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- **ADAW 10-2**
Introduction

In late February 2009, Alabama tenth graders participated in the *Alabama Direct Assessment of Writing: Grade Ten*. Students read one of the following writing prompts and responded to the prompt during the sixty minute testing period:

**Narrative**—Think about a time when all of the attention has been focused on you or someone else. Using precise details, write a story about what happened.

**Expository**—Most of us have had to do a job that was difficult. Think about a job or chore that you disliked especially. Write an essay explaining why you did not like it. Be sure to give specific examples and/or reasons why you disliked this chore or job.

**Persuasive**—Some communities are considering a 9 p.m. curfew for teenagers. Decide whether you are for or against such a proposal. Write a persuasive essay supporting your position about curfews for teenagers. Give convincing reasons and/or specific examples to support your opinion.

This packet contains samples of scored student papers with accompanying annotations explaining the rationale for the scores that were assigned by the readers. Use caution when reviewing these papers. The student responses are samples, not models, and are to be used only to aid in understanding how the focused holistic rubric is applied to evaluate student writing. **Do not use these sample papers to teach students how to write.**
Overview

Type of Assessment

This assessment is criterion-referenced and measures levels of writing achievement ranging from **Level I - Does not meet standard** (a limited understanding of the writing task) to **Level IV - Exceeds standard** (a thorough understanding of the writing task). The specific criteria and corresponding achievement levels are described on the Alabama Focused Holistic Rubric and the Alabama Analytic Rubric. See pages 9-13. The scores should be interpreted using these rubrics.

Training of Readers

The readers who score student responses for the *Alabama Direct Assessment of Writing: Grade Ten* are provided intensive training in the use of the Alabama Focused Holistic Rubric and the Alabama Analytic Rubric. Readers must qualify according to the stringent requirements of the Alabama State Department of Education and the contracting company. Once readers have qualified as scorers, they must participate daily during the scoring process in recalibration activities to ensure that they remain consistent in the application of the Alabama Focused Holistic Rubric and the Alabama Analytic Rubric.

Explanation of Focused Holistic Scoring

Focused holistic scoring requires the reader to focus attention on a set of prescribed compositional characteristics and to assign scores based on the level of proficiency that the writer demonstrates in these areas. This process requires each possible score to represent a specified level of proficiency for the set of compositional characteristics being observed.

Each point of the scale is anchored by a statement or series of statements describing the proficiency level that the point represents. When a composition is evaluated using Alabama’s Focused Holistic Rubric, a single score is assigned reflecting the writer’s sense of purpose and audience as well as content, organization, and clarity.
**Explanation of Scores**

Each paper is scored independently by two readers on a 4-point scale that ranges from a low of 1 to a high of 4. The scores of the two readers are summed to yield an overall score ranging from 2 to 8. If the scores of the two readers differ by more than one point, the score is resolved by a master reader. The paper’s score, then, is the resolution reader’s score doubled.
Reporting of Scores
The scores on the report forms are arranged along the following continuum:

**Not Rated:** To receive this score, papers may be blank, insufficient, off topic/off mode, illegible, incomprehensible, in a foreign language, copied verbatim from the prompt, or refusals to write.

**Level I (0 or 2 points):** To receive this score, a student must receive scores of 1 from both readers or a score of 0 as a non-scorable response. This writing shows little understanding of the writing task.

**Level II (3-4 points):** To receive this score, a student must receive scores of 1 from one reader and a score of 2 from the other reader or 2 from both readers. This writing reflects some understanding of the writing task but more author involvement than author control.

**Level III (5-6 points):** To receive this score, a student must receive scores of 2 from one reader and a score of 3 from the other reader or 3 from both readers. This writing indicates a good understanding of the writing task and is sufficiently developed with a sense of audience, purpose, and author control.

**Level IV (7-8 points):** To receive this score, a student must receive scores of 3 from one reader and a score of 4 from the other reader or a score of 4 from both readers. This writing is thorough with a strong sense of audience and purpose and is precise, consistent, and elaborated with details that are clear and coherent.

The group reports (State, System, and School) provide the number and percent of students scoring at the various levels of achievement for each mode of discourse. In addition, a Mean Raw Score Across Modes shows the average for all students’ responses across the three modes of discourse. The Individual Student Report provides a score and an explanation of the student’s performance on both the Focused Holistic Rubric and the Alabama Analytic Rubric.
Sample Group Report for 2009

ALABAMA DIRECT ASSESSMENT OF WRITING
GRADE TEN

SYSTEM CODE: 999
TEST DATE: 02/2009
NUMBER TESTED: 61

SYSTEM REPORT FOR
ABC County

FOCUSED HOLISTIC SCORES
MEAN RAW SCORES ACROSS MODES = 6.64

<table>
<thead>
<tr>
<th>ACHIEVEMENT LEVELS</th>
<th>NARRATIVE</th>
<th></th>
<th>EXPOSITORY</th>
<th></th>
<th>PERSUASIVE</th>
<th></th>
<th>TOTAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 20</td>
<td>MEAN = 7.25</td>
<td>N = 21</td>
<td>MEAN = 6.19</td>
<td>N = 20</td>
<td>MEAN = 6.50</td>
<td>N = 61</td>
<td>MEAN = 6.64</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>LEVEL IV (7-8 points)</td>
<td>17</td>
<td>83</td>
<td>9</td>
<td>43</td>
<td>9</td>
<td>45</td>
<td>35</td>
<td>57</td>
</tr>
<tr>
<td>Exceeds Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL III (5-6 points)</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>48</td>
<td>11</td>
<td>55</td>
<td>22</td>
<td>36</td>
</tr>
<tr>
<td>Meets Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL II (3-4 points)</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Partially Meets Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL I (0 or 2 points)</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Does Not Meet Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Includes Not Rated Categories)*</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* NOT RATED CATEGORIES:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Insufficient</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out of mode or off topic</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refusal/incomprehensible/ foreign language/Illegible</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTES: A raw score of "1" on the Focused Holistic Rating Scale is not possible because of the scoring guidelines.
The raw score for an individual student ranges from 2 to 8 points or 0.
The raw score for a student is the sum from 2 readers.
The Mean Raw Score is the average raw score for all students in the group.

ANALYTIC SCORES

<table>
<thead>
<tr>
<th>ACHIEVEMENT LEVELS</th>
<th>WRITING MECHANICS</th>
<th>SENTENCE FORMATION</th>
<th>GRAMMAR AND USAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>LEVEL IV (4 points)</td>
<td>Exceeds Standard</td>
<td>43</td>
<td>46</td>
</tr>
<tr>
<td>LEVEL III (3 points)</td>
<td>Meets Standard</td>
<td>49</td>
<td>51</td>
</tr>
<tr>
<td>LEVEL II (2 points)</td>
<td>Partially Meets Standard</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>LEVEL I (0-1 points)</td>
<td>Does Not Meet Standard</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
### FOCUSED HOLISTIC SCORES

<table>
<thead>
<tr>
<th>LEVEL I</th>
<th>LEVEL II</th>
<th>LEVEL III</th>
<th>LEVEL IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 points</td>
<td>2 points</td>
<td>4 points</td>
<td>8 points</td>
</tr>
</tbody>
</table>

- **Level I**
  - (Not Rated)
  - Response is NR1: Blank
  - NR2: Inefficient
  - NR3: Off Topic/Off Mode
  - NR4: Refusal
  - Illegible
  - Incomprehensible
  - Foreign Language
  - A response at Level I indicates little understanding of the writing task. There is little or no sense of audience and purpose. The writer exhibits little or no organizational plan and gives little or no attention to topic development.

- **Level II**
  - A response at Level II indicates some understanding of the writing task. The writer may drift off topic but is organized. The writer displays some sense of audience and purpose but more author involvement than author control. Some success is evident with an organizational plan, but ideas are loosely organized. The writer introduces the topic but may wander from it or may develop it minimally with basic/functional vocabulary.

- **Level III**
  - A response at Level III indicates a good understanding of the writing task. A sense of audience and purpose is evident. The writer displays a sense of author control, using one controlling idea with only minimal wandering from it. The organization of this sufficiently developed response and the use of meaningful, precise vocabulary set this Level III response apart from the Level II responses.

- **Level IV**
  - A response at Level IV indicates a thorough understanding of the writing task. The writer successfully addresses and controls the writing task with a strong sense of audience and purpose. This thoroughly developed response is precise, consistent, and elaborated. The response displays clear and coherent ideas that flow smoothly. The use of vivid and precise vocabulary sets this Level IV response apart from the Level III responses.

**NOTE:** A score of "I" on the Focused Holistic Scale is not possible because of the scoring guidelines.

### ANALYTIC SCORES

<table>
<thead>
<tr>
<th>WRITING MECHANICS</th>
<th>SENTENCE FORMATION</th>
<th>GRAMMAR AND USAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCORE: LEVEL IV</strong></td>
<td><strong>SCORE: LEVEL IV</strong></td>
<td><strong>SCORE: LEVEL IV</strong></td>
</tr>
<tr>
<td>Few if any errors in mechanics and success with use of advanced techniques</td>
<td>Few if any errors in sentence formation and success in the use of varied and advanced sentence structure or formation</td>
<td>Few if any errors in grammar and usage and expressive, powerful, creative word choice</td>
</tr>
</tbody>
</table>
Interpretation of Scores

The rubric describes the achievement levels for each score point on the 4-point Alabama Focused Holistic Rubric. By studying the rubric, one understands the writing characteristics found in each achievement level.

For example, students who received a **Level I - Does not meet standard** score demonstrated little understanding of the writing task with little or no sense of audience and purpose, little or no organizational plan and little or no topic development. In contrast, students who received a **Level III - Meets standard** score demonstrated a sense of purpose and audience with sufficiently developed details and organization to meet the standard. By referring to the rubric, one can obtain a description of the writing proficiency demonstrated in the student response.

While reviewing the student’s responses, refer to the performance statement(s) in the Focused Holistic Rubric in order to understand more fully how the reader scored the individual student’s paper. Student papers for each score point and for each mode of discourse are included in this annotated packet. The student’s paper will have an annotation from the reader and will correspond to the number at the bottom of the student’s response.

If there are any questions concerning this assessment, the reports, or the contents of the annotated student response packet, contact Kanetra Germany, Assessment and Accountability, State Department of Education, (334) 242-8038.
Alabama Direct Assessment of Writing: Grade Ten
Focused Holistic Rubric

Level I - Does not meet standard

Responses at Level I indicate little understanding of the writing task for the assigned mode of writing. The writers indicate some awareness of the writing task, but these responses are often partially out of mode. There is little or no sense of audience and purpose, minimal author involvement, and weak organization. These responses display little or no topic development. Level I responses at the tenth grade are characterized by the following:

Purpose:
- Indicates little understanding of the writing task for the assigned mode of writing.

Content:
- Narrative: Presents a vague sequence of events without establishing an appropriate setting (time and place); may attempt to use limited descriptive words and phrases.
- Expository: Attempts to present reasons, explanations, or steps in a process with little or no appropriate sequencing of ideas or steps; may present general supporting details and a vague main idea; may attempt to use limited descriptive words and phrases.
- Persuasive: States an imprecise position and presents vague details, reasons, and/or examples to support the position; may attempt to use limited descriptive words and phrases.

Audience:
- Displays little or no sense of audience and purpose in word choice (tone and language).

Organization/Clarity:
- Displays little or no organizational plan or strategy.
- Displays minimal author involvement.
- Presents one or more weak, unclear controlling idea(s).
- Gives little or no attention to topic development.
- May present irrelevant ideas.
- May commit many obvious errors in sentence formation, grammar, usage, and mechanics that interrupt the flow of communication.
- May use limited description and vague supporting details.
**Alabama Direct Assessment of Writing: Grade Ten**

**Focused Holistic Rubric**

**Level II - Partially meets standard**

Responses at **Level II** indicate some understanding of the writing task for the assigned mode of writing. The writers display some sense of audience and purpose with some author involvement and weak author control. These responses display some evidence of an organizational plan or strategy, but may occasionally drift from the topic or out of mode. A topic is introduced and developed minimally with basic-functional vocabulary. Level II responses at the tenth grade are characterized by the following:

**Purpose:**
- Indicates some understanding of the writing task for the assigned mode of writing.

**Content:**
- **Narrative:** Presents a sequence of events that tells what happened with some sense of a setting (time and place); may use some descriptive words and phrases as appropriate.
- **Expository:** Presents reasons, explanations, or steps in a process with some attention to appropriate sequencing of ideas or steps; provides some development, with some descriptive details; includes a stated or implied main idea; may use some descriptive words and phrases as appropriate.
- **Persuasive:** States a position and presents some persuasive details, reasons, and/or examples to support the position; may use some descriptive words and phrases as appropriate.

**Audience:**
- Displays some sense of audience and purpose in word choice (tone and language).

**Organization/Clarity:**
- Displays some sense of an organizational plan or strategy.
- Displays some sense of author involvement but little author control.
- Uses a controlling idea but may wander from it or uses several controlling ideas.
- Introduces the topic and develops it minimally.
- May use some transitional devices to demonstrate coherence.
- Uses basic-functional vocabulary.
- May commit some errors in sentence formation, grammar, usage, and/or mechanics that inhibit the flow of communication.
- May use some description and supporting details.
Responses at Level III indicate a good understanding of the writing task for the assigned mode of writing. A sense of audience and purpose is evident in these responses, which have been sufficiently developed. The writers display a sense of author control, using one controlling idea with only minimal wandering from it. A sense of overall completeness is achieved through organization, a variety of sentence structures, and the use of meaningful, precise vocabulary. Level III responses at the tenth grade are characterized by the following:

**Purpose:**
- Indicates a good understanding of the writing task for the assigned mode of writing.

**Content:**
- **Narrative:** Clearly presents a sequence of events telling what happened with sufficient development; establishes a setting (time and place); utilizes descriptive words and phrases.
- **Expository:** Clearly presents reasons and explanations or steps in a process; displays logical order and appropriate sequencing of ideas or steps; contains a main idea and sufficient supporting details and may provide a conclusion; utilizes descriptive words and phrases as appropriate.
- **Persuasive:** Clearly states a position and presents sufficient persuasive details, reasons, and/or examples to support the position; utilizes descriptive words and phrases as appropriate.

**Audience:**
- Displays a sense of audience and purpose in word choice (tone and language).

**Organization/Clarity:**
- Displays an organizational plan or strategy.
- Displays author control.
- Uses one controlling idea with only minimal wandering from it.
- Introduces the topic and develops it sufficiently.
- Uses transitional words and phrases effectively.
- May provide a conclusion.
- Makes occasional errors in grammar, usage, and mechanics that do not interrupt the flow of communication.
- Uses a variety of sentence structures.
- Uses meaningful and precise vocabulary.
- May display creativity in presenting information.
- Uses description to enhance the development of the essay.
Alabama Direct Assessment of Writing: Grade Ten
Focused Holistic Rubric

Level IV - Exceeds standard

Responses at Level IV indicate a thorough understanding of the writing task for the assigned mode of writing. The writers successfully address and skillfully control the writing task with a strong sense of audience and purpose. These thoroughly developed responses are precise, consistent, and elaborated. The responses display clear and coherent ideas, logical progression, and overall completeness with vivid and precise vocabulary. Level IV responses at the tenth grade are characterized by the following:

**Purpose:**
- Indicates a thorough understanding of the writing task for the assigned mode of writing.

**Content:**
- **Narrative:** Clearly presents a sequence of events, telling explicitly what happened with thorough development; provides a distinct setting (time and place) and utilizes a variety of descriptive words and phrases as appropriate.
- **Expository:** Precisely presents reasons, explanations, or steps in a process; displays logical order and appropriate sequencing of reasons or steps; contains a main idea, thorough and elaborate supporting details, and a conclusion; uses a variety of descriptive words and phrases as appropriate.
- **Persuasive:** Precisely states a position and limits it appropriately; thoroughly presents logical and persuasive details, reasons, and/or examples to support the position; utilizes descriptive words and phrases as appropriate.

**Audience:**
- Displays a strong sense of audience and purpose in word choice (tone and language).

**Organization/Clarity:**
- Displays a strong organizational plan or strategy.
- Displays strong author control.
- Uses one clear controlling idea and does not wander from it.
- Introduces the topic and develops it thoroughly with examples, facts, statistics, anecdotes, and/or details.
- Presents clear ideas so that they flow smoothly and logically from one to the next with clarity and coherence, using effective transitions.
- May provide a conclusion.
- Displays a limited number of minor errors in grammar, usage, and mechanics.
- Demonstrates syntactic complexity.
- Uses vivid and precise vocabulary.
- May display creativity in presenting information.
- Uses description to enhance the development of the essay.
Alabama Direct Assessment of Writing: Grade Ten
Alabama Analytic Rubric

WRITING MECHANICS

Level IV
• Thorough control of spelling, punctuation, and capitalization generally mastered in high school enhancing clarity and meaning

Level III
• Sufficient control of spelling, punctuation, and capitalization generally mastered in high school enhancing clarity and meaning

Level II
• Some control of spelling, punctuation, and capitalization generally mastered in high school

Level I
• Little, if any, control of spelling, punctuation, and capitalization generally mastered in high school

SENTENCE FORMATION

Level IV
• Few if any errors in sentence formation and
• Successfully uses varied and advanced sentence structure or formation

Level III
• Few errors in sentence formation and
• Uses some varied and/or advanced sentence structure or formation

Level II
• Some or no errors in sentence formation and
• No variety in sentence structure or formation

Level I
• Frequent, serious errors in sentence formation and
• No variety in sentence structure or formation

GRAMMAR AND USAGE

Level IV
• Few if any errors in grammar and usage and
• Expressive, powerful, creative word choice

Level III
• Few errors in grammar and usage and
• Meaningful, precise word choice

Level II
• Some or no errors in grammar and usage and
• Appropriate, basic-functional word choice

Level I
• Frequent and/or serious errors in grammar and usage and
• Inappropriate, repetitive, vague word choices

ADAW 10-14