

Alternative Assessment SOL-Aligned Writing Rubric

Aligned with VDOE Rubric

Scorer: _____ Date _____ Student ID #: _____

Successful Writing Descriptors		Little or no control	Inconsis- tent control	Reason- able control	Consisten t control ...	
		Weaknesses Dominate	Significant Weaknesses	Uneven control	...But not perfect	
REPORTING CATEGORY 1	Composing	<u>Clear presence of central idea</u> with few or no digressions.	1	2	3	4
		<u>Elaboration</u> <u>develops</u> the central idea through <u>details and examples</u> .	1	2	3	4
		<u>Logically organized</u> with <u>clear relationship of ideas</u> and <u>use of transition</u> words. Few lapses.	1	2	3	4
		<u>Effective lead</u> (introduction) and <u>closure</u> (conclusion).	1	2	3	4
REPORTING CATEGORY 2	Written Expression	<u>Sentence length</u> and structures <u>varied</u> to create a <u>rhythmic flow</u> .	1	2	3	4
		<u>Specific word choice</u> , <u>descriptive language</u> , and selected information create tone and <u>voice</u> .	1	2	3	4
REPORTING CATEGORY 1 TOTAL:		C/W points: <input style="width: 50px; height: 20px;" type="text"/>	---	---	---	---
REPORTING CATEGORY 2	Usage-Mechanics	<u>Avoids fragments and run-ons</u> .	1	2	3	4
		<u>Usage is controlled</u> : S-V agreement, pronoun agreement and case, adverbs & adjectives, verb tense, plurals, possessives, and avoids double negatives.	1	2	3	4
		<u>Capitalization</u> , <u>punctuation</u> , and <u>spelling</u> used properly and paper is appropriately formatted using paragraphs.	1	2	3	4
REPORTING CATEGORY 2 TOTAL:		M points: <input style="width: 50px; height: 20px;" type="text"/>	---	---	---	---
Reporting Category 1: CW = Composing and Written Expression			Total 'C/W' Points ÷ 6 = <input style="width: 50px; height: 20px;" type="text"/>			
Reporting Category 2: M = Usage and Mechanics			Total 'M' Points ÷ 3 = <input style="width: 50px; height: 20px;" type="text"/>			

- Application of the Rubric:** Teachers should train to calibrate scoring using the VDOE [Understanding Scoring resource](#).
- A rubric is not meant to be a list of mandatory criteria a student must meet. Consequently, a paper may demonstrate some characteristics of one score point and some of another. A paper ultimately should be assigned a "best fit" or most appropriate score.
1. Look as much at what the writer does well as at what he/she does poorly.
 2. Give consideration to all features within the domain.
 3. Do not contaminate the scoring of one domain by either accomplishments or errors belonging to another domain.
 4. Do not create double jeopardy, e.g., a run-on sentence in Usage/Mechanics is not also a sentence error in Composing/Written Expression, and "brite" is one misspelling no matter how often the word appears.
 5. Compare papers to the requirements of each domain, not to each other, or to some general standard of desired literacy.
 6. Score only what is on the paper. It is impossible to evaluate what the writer might have intended to say.
 7. Note that a word that seems to have been omitted due to haste in revising, editing, or copying need not demonstrate a total lack of control over that feature.
 8. Do not score a paper on only length. Length, in and of itself, is not a feature of either domain.
 9. Read the entire paper before assigning any scores.
 10. Use the anchor paper exemplars to gauge scoring.

11. Keyboarding skills should not count against the paper. The ability of a student to communicate in writing may be affected by keyboarding issues that make reading the response more difficult, but the scorer should not let that influence the score that is assigned.