English Language Proficiency Assessments for California

Writing Rubrics for the English Language Proficiency Assessments for California

April 20, 2018

Prepared by:

Table of Contents

List of Tables

1 Introduction

Scoring rubrics provide guidance to educators who are evaluating student responses. The Writing Rubrics for the English Language Proficiency Assessments for California (ELPAC) are an essential part of the design of the ELPAC Writing items.

This document contains the most recent version of the Writing Rubrics for the ELPAC. Note that the writing rubrics in this document were updated after the October 2017 publication of the ELPAC Practice Tests.

Who can use the Writing Rubrics for the ELPAC?

Raters use the Writing Rubrics for the ELPAC to assign scores to writing responses for the Initial ELPAC and the Summative ELPAC. Educators can also use the writing rubrics to assign scores to formative assessment responses that students write as part of their schoolwork. In addition, teachers, students, and parents can read the writing rubrics to understand the expectations for students who take the ELPAC.

What are the Writing task types and rubrics for kindergarten through grade two (K–2) students?

The following task types are administered at kindergarten and grades 1 and/or 2:

1. Label a Picture—Word, with Scaffolding
2. Write a Story Together with Scaffolding
3. Write an Informational Text Together
4. Describe a Picture

The following rubrics are used to assess writing responses at grades K–2:

1. Grades K–2 Letter [0–1 Rubric]
2. Kindergarten Word [0–2 Rubric]
3. Grades 1–2 Word [0–2 Rubric]
4. Grades 1–2 Dictated Sentence [0–2 Rubric]
5. Grades 1–2 Independent Sentence(s) [0–3 Rubric]

What are the Writing task types and rubrics for grades three through twelve (3–12) students?

The following task types are administered at grades 3–12:

1. Describe a Picture
2. Write About an Experience
3. Write About Academic Information
4. Justify an Opinion

The following rubrics are used to assess writing responses at grades 3–12:

1. Grades 3–12 Describe a Picture: Questions 1–4 [0–2 Rubric]
2. Grades 3–12 Write About an Experience [0–4 Rubric]
3. Grades 3–12 Write About Academic Information: Question 1 [0–2 Rubric]
4. Grades 3–12 Write About Academic Information: Question 2 [0–3 Rubric]
5. Grades 3–12 Justify an Opinion [0–4 Rubric]

This document is divided into two sections. The first section provides the writing rubrics for grades K–2. The second section provides the writing rubrics for grades 3–12.

2 Writing Rubrics for Grades K–2

This section provides the writing rubrics for task types that are administered at grades K–2. Table 1 shows the Writing task types and rubrics for grades K–2.

Table 1. Writing Rubrics for Grades K–2

Task Type	Grade(s)	Number of Items per Set	Rubric(s)
Label a Picture—Word, with Scaffolding	K	4	• Items 1–2: Grades K–2 Letter [0–1 Rubric] • Items 3–4: Kindergarten Word [0–2 Rubric]
Label a Picture—Word, with Scaffolding	1	4	• Items 1–2: Grades K–2 Letter [0–1 Rubric] • Items 3–4: Grades 1–2 Word [0–2 Rubric]
Label a Picture—Word, with Scaffolding	2	3	• Items 1–3: Grades 1–2 Word [0–2 Rubric]
Write a Story Together with Scaffolding	K	4	• Items 1–2: Grades K–2 Letter [0–1 Rubric] • Items 3–4: Kindergarten Word [0–2 Rubric]
Write a Story Together with Scaffolding	1–2	4	• Items 1–2: Grades K–2 Letter [0–1 Rubric] • Item 3: Grades 1–2 Word [0–2 Rubric] • Item 4: Grades 1–2 Independent Sentence [0–3 Rubric]
Write an Informational Text Together	1–2	2	• Item 1: Grades 1–2 Dictated Sentence [0–2 Rubric] • Item 2: Grades 1–2 Independent Sentence [0–3 Rubric]
Describe a Picture	1–2	1	• Grades 1–2 Independent Sentence [0–3 Rubric]

2.1 Grades K–2 Letter [0–1 Rubric]

Score	Descriptors
1	• The student writes the letter correctly. If the letter name is provided, the student writes the specified letter. If the letter name is not provided, a phonetic representation of the sound is acceptable. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • **For kindergarten and grade one**, the letter may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
0	• The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word. OR • The student writes or draws content that is not representative of letters in the English alphabet. OR • The student does not provide a written response.

2.2 Kindergarten Word [0–2 Rubric]

Score	Descriptors
2	• The student writes at least two letters of the stated word correctly, including the initial letter in the initial position and one additional letter (any position in the word). • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • Phonetic spelling is acceptable. • Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
1	• The student writes one letter of the stated word correctly in the correct position (i.e., the initial, middle, or final position in the word), or the student writes only one letter from the stated word (e.g., "u" from "hug"). • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • Phonetic spelling is acceptable. • Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
0	• The student writes letters that are not representative of letters in the stated word. OR • The student copies a word or words printed on the Answer Book page. OR • The student writes or draws content that is not representative of letters in the English alphabet. OR • The student does not provide a written response.

2.3 Grades 1–2 Word [0–2 Rubric]

Score	Descriptors
2	• The student correctly writes the word. **For grade one**, phonetic representations (using logical letter-sound relationships) of all the letters are acceptable. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • **For grade one**, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
1	• The student writes at least two letters of the word correctly, including the initial letter in the initial position and one additional letter (any position in the word). **For grade one**, phonetic representations (using logical letter-sound relationships) of the two letters are acceptable. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • **For grade one**, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
0	• The student writes letters that are not representative of letters in the word. OR • The student copies a word or words printed on the Answer Book page. OR • The student writes or draws content that is not representative of letters in the English alphabet. OR • The student does not provide a written response.

2.4 Grades 1–2 Dictated Sentence [0–2 Rubric]

Score	Descriptors
2	• The student writes the entire dictated sentence in the correct sequence. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • **For grade one**, the letter may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). • **For grade one**, phonetic spelling is acceptable. • **For grade two**, sight words are spelled correctly and non-sight words are spelled phonetically.
1	• The student attempts to write the dictated sentence, but it may not be complete. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • **For grade one**, some words may be represented by a single initial letter only, or there may be limitations in phonetic spelling. • **For grade two**, words may be spelled incorrectly or phonetically.
0	• The student writes letters that are not representative of the words in the dictated sentence. OR • The response is not related to the prompt. OR • The student does not provide a written response.

2.5 Grades 1–2 Independent Sentence(s) [0–3 Rubric]

Score	Descriptors
3	• The student writes an original sentence(s). The response is appropriate and relevant to the task. • The words in the sentence are recognizable. **For grade one**, the words in the sentence are recognizable without the Test Examiner's transcription (if present). • The student uses effective grade-appropriate grammar and word choice. • Errors in spelling and punctuation may be present, but they do not interfere with meaning. • **For grade one**, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.
2	• The student writes an original sentence(s). The response partly addresses the task but may not be complete. • A few words may not be recognizable. **For grade one**, some words are recognizable only with the Test Examiner's transcription (if present). • Limitations in phonetic spelling, grammar, and/or word choice may impede meaning. • Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.
1	• The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word. • Many words may not be recognizable. **For grade one**, words may only be recognizable with the Test Examiner's transcription (if present). • Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning. • The response may include some individual or unrelated letters.
0	• The student writes letters that are not representative of words in English. OR • The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language. OR • The response is not related to the prompt. OR • The student does not provide a written response.

3 Writing Rubrics for Grades 3–12

This section provides the Writing rubrics for task types that are administered at grades 3–12. Table 2 shows the Writing task types and rubrics for grades 3–12.

Table 2. Writing Task Types and Rubrics for Grades 3–12

Task Type	Grade Span	Number of Items per Set	Rubric(s)
Describe a Picture	3–12	4	• Grades 3–12 Describe a Picture: Questions 1–4 [0–2 Rubric]
Write About an Experience	3–12	1	• Grades 3–12 Write About an Experience [0–4 Rubric]
Write About Academic Information	3–12	2	• Grades 3–12 Write About Academic Information: Question 1 [0–2 Rubric] • Grades 3–12 Write About Academic Information: Question 2 [0–3 Rubric]
Justify an Opinion	3–12	1	• Grades 3–12 Justify an Opinion [0–4 Rubric]

3.1 Grades 3–12 Describe a Picture: Questions 1–4 [0–2 Rubric]

Each of the four Describe a Picture questions asks students to perform a different writing task, which is described in the directions. This Describe a Picture rubric refers to the directions, allowing one rubric to be used for all four of the questions.

Score	Descriptors
2	• The response consists of a complete sentence that fully addresses the task (by adding details, correcting errors, condensing ideas, or expressing something that might happen next). • Grammar and word choice are appropriate.
1	• The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate. • There are errors in grammar and word choice.
0	• The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR • No response is provided.

3.2 Grades 3–12 Write About an Experience [0–4 Rubric]

Score	Descriptors
4	• The response provides a description of the experience named in the prompt using well-developed descriptions, details, and/or examples. • The response is readily coherent. • Grammar and word choice are varied and generally effective. Minor errors do not impede meaning. • Minor errors in spelling and punctuation may be present, but they do not impede meaning. • The response typically includes a paragraph of at least three sentences.
3	• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples. • The response is generally coherent. • Errors and limitations in grammar and word choice may impede meaning in some sentences. • Errors in spelling and punctuation may impede meaning at times. • The response typically includes at least two sentences.
2	• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples, but is not complete. • The response is somewhat coherent. • Errors and limitations in grammar and word choice impede the overall meaning. • Errors in spelling and punctuation may frequently impede meaning. • The response includes at least one sentence.
1	• The response may provide a limited description of the experience named in the prompt and/or conveys little relevant information. • The response lacks coherence. It may consist of isolated words or phrases. • Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas. • Errors in spelling and punctuation may severely impede meaning.
0	• The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR • No response is provided.

3.3 Grades 3–12 Write About Academic Information: Question 1 [0–2 Rubric]

The task for Write About Academic Information: Question 1 differs slightly at grades 3–5 as compared to grades 6–12. However, the general wording of the rubric makes it appropriate for scoring Question 1 at grades 3–12.

Score	Descriptors
2	• **For grades three through five**: The response completely addresses the task and includes one or more relevant details from the graphic organizer. • **For grades six through twelve**: The response completely addresses the task and includes at least two relevant details from the graphic organizer. • Minor errors in grammar, word choice, and/or spelling may be present, but they do not impede meaning. • The response contains at least one sentence.
1	• The response does not completely address the task or is missing relevant details from the graphic organizer. • Errors and limitations in grammar, word choice, and/or spelling may impede meaning. • The response may consist of a word(s) or a bulleted list.
0	• The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR • No response is provided.

3.4 Grades 3–12 Write About Academic Information: Question 2 [0–3 Rubric]

The task for Write About Academic Information: Question 2 differs slightly at grades 3–5 as compared to grades 6–12. However, the general wording of the rubric makes it appropriate for scoring Question 2 at grades 3–12.

Score	Descriptors
3	• The response completely addresses the task and includes sufficient and relevant information from the graphic organizer. • Minor errors in grammar, word choice, and/or spelling may be present, but they do not impede meaning. • **For grades three through five**: The response typically includes at least two sentences. • **For grades six through twelve**: The response typically includes at least three sentences.
2	• The response partially addresses the task. It may not be complete or may be missing some relevant information from the graphic organizer. • Errors and limitations in grammar, word choice, and/or spelling may impede meaning at times. • The response may contain fewer than the number of sentences indicated in the test question.
1	• The response attempts to address the task but is missing relevant information from the graphic organizer. • Errors and limitations in grammar, word choice, and/or spelling may impede meaning throughout. • The responses may consist of a word(s) or a bulleted list.
0	• The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR • No response is provided.

3.5 Grades 3–12 Justify an Opinion [0–4 Rubric]

The task for Justify an Opinion differs at grades three through five (3–5) compared to grades six through twelve (6–12). At grades 3–5, students are prompted to write *at least one paragraph* that provides an *opinion* with supporting reasons. Students at grades 6–12 are asked to write *at least two paragraphs* that provide a *position* with supporting reasons. The rubric for Justify an Opinion describes the differing expectations at grades 3–5 and grades 6–12.

Score	Descriptors
4	• The response successfully expresses an opinion **(grades three through five)** or states a position **(grades six through twelve)** and provides relevant and detailed support. • The response is readily coherent. • Grammar and word choice are varied and effective. • Minor errors in spelling and punctuation may be present but do not impede meaning. • **For grades three through five**: The response includes at least two reasons that support the opinion, typically using three or more sentences. • **For grades six through twelve**: The response includes at least two reasons that support the position, typically using six or more sentences. • **For grades nine through twelve**: Register is appropriate.
3	• The response expresses an opinion or states a position with some relevant support. • The response is generally coherent. • Errors and limitations in grammar and word choice may impede meaning in some sentences. • Errors in spelling and punctuation may impede meaning at times. • **For grades three through five**: The response includes at least one reason that supports the opinion, typically using two or more sentences. • **For grades six through twelve**: The response includes at least one reason that supports the position, typically using three or more sentences. • **For grades nine through twelve**: Register is mostly appropriate.

Score	Descriptors
2	• The response expresses an opinion or states a position with some relevant support but is not complete. • The response is somewhat coherent. • Errors and limitations in grammar and word choice impede meaning. • Errors in spelling and punctuation may frequently impede meaning. • **For grades three through five**: The response includes at least one sentence. • **For grades six through twelve**: The response typically includes at least two sentences. • **For grades nine through twelve**: Register is somewhat appropriate.
1	• The response does not include a clear opinion or position and/or conveys little relevant information. • The response lacks coherence. • Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position. • Errors in spelling and punctuation may severely impede meaning. • **For grades three through five**: The response may consist of isolated words or phrases. • **For grades six through twelve**: The response may consist only of one sentence or of isolated words or phrases. • **For grades nine through twelve**: Register may not be appropriate.
0	• The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR • No response is provided.