable control of complex structure reflects some logic; run-ons and fragments may be present	□ **Structure:** some control over simple structure; lacking how ideas relate	□ **Structure:** no control of structure; obscuredmeaning; persistent run-ons and fragments
□ **Variety:** some variation of length and structure	□ **Variety:** little variation of length or structure	□ **Variety:** no variation of length or structure
□ **Sentence Beginnings:** favors particular beginnings; relies on one or more formulaic beginnings	□ **Sentence Beginnings:** relies on one or more formulaic beginnings	□ **Sentence Beginnings:** overly repetitive patterns not effective
CONVENTIONS		
Rating of 3	**Rating of 2**	**Rating of 1**
□ **Control:** reasonable control over a small range of standard spelling, usage, and grammar conventions; problems do not distort meaning	□ **Control:** limited control over a small range of standard spelling, usage, and grammar conventions; problems can distort meaning	□ **Control:** little or no control over standard spelling, usage, and grammar conventions; problems frequently distort meaning
□ **Error Frequency:** distracting but writer handles most conventions adequately	□ **Error Frequency:** distracts readers frequently	□ **Error Frequency:** continually distracts readers; readers must re-read for meaning
□ **Punctuation:** terminal (end-of-sentence) punctuation is typically correct; internal punctuation often incorrect	□ **Punctuation:** terminal punctuation is sometimes correct; internal punctuation is rarely correct or is missing	□ **Punctuation:** both terminal and internal punctuation are often missing or incorrect
□ **Publication Readiness:** more thorough editing is still needed	□ **Publication Readiness:** substantial editing is still required	□ **Publication Readiness:** extensive editing is required

SECTION 10: GENERAL GUIDELINES FOR ASSESSING STUDENTS WITH EXCEPTIONALITIES

STUDENT GUIDELINES

Gifted Students

Gifted students are to be assessed with the general assessment at the grade level in which they are enrolled.

Students with a 504 Plan

Students with a 504 plan are to be assessed with the general assessment. The accommodations contained in their plan should be applied when taking the assessment. Allowable accommodations on state assessments can be found on page 7.

Disabled Students with an IEP

Students who have been identified as having a disability and who have an Individualized Education Program (IEP) will participate in state assessments. **All students are expected to be tested**. Students with an IEP may be tested using one of the following assessment options:

1. General assessment (with accommodations as appropriate)
2. Kansas Assessment of Modified Measures (KAMM) with accommodations as appropriate.
3. Kansas Alternate Assessment

It is the responsibility of the IEP team to determine which assessment is appropriate for the individual student. Guidance for IEP teams on determining the appropriate assessment for a student can be found at: http://www.kansped.org/ksde/assmts/kamm/Eligibility.pdf

TEST TYPES AND ACCOMMODATIONS

Information about the KAMM

The KAMM (Kansas Assessment of Modified Measures) is a state assessment with modified achievement standards based on grade level content standards. The KAMM format is a modified version of the general assessment consisting of different prompts and modified directions that provide additional steps. . More information on the KAMM, including specific content indicators to be assessed, can be found at http://www.kansped.org/ksde/assmts/kamm/kammfaq.doc.

District coordinators may contact Deb Matthews at 785.296.3743 with questions about the KAMM assessment.

Information about the Alternate Assessment

The Kansas Alternate Assessment (KAA) consists of a collection of data (i.e. data folio) of an individual student's performance of skills and content outlined in the Kansas Extended Standards. For each content area, the IEP team decides on the five most appropriate extended indicators (at least one from each Extended Standard) that reflect the student's specially designed instruction. The process for selection of indicators, data collection, and scoring can be found in the Kansas Alternate Assessment Teachers Guide. The Teachers Guide and Extended Standards can be found at http://www.kansped.org/ksde/assmts/ksalt/ksalt.html.

District coordinators may contact Deb Matthews at 785.296.3743 with questions about the Kansas Alternate Assessment.

Notes on KAMM and Alternate Assessment Participation

As many eligible students as appropriate may participate in either the KAMM or alternate assessments. There is no limitation on participation in any assessment type for students with IEPs.

All students who take the KAMM and alternate assessment will count toward participation. A federal cap has been established on the number of students that can be counted as proficient when calculating AYP. For KAMM, the cap is 2% of the district's testing pool. For alternate assessments, the cap is 1% of the district's testing pool. In cases where a district exceeds these federal caps, the percent of students exceeding the cap will be reclassified as not proficient when calculating AYP.

If less than 1% of district students are proficient on the alternate assessment, proficient scores on KAMM can be included to fill out the 1% (in addition to the 2% normally allowed for the KAMM). The reverse is not allowable.

Accommodations

Guidance on accommodations can be found in the Kansas State Department of Education Accommodations Manual on the KSDE website. The manual includes information on the use of accommodations in instruction and classroom assessments as well as information on allowable accommodations on statewide assessments.

Information about accommodations and guidelines for the read-aloud accommodation are found on the assessment page at the KSDE website (http://www.ksde.org/Default.aspx?tabid=420).

For a list of accommodation codes to be used on the answer sheet or with the online student editor at CETE, refer to page 7.

Kansas Appropriate Testing Practices Fact Sheet 2012 – 2013

Test Security

- **Do <u>not</u>** review tests or analyze test items before, during or after the assessment is administered.
- **Do <u>not</u>** discuss any specific test items on the test with students before, during or after the administration of the assessment.
- **Do <u>not</u>** construct answer keys so that an assessment may be scored locally.
- **Do <u>not</u>** reproduce or rewrite test materials.
- Testing materials may not be taken out of the building.
- Report any breach of test security, loss of materials, failure to account for materials, or any other deviation to Dr. Cherie Randall, Assessment Coordinator, Kansas State Department of Education, 785.296.3996.

District Test Coordinator's Responsibilities

- Must participate in/attend state training on test security yearly and are responsible for coordinating and documenting the training of staff within their own district who will participate in administration or proctoring state assessments.
- Oversee test security for the entire district and order the materials necessary for test administration for each building in the district.
- Establish procedures for distribution and return of materials (i.e. Braille tests) and destroying (burn or shred) all test materials upon completion of testing.

Building-Level Person's Responsibilities

- The building test coordinator is responsible for test security at the building level and must follow procedures outlined by District Test Coordinator.
- Store test materials (booklets, tickets) in a secure, locked area before and between each session(s) and after testing.
- Count test materials (read aloud scripts, paper pencil accommodation, Braille, etc.) upon arrival, between each session, and after testing;
- Distribute test materials to teachers immediately before the testing session (*see Read Aloud Accommodation) and collect upon completion of the testing session;
- Instruct teachers not to open test booklets prior to administration (*see Read Aloud Accommodation); and return materials to District Test Coordinator.

Classroom Teacher's Responsibilities

- Follow test procedures outlined in the Examiner's Manual and ethical practices for testing.
- Follow procedures outlined by District/Building Test Coordinator.
- Follow established District/Building procedures for collecting and destroying (shred) student notes, scratch paper, and drawings, etc. upon completion of each test part and the entire test.
- Teachers/Staff may not say nor do anything that would let a student know whether an answer is correct.
- Teachers/Staff may not ask students how they got an answer.
- Teachers/Staff may not tell students to redo a specific item or to review any specific part of the test once testing has begun.
- Upon completion of the test session, teachers must verify the End Review Screen to see that all test questions have been answered before a student exits the test.
- Teachers should actively monitor the testing environment by moving around the room.

***Read-Aloud Accommodation** – The reader providing the read-aloud accommodation may have access to the test materials for a very limited time before the test. The testing materials may not be taken out of the building. Refer to test security training materials and Examiner's Manual for more information on the Read Aloud Accommodation.

Acceptable Test Preparation Practices

- Provide students with the opportunity to learn the content and vocabulary by basing instruction on state standards and an aligned local curriculum.
- Integrate teaching of test taking skills with regular classroom instruction and assessment.
- Assure students have had prior experience with the testing format being used
- Use formative assessments (whiteboards, observations, questioning, pre-tests, classroom/local assessments) to inform instruction.

Unacceptable Test Preparation Practices

- Do <u>not</u> use actual or altered test questions (clone, parallel) for practice or instruction.
- Do <u>not</u> conduct comprehensive reviews or drills the day of the test or between testing sessions.

Test Administration

Before

- Download/distribute and read the Examiner's Manual prior to test administration and follow the instructions during administration.
- Remove or cover (with opaque material) bulletin board displays, charts and diagrams, and other instructional material which may give assistance or advantage during testing.

During

- Actively monitor the testing session. Moving around the room encourages students to focus on their own work.
- Teachers/Staff may not require students to show work or use scratch paper. Scratch paper may not be graded and it must be destroyed at the end of the test session.
- Students may use blank paper to show and check their work. This work must be collected and destroyed upon completion of the test session.
- Teachers/Staff may not require students to use manipulatives, graphic organizers, or other tools during the assessment.
- Do not coach or cue students in any way during test administration. This includes gestures and facial expressions.
- Do not respond to questions during testing that would help the students to understand the question, aid them in responding to an item, or advise/encourage them to edit or change a response.
- Readers may not clarify, elaborate, or provide assistance to students in any way. When reading test items aloud, readers must be careful not to give clues that indicate the correct answer or help eliminate some answer choices. The reader must avoid cueing the student by using voice inflection or by providing information that is not in the test.

After

- The teacher may verify the End Review Screen (KCA) to see that all test questions have been answered before a student exits the test. They may not go back and review each question individually with the student.
- Collect and destroy (shred) student notes, scratch paper, and drawings, etc. upon completion of each test part.

Reactivation of Student Tests

- The district testing coordinator is responsible for establishing the process/system used by the district for reactivating students for the KCA. Some districts allow building test coordinators to do this. Others only allow the district office to reactivate. Teachers may not reactivate.
- Best practice is to have two people present when reactivating a student test. Teachers may not reactivate.
- If there is a need to reactivate a test session for a student, contact your district or building test coordinator and give them the student's name, grade, subject, and the reason for reactivation.
- A reactivation log must be kept on file with the District Test Coordinator.
- Should you need to reactivate and re-open a test session for any reason (i.e. the student shut down the test without checking with an adult and staff wants to make sure the student actually completed the session, etc.), the student must be present when the test session is re-opened. This must also be recorded on the reactivation log.
- Reactivation after all three parts are completed must be approved/completed by the District Test Coordinator.
- Once you have reviewed student learning results you should not reactivate a student test part. The only exception to this rule is for students who have not answered all test questions contained within a test part as noted on the Missing Responses page provided by CETE.
- Reactivation should not occur for students whose results you deem are not appropriate (i.e. the student scored a 48 and you know they are capable of doing better so you reactivate one part of the test to try to improve the score). If you feel there are circumstances that do not allow the collection of valid assessment data notify your District Test Coordinator who will contact KSDE.

Important information on Test Security and Reporting Item Issues

Tremendous effort goes into the review of state assessment items, but occasionally there is an error or a typo which gets by. Both KSDE and CETE want to be informed of item issues for review and follow-up. If an error is verified it will be corrected and if necessary student scores will be adjusted. **However, due to test security issues we expect administrators and teachers to abide by the Test Security and Administration guidelines in the Examiner's Manual.** Therefore, if a student or a read-aloud reader questions the correctness of an item, follow the procedures below.

First, to the student, repeat the information from the script directions, teacher print directions, or KCA directions:

"**Choose the answer that you think is best. There is one correct or best answer to each question. Carefully read the question. Work the problem".** *It may be appropriate in certain circumstances to tell the student or reader that their concern will be forwarded to KSDE for review and analysis.*

Second, collect the following information and forward the information to your district test coordinator who will then forward the information to Cherie Randall or Lee Jones at KSDE.

- Student's name and state ID number to aid in test identification.
- Content area and grade of the test
- Form number or type that appears on the student's ticket
- Test part and sequence number of the item (for reading tests there might also be a passage number)

General note: When a script item differs from the KCA item, READ the KCA item from the screen or the printed test. Then send the information requested above to Cherie Randall or Lee Jones.

Please do not forward the item, the item stem, any answer choices or narrative descriptions of the item via e-mail (theses are "live" secure test items).

However, it is helpful to know what the issue is:

- No right answer
- Multiple correct answers A & C are both correct
- A word is misspelled
- The sentence is grammatically incorrect

When it comes to a problem with reading passages**, when possible,** please provide the issue and the paragraph number and the sentence number within the paragraph.
For example: 12 paragraph (starts with, The dog…) 3rd sentence The cat's name…ISSUE: The name of the cat is misspelled.

Contact for Information

Dr. Scott E. Smith Assessments Assistant Director,
sesmith@ksde.org, 785.296.3379

Lee Jones, Assessment Consultant,
ljones@ksde.org, 785.296.4349

KANSAS WRITING ASSESSMENT FACT SHEET 2012–2013

General Information

- Required for the 2012-2013 school year:
  - Grades assessed: 5, 8, and 11 (cohort year)
  - 9th graders may also be assessed but scores may not be "banked"
- Beyond 2013 writing will be tested as part of the Smarter Balanced assessment for English language arts and literacy

Standards and Supporting Materials

- Link to writing standards: http://www.ksde.org/Default.aspx?tabid=1726
- Kansas 6-TRAIT rubrics: http://www.ksde.org/Default.aspx?tabid=165
- KSDE Training Manual for 6-TRAIT scoring: http://www.ksde.org/Default.aspx?tabid=165
- Suggested Scoring Procedures: http://www.ksde.org/Default.aspx?tabid=165
- Example prompts for classroom use: http://www.ksde.org/Default.aspx?tabid=165

Assessment Format

- Four untimed testing sessions, approximately 45-60 minutes each
- Link to list of accommodations allowed: http://www.ksde.org/Default.aspx?tabid=2372

Testing Modes

Fall Testing Window:

- Paper/Pencil

Spring Testing Window:

- Paper/Pencil
- Kansas Writing Instruction and Evaluation Tool (KWIET) platform: http://www.cete.us/kap/kwiet/
- KWIET User Tutorials: http://www.ksde.org/Default.aspx?tabid=165

Kansas Alternate Assessment (KAA) and Kansas Assessment of Modified Measures (KAMM)

- Administered to students identified as eligible by their IEP team
- Only 3% of district students may be classified as Meets Standards or higher using the KAMM and the Alternate assessments
- Only 1% of district students may be classified as Meets Standards or higher using the alternate assessment
- Link to KAA webpage: http://www.ksde.org/Default.aspx?tabid=2384
- Link to KAMM webpage: http://www.ksde.org/Default.aspx?tabid=2371

Formative and Interim Assessment

- For formative and interim assessment in the area of writing, KSDE suggests making use of the Kansas Writing Instruction and Evaluation Tool (KWIET): http://www.cete.us/kap/kwiet/

Annual Measurable Objectives (AMOs)

- Percentage of students needed at Meets Standards or above:
  - 5th Grade = 67%
  - 8th Grade = 73%
  - High School = 76%

Performance Levels, Cut Scores, and Standard of Excellence

- Five performance levels and cut scores:
  - Exemplary – 4.40
  - Exceeds Standard – 3.75
  - Meets Standard – 3.00
  - Approaches Standard – 2.30
  - Academic Warning – < 2.30
- Criteria for Standard of Excellence: http://www.ksde.org/Default.aspx?tabid=2379

Scores Reported

- Student 6-TRAIT scores by individual rater
- Student average 6-TRAIT scores, composite score, and performance level

Testing Window

Fall Testing:

Type	Grades	Mode	Open	Close
General	5, 8, 11	P&P	Oct. 3	Jan. 15*
KAMM	5, 8, 11	P&P	Oct. 3	Jan. 15*

Spring Testing:

Type	Grades	Mode	Open	Close
General	5, 8, 11	P&P KWIET	Jan. 16	March 29* May 3 **
KAMM	5, 8, 11	P&P KWIET	Jan. 16	March 29* May 3 **
Alternate	5, 8, 11	portfolio	Dec. 31	April 26*

* closing of the student testing window

** closing of the scoring window with the last week (April 26 – May 3) reserved for any discrepant/third reads not completed previously

English Learners (ELs)

- All ELs must take the Kansas English Language Proficiency Assessment (KELPA)
- Link to the KELPA web page: http://www.ksde.org/Default.aspx?tabid=2450
- Recently arrived students (after Jan. 16, 2012) may take the KELPA in lieu of the KS Writing Assessment
- ELs may use translation dictionaries and other tools if accustomed to their use during instruction
- Students must compose in English
- Link to the ELs and State Assessments fact sheet: http://www.ksde.org/Default.aspx?tabid=2364

Contact

Melissa Fast, Math and Assessment Consultant at mfast@ksde.org, or 785.296.3486.

The KSDE does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel 120 SE 10th Ave., Topeka, KS 66612; 785-296-3204

GLOSSARY

Accommodations: Accommodations are tools and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for all students. Accommodations do not reduce learning expectations; they provide access.

Alternate Assessment: A state assessment for a student who is significantly delayed and requires substantial adjustment to the general curriculum. A maximum of 1% of district students may be counted proficient using the alternate assessment.

API: Assessment Performance Index. The API is a performance measure that assigns a point value to each student's performance level (1000=Exemplary, 750=Exceeds Standards, 500=Meets Standards, 250=Approaches Standards, 0=Academic Warning). The point values are averaged at the building level. The resulting API is used in several calculations related to the ESEA waiver.

CETE: The Center for Educational Testing and Evaluation.

ENRL records: Records submitted to the KIDS database that detail enrollment information about a student.

ELL: English Language Learners

ESEA: Elementary and Secondary Education Act. Provisions in the law allowed KSDE to apply for a waiver from the requirements of NCLB.

EXIT record: A record submitted to the KIDS database that indicates that the student is no longer enrolled in the school or district.

KAA: Kansas Alternate Assessment. See alternate assessment.

KAMM: Kansas Assessment of Modified Measures. The KAMM is a state assessment based on modified academic achievement standards for each grade level content standard. It is given to students with disabilities. A maximum of 2% of district students may be counted proficient using the KAMM.

KCA: Kansas Computerized Assessment

KELPA: Kansas English Language Proficiency Assessment. This English, language, proficiency test is required for all ELL students until they score proficient two consecutive times on the composite score as well as on all subtests.

KIDS ID #: The student's state student ID number.

KIDS: Kansas Individual Data on Students. KIDS is a student-level record system maintained by the Kansas State Department of Education. The database contains demographic information as well as data regarding the student's grade level, district, school, ELL status, etc.

Local testing window: The test window at the building level. For instance, a school may decide that it will administer the reading assessment from March 1 until March 11. This is its local testing window. Local testing windows may vary among schools in the same district.

Manipulatives: Physical objects used as an aid in understanding abstract concepts.

NCLB: No Child Left Behind. Federal legislation that mandates state testing and accountability.

OTL: Opportunity to Learn. Students at the high school level are not required to be tested at any certain grade level. They must be tested by the end of a specific grade level for a cohort year (this varies by subject). Students are tested after they have completed the coursework needed to prepare them for the assessment.

P&P: Paper and pencil

QPA: Quality Performance Accreditation. The system used by the state of Kansas for accrediting schools.

Reactivation: When a student has exited a test part, the student is not allowed to go back to that part unless the test part has been reactivated.

Recent Arrivals: ELL students whose first education in the United States occurred one year or less before the opening of the testing window. Previously, these students were known as Newcomers.

SAR: Special Action Request. Requests regarding testing situations, special accommodations, etc. submitted at the CETE website.

SC Codes: Special Coding Circumstances. SC codes are used to document unusual testing circumstances like truancy or cheating.

STCO: Student Course records. These student records are submitted to the KIDS database. The record links the student to courses and teachers.

Test part: One section of the test. Each test part requires one session of approximately 45 minutes.

TEST records: File records submitted to the KIDS database that detail assessment information for students including the test order type, testing mode, grade level, etc. This record must be submitted before a student can be tested online, be included in OTL spreadsheets, or have a preslugged answer sheet.

Test session: The time or period set aside for testing.

Test order type: The type of assessment that a student takes. There are three test order types: general assessment, KAMM, and the alternate assessment.

Test Window: The beginning and ending dates when assessments may be administered.

Testing Mode: The method used to test students. There are two modes available: online (via KWIET) or paper and pencil (fall only).

CUT SCORES

Writing Assessment Cut Scores (Composite Score)

Assessment Type	Grade	Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
General	5	1.00-2.29	2.30-2.99	3.00-3.74	3.75-4.39	4.40-5.00
	8	1.00-2.29	2.30-2.99	3.00-3.74	3.75-4.39	4.40-5.00
	HS*	1.00-2.29	2.30-2.99	3.00-3.74	3.75-4.39	4.40-5.00
KAMM	5	1.00-2.29	2.30-2.99	3.00-3.74	3.75-4.39	4.40-5.00
	8	1.00-2.29	2.30-2.99	3.00-3.74	3.75-4.39	4.40-5.00
	HS*	1.00-2.29	2.30-2.99	3.00-3.74	3.75-4.39	4.40-5.00
Alternate	All	0.00-2.99	3.00-3.74	3.75-4.24	4.25-4.79	4.80-5.00

Note: KAMM scores are converted to a five-point scale when the composite score is calculated.

INDEX

504 students
Accommodations....7
504 Students
Guidelines for testing....50
Accommodation codes
Codes populated by TEST submission....7, 10
Complete list of....10
Extra time no longer used....10
File upload....9
Submitting via a file upload....9
Submitting via student editor....8
Accommodations....55
Accommodation codes....10
Accommodations permitted by KSDE....7
ELL students....7
List of allowable accommodations....10
Must be a regular part of instruction....7
Overview....7
Receiving permission for an unlisted accommodation....7
Spanish version....7
Submitting....7
Translation dictionary....10
Activity 1
Grade 5 general assessment directions....16
Grade 5 KAMM assessment directions....20
Grade 8 general assessment directions....17
Grade 8 KAMM assessment directions....22
HS general assessment directions....19
HS KAMM assessment directions....23
Activity 2
General assessment directions for paper/pencil....25
General assessment directions for word processor....26
KAMM assessment directions for paper/pencil....26
KAMM assessment directions for word processor....26
Activity 3
General assessment directions for paper/pencil....27
General assessment directions for word processor....28
KAMM assessment directions for paper/pencil....29
KAMM assessment directions for word processor....29
Activity 4
General assessment directions for paper/pencil....30
General assessment directions for word processor....31
KAMM assessment directions for paper/pencil....32
KAMM directions for word processor....32
Agreement to abide by guidelines....14
Allowable practices....11
Alternate assessment
1% cap....51
General information....50
Appropriate test practices fact sheet....52
Assessed grade levels....1
Assessed students and frequency....1
Assessment format....1
Braille accommodation....10
CETE
Contact information....1
Must enter SC codes via student editor....5
Student editor....8
Teacher accounts....4
Contact information
CETE....1
Fast, Melissa....1, 54
Jones, Lee....1, 53
KSDE....1
Matthews, Deb....50
Smith, Dr. Scott E....1, 53
Copeland, Matt....1, 3, 54
Cut scores....56
Downloading PDF student booklets....3
ELL
Accommodations....7
Defined....55
Guidelines for testing....5
Must write essay in English....1, 13
Overview of required testing....5
Papers scored with general assessment rubrics....13
Testing recent arrivals....5
Translation dictionary accommodation code....10
ENRL records....55
Ethical issues....12
Fact sheet
Appropriate test practices....52
Writing....54
Frequent breaks....10
General directions....15
Gifted students
Guidelines for testing....50
Grading rough copies or revised copies....13
Graphic organizers....7, 11
Prohibited....7
History / government assessment
Recent arrival date for ELL....5
IEP students
Accommodations....7
Guidelines for testing....50
Jones, Lee....1, 53
KAMM
2% cap....51
Call Deb Matthews with questions....50
General information....50
KCA....55
KCA audio voice
Accommodation code....10
KELPA....55
Required for recent arrivals....5
KWIET
Scoring student responses via....4
Logs
Use of prohibited....7
Materials checklist....15
Mathematics assessment
Recent arrival date for ELL....5
Matthews, Deb....50
Notes
Prohibited....7
Paper / pencil accommodation
Accommodation code....10
Peer brainstorming....11
Peer editing/feedback....11
Performance levels
Cut scores....56
Prohibited practices....12
Reactivating student test parts....53
Reading assessment
Recent arrival date for ELL....5

Recent arrivals....55
- Defined by subject and date....5
- Guidelines for testing....5
- Overview of required testing....5

Registering the district/building for the paper/pencil....3

Review of materials....14

Rubric
- Grade 5 - general....35
- Grade 5 - KAMM....44
- Grade 8 - general....38
- Grade 8 - KAMM....46
- HS - general....41
- HS - KAMM....48

SC codes....55
- Not used for grades 9 and 10....5
- Submitted via student editor....5
- Submitting via a file upload....9
- Submitting via student editor....8, 9

Scheduling test sessions....11

Science assessment
- Recent arrival date for ELL....5

Scoring
- Calculating scores....33
- Guidelines for rubrics....33
- Guidelines for teachers....13
- Issues related to....34
- Only one rater required....13
- Overview of local....33
- Process of....33
- Second and third reads....33
- State read not used to recalculate scores....13
- Two raters encouraged....13

Scoring rubric
- Grade 5 - general....35
- Grade 5 - KAMM....44
- Grade 8 - general....38
- Grade 8 - KAMM....46
- HS - general....41
- HS - KAMM....48

Scratch paper....53

Script in manual....15

Spanish translation accommodation
- Accommodation code....10
- Available only for math and science....10

Spell checkers
- Permission to use....12

Student editor
- Accessing....8
- Must enter SC codes via....5
- Submitting accommodation codes....8
- Submitting SC codes....8, 9

Student guidelines....12

Student reads assessment aloud....10

Student-generated journals
- Prohibited....7

Student-generated logs
- Prohibited....7

Student-generated notes
- Prohibited....7

Students with disabilities
- Guidelines for testing....50

Teacher accounts at CETE....4

Teachers
- Agreement to abide by guidelines....14
- Ethical issues....12
- Test security....12

Test administration
- Accommodations for ELL....7
- Analyzing prompts or content....12
- Dividing an activity into two sessions....2, 11
- Giving breaks during an activity....11
- Number of activities per day....2, 11
- Prohibition on conducting reviews....13
- Scratch paper....53
- Student guidelines....12
- Time limits....11

Test administration modes....1

Test coordinators
- Agreement to abide by guidelines....14
- Downloading PDF student booklets....3
- Must print student test booklets....3
- Paper/pencil option tasks....2
- Publishing student response via KWIET tool....4
- Registering the district/building for the paper/pencil....3
- Scoring student responses via KWIET....4
- Test administration....2
- Test security....2
- Test windows....6
- Testing ELL students....5
- Trainings attended / review of materials agreement....14

Test order type....55

TEST records....7, 8, 10, 55

Test security
- Teachers....12
- Test coordinators....2

Test sessions
- Number of....1, 11
- Scheduling....11

Test tickets
- Teachers cannot print them....4

Test windows....6

Thesaurus
- Permission to use....12

Time limits for a test activity....11

Trainings attended....14

Translation dictionary
- Accommodation code....10

Word processors
- Guidelines on use....12

Writer's guide/handbook
- Permission to use....12

Writing assessment
- Fact sheet....54
- Paper/pencil option in fall test window....2
- Recent arrival date for ELL....5

Writing May not be changed....11

Writing prompts provided....11

Writing reference materials
- Permission to use....12