2010-2011
Nevada Grade Eight and High School Proficiency Examinations in Writing

ADMINISTRATION MANUAL

Nevada Department of Education

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Nevada Writing Assessment Website
http://www.doe.nv.gov/statetesting/writingassess.html

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TEST ADMINISTRATOR RESPONSIBILITIES

The classroom test administrator has responsibilities before, during, and after the scheduled test administrations to guarantee the integrity of the test administration and the testing materials. The test administrator or classroom test administrator must be a licensed school employee.

BEFORE THE TEST:

_____ Attend the test administration refresher training at your school and discuss any questions that you may have.

_____ Read all directions for test administration in this manual and any additional handouts used in the test administration refresher training.

_____ Know your school's procedures for emergencies such as unscheduled fire drills or a student getting sick during testing. Also know the procedures for moving students from one testing location to another if testing time is needed beyond that which was scheduled.

_____ Check room and cover or remove any posters or materials on the walls and/or desks that might provide instruction or assistance to students. For details or further direction see your school test coordinator who will refer to the *Procedures for the Nevada Proficiency Examination Program 2010-2011*.

_____ Obtain student rosters and sign-in sheets from your school test coordinator who will verify student eligibility prior to testing.

_____ Obtain any necessary accommodation information from your school test coordinator.

_____ Make certain that you know your school and district codes furnished by your school test coordinator.

_____ Ensure, on the day of the test, that you have all necessary materials for test administration: This administration manual, No. 2 pencils, blank or lined scratch paper, writing test prompts, and an answer document for every student scheduled to test with your testing session.

_____ Check student ID against the class roster during student check-in, and obtain student signatures. Ensure that the correct answer document is given to each student.

_____ Ensure that students do not bring electronic devices (unless NDE/IEP permissible) into the testing session and that no personal belongings are on desks or table tops. Whenever possible, have students store backpacks in the rear of the testing room.

DURING THE TEST:

_____ Post a "Testing" sign on your classroom door.

_____ Follow the script in this test administration manual **VERBATIM**.

_____ Make certain that Testing Conditions and/or Did Not Participate fields have been correctly coded on the answer documents, if applicable.

_____ Check to make sure that students do not hand-bubble Student Identifying Information onto preprinted barcoded answer documents.

_____ Provide accommodations as outlined in student IEP, LEP, or Section 504 Testing Accommodation Plans as per your school test coordinator.

_____ Students may not receive any assistance from anyone or use any other materials beyond those specified in this manual. No dictionaries, reference materials, or other instructional aids are allowed.

_____ Students must **NOT** be left unattended with test materials.

_____ Walk the room and actively monitor students during testing. Observe that students are writing their responses to the prompts on the correct side of the answer document.

_____ Writing prompts may **NOT** be translated into another language.

_____ Provide additional time, as needed, in a test-conducive environment. However, both topics **must** be completed during a single uninterrupted testing session on the same day. Students must **not** be given breaks or an opportunity to interact with their peers or to receive outside help prior to completing the test. Follow the school's plan for orderly supervised transition from one testing situation to another, if necessary.

_____ DISCLOSURE OF TEST CONTENT IS STRICTLY PROHIBITED BY STATE LAW. **DO NOT** discuss, read, review, copy, reproduce, and/or take notes on writing prompts or student responses. Prompts will be released once schools receive test scores.

AFTER THE TEST:

_____ Collect and log in all materials: writing prompts, scratch paper, and answer documents. Students are to leave the room with only their personal belongings.

_____ Before dismissing students, ensure that the number of writing prompts and answer documents collected is identical to the quantity that was distributed prior to testing.

_____ Log in any unused writing prompts and answer documents and include them with the materials to be returned to your school test coordinator.

_____ Make certain that all hand-bubbled Student Identifying Information is complete and accurate.

_____ Follow your school’s procedures for sorting test materials and return them to your school test coordinator as soon as possible but no later than the end of the school day. All documents are secure and must not be left unsecured once collected from the students.

_____ Report any test irregularities **IMMEDIATELY** to your school test coordinator.

_____ Student responses are never to be copied.

_____ Shred prewriting and rough drafts.

ADMINISTRATION PROCEDURES

This manual contains a description of the procedures to be used when administering the *Nevada Grade Eight and High School Proficiency Examination in Writing*, along with detailed instructions to be read to students. Read and understand these instructions thoroughly before administering the test.

During the administration of the test, the instructions beginning on page 5 in this book must be used.

TESTING MATERIALS

Only the following materials are allowed for the Grade Eight and HSPE in writing:

- This *Administration Manual*
- Copies of the writing instructions and examination topics
- Answer documents
    - 8th grade &11th grade--**Raspberry-colored** answer documents
    - 12th grade/Adult--**Pumpkin-colored** answer documents
- A supply of No. 2 pencils with erasers
- Blank, both sides, lined or unlined, scratch paper
- A reliable watch or clock

TEST SECURITY

All testing personnel are bound by testing procedures and test security measures as outlined in the *Procedures for the Nevada Proficiency Examination Program 2010-2011*. The principal of each school is responsible for providing complete training annually in test security and test administration for all school personnel. The training session held before testing should review these instructions, test security, and individual responsibilities, such as distributing and collecting materials, assisting students in marking the student identifying information on the answer document, and checking to make certain that each student is working on the appropriate part of the test.

Nevada statutes specifically prohibit the disclosure of the content of examinations used in the Nevada Proficiency Examination Program except when required in specific circumstances. School officials, including classroom test administrators and classroom proctors, are not authorized to look at the test contents or make notes or copies of any test items. Testing sessions for the same type of test (i.e., writing) should be scheduled so that students cannot obtain test information from one another or from someone who has already taken the test.

Nevada statutes specifically prohibit the disclosure of the content of the Nevada Proficiency Examinations including topics used in the writing examination. The concern is twofold. First, students should have no knowledge of the topic prior to taking the test. Second, teachers should have no knowledge of the topic so that "teaching to the test" cannot occur either inadvertently or intentionally. **(NRS 389.015)**

PLANNING AND ADMINISTRATION

Because testing environments can affect student scores, the following guidelines are provided for planning favorable testing environments.

It is the intent of NDE Writing examinations that students not be allowed to talk with each other nor anyone else about the test(s). Please plan your administration schedule accordingly.

Students with special needs (IEP, Section 504, and LEP) may qualify for the use of accommodations during testing. Your school test coordinator will provide you with a list of those students and the accommodations. Check to make certain that the answer documents for any students on the list provided to you for accommodations have been coded correctly under Testing Conditions. Consult your school test coordinator with concerns.

Size of Testing Sessions. Districts may decide the sizes of testing sessions, but smaller testing sessions (approximately 25-30 students) provide better testing conditions.

The Room. A room that is free from distractions and has adequate light, ventilation, and heating or air conditioning provides the most supportive conditions for students.

Seating. Seating must be arranged to minimize the possibility of students communicating with each other either verbally or visually. Each student should be provided with ample blank, front and back, lined or unlined, scratch paper; an answer document; and workspace in which to write.

When to Test. Within each district, all tests of the same type (i.e., writing) should be administered on a schedule that makes it impossible for students who have not taken the test to learn about the test content before they take it. The HSPE in Writing must always be given on Wednesday of the designated testing week. Grade eight writing is given on the one day (Wednesday strongly recommended) that districts choose during the testing window. Any other schedule must be approved by the Writing Assessment Consultants at the Department of Education.

Personnel. The examination must be administered by one licensed classroom test administrator, in each testing room with the help of as many classroom proctors as necessary, depending upon the size of the testing center. If the test is being administered in large groups, **at least** one proctor should be provided for every group of 25-30 students.

Test administrators and test proctors must circulate throughout the testing area while students are testing to make certain that students are completing the test as directed.

Helping Students. All test administrators and proctors must maintain an impartial and professional attitude. In no case may students be given help with the test. However, testing procedures should be made clear. Any questions about procedures for marking or correcting answer documents should be answered by repeating the appropriate sections of the instructions. If a student should ask a question about the test content or the choice of a response, permissible replies include: "Follow the instructions that you were given" and "Do your best."

Cheating. Any instances of cheating should be handled in the least disruptive manner consistent with district and school policies. Answer documents for students who cheat must be submitted as invalidated and submitted under Invalidated Score Header. Students who cheat will receive a failing score, be placed in the lowest achievement level, and be referred to the district test director for further appropriate action. All instances of cheating require submission of a Report

of Test Irregularity. Students who receive invalidated scores but have writing on the document will be counted as participating.

No Electronic Devices. Students are not to wear headphones while taking the writing test, nor are they allowed to have pagers, cell phones, PDAs, or any other electronic device on the desk or accessible during the testing. (Exceptions are made for IEP students under very specific, allowable circumstances. See your school test coordinator and *NPEP Procedures 2010-2011* manual for instruction.)

Students Who Finish Early. Prior to testing, advise students to bring books or other reading materials to occupy their time if they finish early. These materials should not be on student desks while they are taking tests. While reading is a permissible activity, writing is not permitted. Items for use after the examination are to be stored away from the student work area and not accessible until testing materials have been logged in and collected by the test administrator.

No Books, Dictionaries, Thesauruses, Notes, or Other Aids. No reference aids and materials may be accessible to students during *Grade Eight and High School Proficiency Examination* writing testing.

SUGGESTED TESTING TIMES

Almost all students will complete the writing examination within a minimum suggestion of 120 minutes but have a plan for students who need additional time.

Both topics **must be** completed during a single uninterrupted testing session on the same day, and students **must not be** given breaks or an opportunity to interact with their peers or to receive outside help prior to completing the test.

Individual districts will need to provide a specific timeline that meets the needs of their particular situations, but all students who are working productively should be allowed to complete the test. The school test coordinator will provide you with a procedure for moving students who require more time to another location. Security of test materials must be maintained during relocation, and the opportunity for students to interact with anyone else must be minimized.

RECORDING STUDENT IDENTIFYING INFORMATION ON ANSWER DOCUMENTS

Submit an answer document for every 8th grade student in your school at the time of testing.

For the November administration of the *HSPE*, an answer document must be completed and submitted for every 11th grade student[1]. For the March administration, only those 11th graders who did not test or who need to retake the test need to submit an answer document. The only exception concerns 11th graders new to the state who enrolled after the November administration. These students must have an answer document submitted for them for the March administration whether they actually take the test or not.

[1] Do not submit an answer document for any 11th grade student who took the writing examination last year and passed it but has not been classified as a senior this year.

Barcoded answer documents have been provided for most eighth, eleventh and twelfth grade students who have to take the examination. Any students that do not have barcoded answer documents and take the test must complete the student identifying information required on the first page of their answer documents.

On barcoded answer documents, Testing Conditions and/or Did Not Participate fields must be hand-bubbled, if applicable. Your school test coordinator will give you the information you need to complete these fields, or they may have already completed those fields. Most students will have nothing marked in either of these fields. The Did Not Participate field will only be marked if a student is absent and does not take the test. The Not-Enrolled option is only marked if a student has a barcoded document and is no longer enrolled.

Students will always use the original barcoded answer document **unless** the school code on the answer document is incorrect. If that is the case, hand-bubble a completely new document.

Follow the directions exactly if it is necessary to complete a hand-bubbled document. Material to be read aloud to the students is printed in dark type and is preceded by the word SAY. All other information is for the test administrator and should not be read to the students.

Before reading the directions to students, make sure you know your district number and school number. Your school test coordinator should furnish you with this information.

DO NOT SEPARATE THE ANSWER DOCUMENT PAGES AT ANY TIME.
FORM NUMBERS ON BOTH SHEETS MUST BE IDENTICAL.

When all students are quietly seated with No. 2 pencils, erasers, and blank, both sides, lined or unlined scratch paper:

SAY **As you know, you are here to take the writing portion of the Nevada Proficiency Examination. I will now pass out answer documents. Some of you have an answer document with a barcode and some information printed on the document. You do not have to fill out anything on this first page. Those of you with a blank answer document will have to fill in all the sections that I direct you to. Please DO NOT make any marks on your answer document until I tell you to do so. If you have any questions as we go through the instructions, please raise your hand.**

Distribute the answer documents.

SAY **If you have a blank document, you will be filling in your name and other information. Incorrect information in this section may result in your not getting credit for passing this test. Please follow the instructions as I read them to you. Do not move ahead to a new section until I have read the instructions for that section and have told you to proceed. Are there any questions?** (Pause)

NAME fields:

SAY **Position your answer document so that the student information portion is facing you**. **Locate the blocks labeled LAST NAME, FIRST NAME, AND MI, which are at the top of the first side of your answer document**. (Hold up a sample answer document and point to these blocks.)

Starting with the box on the left, print one letter of your legal LAST NAME in each box. If your last name has more than the 11 letters for which boxes are provided, print only as many letters as there are boxes. In the spaces labeled FIRST NAME, print one letter of your legal first name in each box beginning with the leftmost box in this section. If there are not enough boxes, print only as many letters of your first name as there are boxes. Do not use a nickname or a shortened version of your first name. In the space labeled MI, print your middle initial. If you do not have a middle name, do not print anything in this space.

Pause to allow students time to fill in this information. Watch to make sure that students with barcoded answer documents are not also hand-bubbling information that has been barcoded for them.

SAY **Each box has a column of bubbles containing letters below it. Darken in the bubble in the first column that has the same letter as the first letter of your last name. Repeat the process for each of the other letters in your name. Mark only one bubble in each column. If a last name contains a blank, dash, hyphen, apostrophe, or other non-alphabetical character, do not record that mark on the answer document. For example, if your last name is "O'CONNOR," record only "OCONNOR" on the answer document. If your last name is JONES-SMITH, record only JONESSMITH. Completely erase any incorrect marks. Be careful not to make any other marks. Are there any questions?** (Pause)

Check to make sure that each student is filling in the circles correctly.

DISTRICT NUMBER (DIST #) field: Provided to you by your school test coordinator

SAY **Locate the field labeled DIST #, which is at the lower left on your answer document.** (Hold up a sample answer document and point to the correct block.)

In the boxes at the top of this field, write the number _____, using one digit per box. (Pause)

Under each box, darken the bubble in each column that has the same number in it that you wrote in the box directly above. (Pause)

SCHOOL NUMBER (SCHOOL #) field: Provided to you by your school test coordinator

SAY **Locate the field labeled SCHOOL #, which is next to the district number.** (Hold up a sample answer document and point to the appropriate block.)

In the boxes at the top of this block, write the number _____, using one digit per box. (Pause)

Under each box, darken the bubble in each column that has the same number in it that you wrote in the box directly above. (Check to make sure that each student is filling in the circles correctly.)

STUDENT NUMBER field: The number must be **left-justified with no leading zeroes.** *This field is **only** for public schools, including charter schools.

SAY **Locate the field labeled STUDENT NUMBER, which is positioned near the center of the bottom of the page.** (Hold up a sample answer document and point to the STUDENT NUMBER box.)

Starting with the box on the far left side, print one number of your student ID number in each box. Do not add dashes or leave spaces between series of numbers.

Pause to allow students time to fill in this information.

SAY **Darken the correct bubbles directly below each number until all of the bubbles that correspond to your Student ID Number are filled in. Mark only one bubble in each column. Completely erase any incorrect marks. Are there any questions?** (Pause)

BIRTHDATE field:

SAY **Locate the field labeled BIRTHDATE, next to the STUDENT NUMBER field.** (Hold up the form and indicate the appropriate field.)

In the blank box at the top of the first column, write the abbreviation for the month in which you were born. Are there any questions? (Pause)

SAY **Write the day of the month on which you were born in the boxes under "DAY," using the numbers 01 to 31.** (Pause)

SAY **Under "Year," write the last two numbers of the year in which you were born. For example, if you were born in 1989, you would write 89.** (Pause)

SAY **Under each column for month, day and year, darken the bubble that corresponds to what you have written above. Make sure that you darken one bubble in each column, including bubbles with zeros in them where zeros have been written in the box above. For example, for 01, the left bubble containing the zero should be darkened, and the right bubble containing the one should be darkened. Are there any questions?** (Pause)

GRADE field:

SAY **Locate the GRADE field and bubble the correct grade level.** (Hold up a form and point to the correct block.)

TESTING CONDITIONS field:

Accommodations are available **only** to IEP, 504, and LEP students, as indicated on the Testing Accommodation Plans for each group of IEP, Section 504, and LEP students. Modifications are available **only** for IEP students. If necessary and appropriate, bubble if a student takes the writing test under any of the following conditions:

- Special Paper
- Typing a Response (IEP must accompany answer document)
- Other (bubble Braille here)
- Special Request (by special approval from NDE)

This field does not need to be bubbled for students testing under standard or regular conditions.

DID NOT PARTICIPATE field: Do not complete this field unless the student is absent. Bubble one of the following for students who do not test and should have:

- Absent
- Not Enrolled (withdrawn-BARCODED DOC ONLY)
- NAA
- Other (should have tested but did not for some other reason)

SAY **Now everyone turn to the third page of your answer document, and write your name and school name in the spaces provided at the top of the page, right here.** (Hold up an answer document and show students where.)

Immediately after writing the school name, print the school number_____. (Pause) **(This number is on the front page of your answer document near the bottom left corner.) DO NOT mark anything near the timing marks down the right hand side of the page.**

Do not separate the pages of the answer documents. They must remain intact and returned for scoring as one document.

WRITING TEST INSTRUCTIONS

See that all students are quiet and seated and have clear desks, except for their answer documents; blank, both sides, lined or unlined, scratch paper; pencils; and erasers.

If you will be allowing students who finish early to work on other things before the end of the testing period,

SAY **If you finish this test early and would like to read, raise your hand, and I will pick up your test materials. After I have taken your test materials, you may read any materials you have brought with you. However, due to test security, please do not write anything, do not talk, and do not disturb anyone.**

I will now pass out the writing tests. DO NOT begin writing until you are told to do so.

Pass out the writing test instructions, then

SAY **You have scratch paper, the writing test instructions, an answer document, and pencils on your desk. These are the only materials that you can use while taking the test. I am now going to read the instructions and the prompt printed on the writing test. Please read them silently as I read them aloud.**

(Read everything on the instruction and prompt sheet aloud.)

Do not help students in any way with the test content. We have included as part of the instruction and prompt sheet any problem words and their definitions if deemed necessary to define certain words. Do not give examples or explanations or recommendations on what a student may write.

SAY **Are there any questions?** (Pause)

When there are no more questions,

SAY **Please write neatly and legibly so your writing can be read. Be very careful to write your response to Topic A on the side of the answer document which is labeled "Writing Test - Topic A" and write your response to Topic B on the side which is labeled "Writing Test - Topic B." It is important that you do not write outside of the areas provided for your pieces of writing.**

Test administrators are to refer to district test policy as it relates to the amount of time to complete the Grade Eight and High School Proficiency Examinations in Writing. All students should be given enough time to complete the examination provided they utilize testing time appropriately.

SAY **Complete the entire test. We expect most students will take between one and two hours to complete this exam. As long as the test administrator sees that you are working productively, you will be given enough time to finish the test. Are there any questions?** (Pause) Answer any questions; then

SAY **Again, be sure to write Topic A on the side labeled "Topic A" and Topic B on the side labeled "Topic B." Make sure your name and school have been written at the top of the page labeled "Topic A." You may begin.**

Immediately following the completion of the writing test, collect all answer documents, copies of the writing instructions and examination topics, scratch paper and rough drafts.

If students who have completed the test in the regularly scheduled time period are to be excused from the test setting, classroom test administrators and classroom proctors must collect all test materials from those students and log them in before allowing students to leave the room. Those students who remain are not to be given a break to leave the room and return at a later time to complete their test. They must, however, be provided whatever time is needed for each student to complete the test as long as they are working productively.

Follow the edit procedures listed in Appendix A of this manual, and return all materials to the location designated by the school test coordinator no later than the end of the day. Answer documents are secure items that must be kept in locked storage. At no time are they to be left unattended where students or others have unsupervised access to them.

No Grade Eight and/or HSPE student answer documents may be duplicated and retained at the school site. Shred prewriting and rough drafts. Copies of the eighth, eleventh, and twelfth grade/adult ***Writing Instructions and Examination Topics*** must be locked up and released only after the scores for all students tested have been returned to the school.

APPENDIX A

Edit Procedures for Answer Documents

Check each answer document to ensure that:

- there are no stray pencil marks on the test sheet timing track or in the grid areas to be read by the scanner and no stray pencil marks outside the writing area;
- students have not hand-bubbled student identifying information onto preprinted barcoded answer documents;
- answer documents have been completed by students using a No. 2 pencil;
- all erasures are complete.

CHECKS ON THE STUDENT IDENTIFYING INFORMATION PAGE:

1. **First and Last Name Blocks: Required. *Each LEGAL NAME must be left justified*.**
2. **Middle Initial:** Include if student has a middle name.
3. **District Number and School Number: Required.** Your school test coordinator should have provided these numbers to you prior to testing. Please check carefully that the information is bubbled accurately**.**
4. **Student Number: Required. Left justified and no leading zeroes.** This field is only for public schools, including charter schools.
5. **Date of Birth: Required.**
6. **Grade: Required.**
7. **Testing Conditions:** This field should be coded by the school test coordinator, school Special Education Facilitator, ESL Specialist, and/or 504 Building Officer and only for IEP, Section 504, and LEP students, if applicable. **If a student takes the test using no accommodations, nothing needs to be bubbled.** See your school test coordinator for guidance if you have questions. If necessary and appropriate identify by bubbling if a student takes the writing test under the following conditions:
   - Special Paper
   - Typing a Response (IEP must accompany answer document)
   - Other (bubble Braille here)
   - Special Request (by prior approval from NDE)

   The Testing Conditions field does not need to be bubbled for students testing under standard or regular conditions.

8. **Did Not Participate:** Students who were absent must have the correct bubble in Did Not Participate field marked.
    - Absent
    - Not Enrolled (withdrawn-BARCODED DOC ONLY)
    - NAA
    - Other (should have tested but did not for some other reason)

CHECKS ON THE WRITING TEST PAGE:

1. Ensure that student name and school name are legible on the Topic A page.
2. Make sure that there are no stray marks in the timing marks along edge of each page, in the scoring area at the bottom of each page, or in the marked serial code number block in the margin on the last page.

NEVADA HIGH SCHOOL PROFICIENCY

EXAMINATION IN WRITING
SCORING GUIDE

WRITING ASSESSMENT

Papers that fall into the following categories MUST be given to the Table Leader:

- **THE PAPER IS CLEARLY OFF-TOPIC.**
  Off-topic papers are those whose content does not correlate with the assigned topic, not merely those in which the writer appears to have misunderstood the assignment.

- **THE PAPER CONTAINS OBSCENE OR EXTREMELY OBJECTIONABLE MATERIAL.**

- **THE PAPER IS BLANK.**

- **THE PAPER CONTAINS INSUFFICIENT WRITING FOR EVALUATION.**

- **THE PAPER IS WRITTEN IN A LANGUAGE OTHER THAN ENGLISH.**

- **THE PAPER IS ILLEGIBLE.**

Nevada Writing Proficiency Examination
High School Holistic Rubric

SCORE "SIX" A six paper is superior. It exemplifies **ALL OR MOST** of the following: • Focuses and develops ideas in a sustained and compelling manner, showing creativity and insight. • Clarifies and defends or persuades with precise and relevant evidence; clearly defines and frames issues.. • Effectively organizes ideas in a clear, logical, detailed, and coherent manner using appropriate structures to enhance the central idea or theme. • Demonstrates involvement with the text and speaks purposefully to the audience in an appropriate, individualistic, and engaging manner. • Uses multiple sentence structures and word choices effectively and with a sense of control for stylistic effect. • Commits few, if any, errors in standard English rules for grammar/usage and mechanics.	**SCORE "FIVE** A five paper is distinctly above average. It displays **ALL OR MOST** of the following: • Focuses and develops ideas in an effective and detailed manner. • Defends and/or persuades with important and relevant evidence; defines and frames issues. • Organizes ideas clearly and coherently using structures appropriate to purpose. • Communicates a sense of commitment to the topic and to the audience's involvement. • Uses varied sentence structure and word choice effectively. • Commits few errors in standard English grammar/usage and mechanics.	**SCORE "FOUR"** A four paper is adequate. It exhibits **ALL OR MOST** of the following characteristics: • Adequately focuses and develops ideas with detail. • Defends and/or persuades with support and clarity, using relevant evidence. • Organizes ideas in a satisfactory manner with adequate coherence and logic. • Uses a voice that is appropriate to audience and purpose. • Uses a variety of sentence structures and word choice, but occasionally displays some wordiness or ineffective diction; sentences may be predictable. • Commits some errors in standard English grammar/usage and mechanics that do not impede meaning; indicates basic understanding of conventions.
SCORE "THREE" A three paper is inadequate. It is clearly flawed in **SOME OR ALL** of the following ways: • Focuses, but may not display mature or well-developed content. • Attempts defense or persuasive stance but position is unclear and/or evidence is brief, tangential or based solely on personal opinion. • Displays minimal organization; contains irrelevancies, digresses, rambles, or lacks logic. • Lacks sincerity of purpose in the writer's attempt to involve the audience appropriately. • Uses sentence structure and word choice that are somewhat limited, simplistic, mundane, or otherwise inappropriate. • Contains flaws in standard English rules of grammar/usage and mechanics that do not impede meaning; indicates some consistent misunderstanding of the conventions.	**SCORE "TWO"** A two paper is very weak. It reveals serious and persistent problems in communications. It compounds the weaknesses of the 3 paper in **SOME OR ALL** of the following ways: • Lacks focus and development; may list items with little or no supporting detail. • Defends or persuades from a stance that is unclear or absent; evidence is vague or missing. • Contains serious flaws in structure, organization and coherence. • Attempts, but fails in the writer's attempt to involve the audience appropriately. • Uses sentence structure and word choice that are highly limited, simplistic, or otherwise inappropriate. • Displays consistent violations in standard English rules of grammar/usage and mechanics that impede understanding.	**SCORE "ONE"** A one paper is extremely weak. It has few redeeming qualities. It at least mentions the topic, but generally fails to communicate with the reader. It illustrates **SOME OR ALL** of the following: • Simply repeats the topic or fails to provide adequate development. • Fails to establish a position and/or develop persuasive view; evidence is not apparent. • Shows almost no structure, organization or coherence. • Does not address the audience appropriately. • Uses limited and/or immature sentence structure and word choice. • Overwhelms the reader with serious violations of standard English rules, grammar/usage and mechanics.

The primary purpose of this rubric is to score the High School Nevada Writing Proficiency Exams. However, classroom teachers should use the rubric to ensure that students are familiar with the evaluation criteria used on the exams and to improve student writing.

Nevada Department of Education (Content Revised 5/30/00)

NEVADA GRADE 8 PROFICIENCY

EXAMINATION IN WRITING
SCORING GUIDE
WRITING ASSESSMENT

Papers that fall into the following categories MUST be given to the Table Leader:

- **THE PAPER IS CLEARLY OFF-TOPIC.**
  Off-topic papers are those whose content does not correlate with the assigned topic, not merely those in which the writer appears to have misunderstood the assignment.

- **THE PAPER CONTAINS OBSCENE OR EXTREMELY OBJECTIONABLE MATERIAL.**

- **THE PAPER IS BLANK.**

- **THE PAPER CONTAINS INSUFFICIENT WRITING FOR EVALUATION.**

- **THE PAPER IS WRITTEN IN A LANGUAGE OTHER THAN ENGLISH.**

- **THE PAPER IS ILLEGIBLE.**

Nevada Writing Proficiency Examination
Grade 8 Holistic Rubric

SCORE "SIX"	SCORE "FIVE"	SCORE "FOUR"
A six paper is superior. It demonstrates skillful and purposeful control. It exemplifies **ALL OR MOST** of the following: • Focuses and develops insightful ideas in a detailed, sustained, and compelling manner • Organizes ideas coherently and logically, using structure to enhance the main idea • Demonstrates sustained commitment to the topic; uses word choice with purpose and control to engage the audience • Commits few, if any, errors in Standard English grammar/usage and mechanics; uses multiple sentence structures that enhance stylistic effect	A five paper is clearly above average. It goes beyond the predictable and is controlled. It displays **ALL OR MOST** of the following: • Focuses and develops ideas in an effective and detailed manner, using clear, relevant examples, explanations, and/or information • Organizes ideas coherently and logically, using a structure that supports the main idea • Communicates commitment to the topic; uses effective word choice to involve the audience • Commits few errors in Standard English grammar/usage and mechanics; uses varied sentence structures that contribute to style	A four paper is adequate or satisfactory. It exhibits **ALL OR MOST** of the following characteristics: • Focuses and develops ideas with mostly relevant information, explanations, and/or examples • Organizes ideas in a satisfactory manner, using reasonable coherence and logic • Communicates some commitment to the topic; uses adequate word choice to address audience and purpose • Commits some errors in Standard English grammar/usage and mechanics that do not impede meaning; uses varied but generally predictable sentence structures
SCORE "THREE"	**SCORE "TWO"**	**SCORE "ONE"**
A three paper is inadequate. It shows a limited or inconsistent understanding of writing. It illustrates **SOME OR ALL** of the following: • Focuses on the topic, but may display irrelevant examples, explanations, and/or information • Displays some organization; shows some digression or rambling; lacks logic and coherence • Demonstrates inconsistent commitment to the topic; attempts to involve the audience; uses simplistic, imprecise, or improper words • Commits consistent violations in Standard English grammar/usage and mechanics that may impede meaning; uses sentence structure that is limited and/or simplistic	A two paper is very weak. It reveals serious and persistent problems in communication. It illustrates **SOME OR ALL** of the following: • Attempts to address the topic with little or no focus; lists examples, explanations, and/or information; shows vague or no support; repetitious • Contains serious flaws in structure, organization, and coherence • Attempts but does not involve the audience appropriately; uses limited or inappropriate word choice • Commits consistent violations in Standard English grammar/usage and mechanics that often impede meaning; uses sentence structure that is very limited, simplistic, and/or incorrect	A one paper is extremely weak. It has few redeeming qualities. It at least mentions the topic, but generally fails to communicate with the reader. It illustrates **SOME OR ALL** of the following: • Repeats the topic with no details, examples, or explanations • Shows little or no structure, organization, or coherence • Fails to address the audience; uses very limited word choice • Overwhelms the reader with serious violations of Standard English grammar/usage and mechanics; uses sentence structure that is limited or non-existent

The primary purpose of this rubric is to score the Grade 8 Nevada Writing Proficiency Exams. However, classroom teachers should use the rubric to ensure that students are familiar with the evaluation criteria used on the exams and to improve student writing.

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