



# LAS Links Guide to Scoring Writing Form A



### Scoring Rubrics for Writing

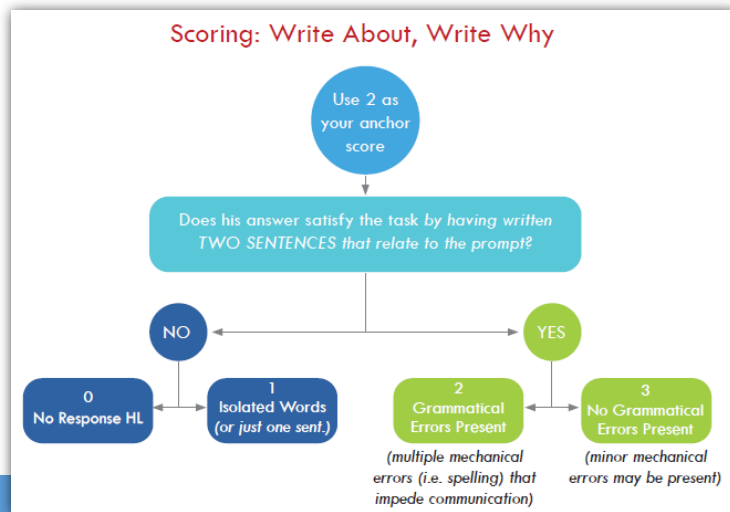
GRADES 2-12, WRITING RUBRIC 0-3

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

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

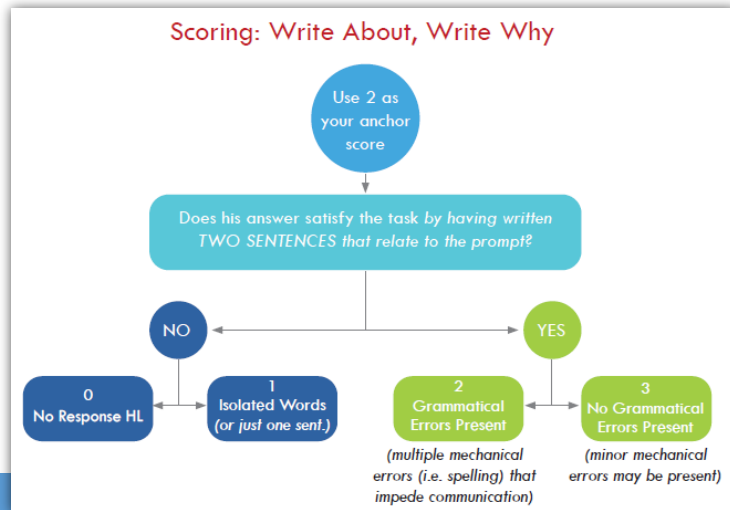
SCORE	DESCRIPTORS OF SCORES
0	<b>ERRORS PREVENT COMMUNICATION</b>
Minimal or No Communication	No English word
	"I don't know"
	A repetition of an earlier response
	The only clear English word(s) are copied from the item prompt or environmental print
	Isolated English words in a response that is otherwise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

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



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

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



Just as you did with Write About, use two as your anchor score and ask yourself the question, “Does his answer satisfy the task by having written two sentences that relate to the prompt?” If the answer is “yes, they wrote two sentences that relate to the prompt” then they will score either a 2 or a 3. Second question, is there one or more grammatical errors? Then the score is a 2. If there are two fluent responses with no grammatical errors, then the score is a 3. A student can also achieve a 3 with a few mechanical errors that do not confuse the meaning such as leaving the period off one of the sentences. If there are many mechanical errors then the score given should be a 2.

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

GRADES 2–12, WRITING RUBRIC 0–4

Write in Detail—Student will write a short composition.



SCORE	DESCRIPTORS OF SCORES
0	<p>ONE OF THE FOLLOWINGS:</p> <ul style="list-style-type: none"> <li>Response entirely in a language other than English (HL)</li> <li>Response in English that does not relate to the prompt, including "I don't know"</li> <li>Response with no correctly spelled English word</li> <li>A single English word or only words copied from the item prompt or environmental print</li> <li>An off-topic response</li> </ul>
1 Limited Words	<ul style="list-style-type: none"> <li>Response is an attempt to satisfy the task and relates very minimally to the prompt</li> <li>Response contains at least one or more correctly spelled substantive English words (noun or verb) in phrases (a group of words related to each other that convey some meaning or thought but are not expressed in a complete manner)</li> <li>Response contains no complete sentence because subject or verb is missing or incomplete</li> <li>Overall communication is unclear and unconnected, typical of a student who has emergent vocabulary</li> </ul>
2 Sentence Structure	<ul style="list-style-type: none"> <li>Response is an attempt to satisfy the task and relates at least minimally to the prompt with limited expression compared to a native writer</li> <li>Response contains at least one or more English sentences that include subject and complete verb although grammar and spelling may be incorrect and punctuation may be lacking</li> <li>Response may need to be read several times to be understood</li> <li>Response may contain digressions, repetitions, limited vocabulary, or errors in grammar, word choice, spelling, and punctuation that interfere with all or part of the communication</li> </ul>
3 Basic Communication	<ul style="list-style-type: none"> <li>Expresses content, description, action, and/or dialog clearly and yet with difficulty compared to a native writer</li> <li>Expresses most ideas clearly but lacks the grammatical fluency of a mainstream writer</li> <li>Response may contain digressions, repetitions, missing words, or errors in vocabulary, grammar, spelling, and punctuation that do not impede overall communication</li> <li>Sentences may be run-on and connected by "and" or "and then"</li> </ul>
4 Native-like Writing	<ul style="list-style-type: none"> <li>Communication is clear and complete throughout with no errors in vocabulary or grammar that identify a non-native writer. Expresses ideas, content, description, action, and/or dialog with precise vocabulary and ease approaching a native writer</li> <li>Sentences may be simple or complex with only minor digressions, repetitions, or mechanical and grammatical errors which are acceptable in first-draft work</li> <li>Any minor errors or digressions do not interfere with the overall ease of expression or clarity of thought</li> <li>Differences in handwriting do not interfere with clarity of communicative intent</li> </ul>

Utilizing the scoring rubric for Write in Detail, a 0 is given when the response is entirely in a language other than English (HL), the response is in English but does not relate to the prompt, including "I don't know", the response has no correctly spelled English word, includes only single English word or only words copied from the item prompt or environmental print (for instance copied from a poster in the classroom and the response is entirely off topic.)

A 1 is given when the response is an attempt to satisfy the task and relates very minimally to the prompt. The response contains at least one or more correctly spelled substantive English words (noun or verb) in phrases (a group of words related to each other that convey some meaning or thought but are not expressed in a complete manner). The response contains no complete sentence because subject or verb is missing or is incomplete. Overall communication is unclear and unconnected, the response is typical of a student who has emergent vocabulary.

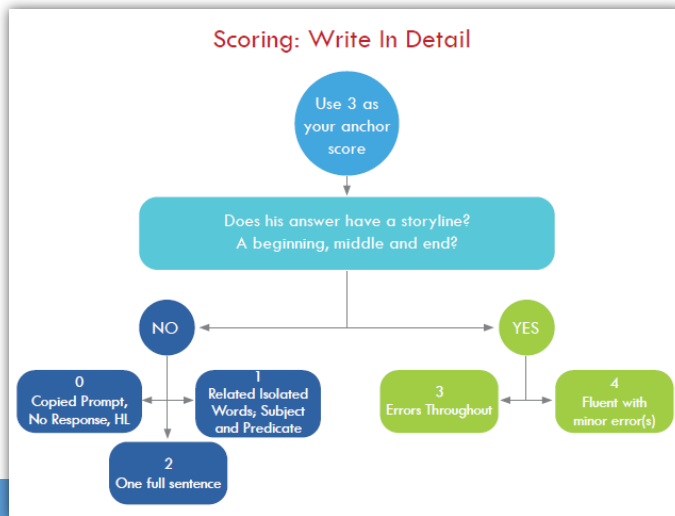
A 2 is given when the response is an attempt to satisfy the task and relates at least minimally to the prompt with limited expression. The response contains at least one or more English sentences that include subject and complete verb although grammar and spelling may be incorrect and punctuation may be lacking. The response may need to be read several times to be understood and may contain digressions,

repetitions, limited vocabulary, or errors in grammar, word choice, spelling, and punctuation that interfere with all or part of the communication.

A 3, which is considered limited fluency, is given when the student written response expresses content, description, action, and/or dialog clearly and yet with difficulty. Student expresses most ideas clearly but lacks the grammatical fluency of a mainstream writer. The response may contain digressions, repetitions, missing words, or errors in vocabulary, grammar, spelling, and punctuation that do not impede overall communication and sentences may be run-on and connected by “and” or “and then”.

A 4, which is considered fluent, provides communication that is clear and complete throughout with no errors in vocabulary or grammar that identify a non-native writer. Expresses ideas, content, description, action, and/or dialog with precise vocabulary and ease. Sentences may be simple or complex with only minor digressions, repetitions, or mechanical and grammatical errors which are acceptable in first-draft work Any minor errors or digressions do not interfere with the overall ease of expression or clarity of thought.

## Write in Detail Flow Chart



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

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

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