Sussex County Public Schools

Educating Tomorrow's Leaders

Balanced Assessment Plan (Draft)

Sussex County Public Schools Balanced Assessment Plan

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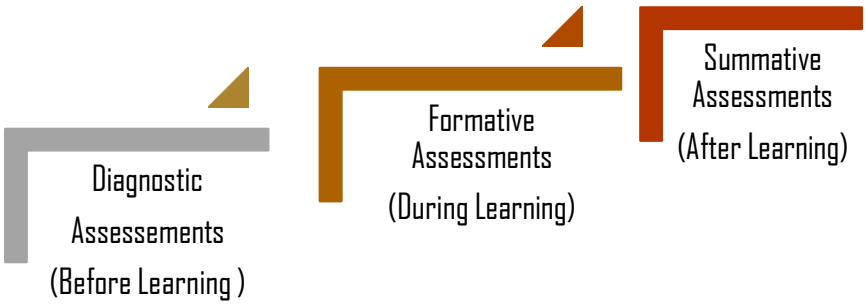
Introduction

Sussex County Public Schools will provide the necessary instructional resources, learning opportunities and leadership for students to reach their highest educational potential to be our leaders of tomorrow. The mission of Sussex County Public Schools is to provide a safe and secure learning environment where all students develop into knowledgeable and productive citizens. The core focus of instruction is to strengthen our students' core skills while insuring their ability to demonstrate the "Five C's" - critical thinking, creativity, communication, collaboration and citizenship – as outlined by the Profile of a Virginia Graduate.

Why We Assess

The purpose of assessment is to gather important information to support learning and to determine the sufficiency of learning. Assessment are used to determine what student know and identify any gaps in learning. Improving student comprehension and understanding is vital and thus, the foundation for assessments.

Types of Assessments



Diagnostic Assessments are assessments used to determine the current level of understanding that has a student has prior to a lesson. These assessments can be administered by using questions, discussions or tests to gather baseline data about the student's prior knowledge before any type of formal education starts.

Formative assessments are assessments designed to intentionally collect information about the nature or degree of student learning during instruction, providing feedback to teachers and students and allowing for teachers and students to make instructional decisions (adjustments and modifications). Formative assessment is generally referred to as assessment "for" learning.

Summative assessments are assessments used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a unit, project, course, semester, program, or school year. Typically, summative assessments are comprehensive and representative of a set of knowledge and skills, and associated with high-stakes decisions (e.g., a grade in a course, promotion to another level, verification of a course credit). Summative assessment is frequently described as assessment "of" learning.

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Assessment Inventory

Test	Type	PREK	K	1	2	3	4	5	6	7	8	9	10	11	12	Adminstration Window
Armed Services Vocational Aptitude Battery (ASVAB)	Aptitude													*	*	Fall, Spring
Benchmark Assessments	Achievement			*	*	*	*	*	*	*	*	*	*	*		Fall, Winter Spring
Checkpoint Assessments	Achievement			*	*	*	*	*	*	*	*	*	*	*		Fall, Winter Spring
Classroom Assements	Achievement	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Fall, Winter Spring
Naglieri Non-Verbal Ability Test	Aptitude				*					*						Fall
Performance Based Assessments	Achievement					*		*	*							Winter, Spring
Phonological Awareness Literacy Screenings (PALS)	Diagnostic		*	*												Fall, Winter Spring
Preliminary Scholastic Assessment (PSAT)	Aptitude												*			Winter, Spring
Scholastic Assessment Test (SAT)	Aptitude													*	*	Fall, Winter Spring
Social Academic and Emotional Behavior Risk Screener	Diagnostic		*	*	*	*	*	*	*	*	*	*	*	*	*	Fall
SOL Assessments	Assessment					*	*	*	*	*	*	*	*	*		Fall, Winter Spring
Student Growth Assessments	Diagnostic			*	*	*	*	*	*	*	*	*	*	*		Fall, Winter Spring
Virginia Kindergaten Readiness Program (VKRP)	Diagnostic	*	*													
W!SE Financial Literacy Test	Achievement											*	*	*	*	Winter, Spring
Workforce Readiness Skills Test (WRS)	Achievement												*	*	*	Spring
Writing Prompts	Assessment					*	*	*	*	*	*	*	*	*		Fall, Winter Spring

Local Alternative Assessments (LAA)

Per Virginia Department of Education, Local Alternative Assessments (LAA) should be utilized to determine mastery of learning for students in the following courses where VDOE eliminated SOL tests.

Grade 3 – Science **Grade 3 – History** **Grade 5- Writing**
Grade 6 - U.S. History to 1865 **Grade 8 - U.S. History 1865 – present**

Performance assessments generally require students to perform a task or create a product that is typically scored using a rubric. Authentic performance assessments often include tasks that mirror those that might occur in a “real-life” situation and/or are authentic to the academic discipline. Both summative and formative performance assessments allow teachers and students alike to identify content that has been mastered, misconceptions, and gaps in learning. The evidence gained through performance assessment may be used to guide future classroom instruction.

Implementation and Timeline

During the 2020-2021 school year, Sussex County Public Schools will continue the process of transition to using formative assessments in lieu of benchmark tests in the aforementioned courses to determine mastery and determine growth in our students.

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Fall/Winter

- Local Alternative Assessment Team (LAA) which consists of teachers and specialist will meet to discuss current local performance assessments.
- Local performance assessments will be created for Grade 3 Science, Grade 3 History, and Grade Writing.
- Local performance assessments will be modified for Grade 6 U.S. History to 1865 and Grade 8 U.S. History 1865 to present.
- The performance assessments will be reviewed and modified annually when curriculum pacing guides are developed.
- Gradual implementation of using local performance assessments and local checkpoints and benchmarks to measure learning.

Spring

- Local performance assessments will replace local checkpoints and benchmarks to measure learning.

Seven Strategies of Assessments for Learning

Where Am I Going?
Strategy 1: Provide a clear and understandable vision of the learning target. Strategy 2: Use examples and models of strong and weak work.
Where Am I Now?
Strategy 3: Offer regular descriptive feedback during the learning. Strategy 4: Teach students to self-assess and set goals for next steps.
How Can I Close the Gap?
Strategy 5: Use evidence of student learning needs to determine next steps in teaching. Strategy 6: Design focused instruction, followed by practice with feedback. Strategy 7: Provide opportunities for students to track, reflect on, and share their learning progress.

Source: Chappuis, Jan; Stiggins, Rick J, An Introduction to Student-Involved Assessment FOR Learning.

Reporting to Students, Parents, and Families

Sussex County Public Schools will provide to the student and parents or guardians information regarding the outcome of each local alternative assessment administered.

Additional Information

For additional information on Performance Assessments and Local Alternative Assessments, please visit: https://www.doe.virginia.gov/testing/local_assessments/index.shtml.

Virginia Department of Education Rubrics

VDOE HSS State Developed Common Rubric-Early Elementary (2020)

	4	3	2	1	Not Observed
Core Expectations (.1a and .1d)					
Understanding Content Information Sources Questioning and Critical Thinking Skills	• Used details to support content and vocabulary detailed explanations that go beyond the identified topic or task • Responded to the task with an explanation and details to support thinking	• Used specific content and vocabulary to establish a consistent understanding of the topic or task • Responded to the task with details	• Used content and vocabulary relevant to the task; but understanding is inconsistent throughout the task • Responded to the task with limited details	• Used content or vocabulary, but understanding is limited throughout the task; • Attempted to respond to the task by restating the question.	
Task Specific Concepts and Skills					
Geographical Thinking (.1b)	Used basic map features and skills to explain the content	Used basic features and skills to make connections to specific content	Used basic features on a map and globe to make connections	Identifying basic features on a map and globe	
Organizing Information (.1c)	Used multiple information sources to sequence events, separate fact from fiction and classify people, places, and events	Used information sources to sequence events, separate fact from fiction, and/or classify people, places, and events	Used information sources to separate fact from fiction and sequence events	Identified information sources to separate fact from fiction	
Comparing and Contrasting (.1e)	Identified multiple similarities and differences to explain content	Used a similarity or difference to connect to the content	Identified a similarity or a difference with one example	Identified a similarity or difference	

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	4	3	2	1	Not Observed
Causes and effects (.1f)	Identified multiple causes and effect relationships to explain content	Used cause and effect relationship to connect to the content	Described a direct cause and effect relationship	Identified a cause or effect	
Connections across time (.1g)	Explained the content by using details to connect the past and present	Made a direct connection between the past and present	Identified people, places, or events of either the past or the present	Attempted to identify people, places or events of the past or present	
Making decisions (.1h)	Used details to explain the costs and benefits for a specific choice	Made a connection between the cost(s) and benefits for a specific choice to the content	Identified a cost and benefit of a specific choice	Attempted to identify a cost or benefit of a basic choice	
Understanding Civic Responsibility (.1i)	Explained the significance of the rights and responsibilities of a good citizen.	Described the rights and responsibilities of citizens	Explained a right and/or responsibility of citizens	Attempted to identify rights or responsibilities of citizens	
Demonstrating Comprehension (.1j)	Asked appropriate questions to solve a problem	Asked and used questions to explain the content using problem solving skills	Asked appropriate questions relevant to the content or ideas using problem solving skills	Attempted to ask appropriate questions related to the content	

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VDOE HSS State Developed Common Rubric-Upper Elementary (2020)

	4	3	2	1	Not Observed
Core Expectations (.1a and .1d)					
Accuracy of Content Information Sources Questioning and Critical Thinking Skills	• Used details to support content and vocabulary with detailed explanations • Responded to the task with an explanation and details to support thinking • Used information to demonstrate an understanding of historical context	• Used specific content and vocabulary to establish a consistent understanding of the topic • Responded to the task with an explanation and some relevant details • Used information to demonstrate some understanding of historical context	• Used content and vocabulary to establish some understanding of history based on people, places, or events • Responded to the task with an explanation and limited details • Used information in a mostly successful attempt to explain historic event(s)	• Used content and vocabulary to establish limited understanding of history. • Attempted to respond to the task by restating the question. • Used information in a mostly unsuccessful attempt to explain historic events	
Task Specific Concepts and Skills					
Geographic Patterns and Trends (.1b)	Used geographic tools to examine the influence of physical and cultural geography on history	Used basic features and skills to make connections to specific content	Used basic features on a map to make connections	Used basic map skills	
Organizing Information (.1c)	Used multiple information sources to sequence events, separate fact from fiction and classify people, places, and events	Used information sources to sequence events, separate fact from fiction, and/or classify people, places, and events	Used information sources to separate fact from fiction and sequence events	Identified information sources to separate fact from fiction	
Differing Perspectives (.1e)	Identified multiple similarities and differences to explain the content	Used a similarity or difference to connect to the content	Identified a similarity or difference with two examples	Identified a similarity or difference in the roles of different groups of people	

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	4	3	2	1	Not Observed
Causes or effects (.1f)	Identified multiple cause and effect relationships to explain content	Used cause and effect relationship to connect to the content	Described a direct cause and effect relationship	Identified a cause or effect	
Connections across time (.1g)	Explained the content by using details to connect the past and present	Made a direct connection between the past and present	Identified people, places, or events of either the past or the present	Attempted to identify people, places or events of the past or present	
Making decisions (.1h)	Used details to explain the costs and benefits for a specific choice	Made a connection between the cost(s) and benefits for a specific choice to the content	Identified a cost and benefit of a specific choice	Attempted to identify a cost or benefit of a basic choice	
Citizenship (.1i)	Explained the significance of sources relevant to the time period	Described sources relevant to the time period	Explained sources relevant to the time period	Attempted to use sources relevant to the time period	
Demonstrating Comprehension (.1j)	Asked appropriate questions to solve a problem	Asked and used questions to explain the content using problem-solving skills	Asked appropriate questions relevant to the content or ideas using problem-solving	Attempted to ask appropriate questions related to the content	

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3rd Grade Performance Task Common Rubric
Science

Genre: Laboratory Investigation

This rubric is designed to provide guidance to teachers in the assessment of laboratory based performance tasks. Not all of the skills provided below may be reflected in a single performance task; only choose scientific skills that are needed to complete the student performance task.

Laboratory investigation, the application of science processes and skills within the grade level content, is a fundamental part of science education. The student will demonstrate an understanding of scientific and engineering practices by

a) asking questions and defining problems
   - ask questions that can be investigated and predict reasonable outcomes
   - ask questions about what would happen if a variable is changed
   - define a simple design problem that can be solved through the development of an object, tool, process, or system

b) planning and carrying out investigations
   - with guidance, plan and conduct investigations
   - use appropriate methods and/or tools for collecting data
   - estimate length, mass, volume, and temperature
   - measure length, mass, volume, and temperature in metric and U.S. Customary units using proper tools
   - measure elapsed time
   - use tools and/or materials to design and/or build a device that solves a specific problem

c) interpreting, analyzing, and evaluating data
   - organize and represent data in pictographs or bar graphs
   - read, interpret, and analyze data represented in pictographs and bar graphs
   - analyze data from tests of an object or tool to determine if it works as intended

d) constructing and critiquing conclusions and explanations
   - use evidence (measurements, observations, patterns) to construct or support an explanation
   - generate and/or compare multiple solutions to a problem
   - describe how scientific ideas apply to design solutions

e) developing and using models
   - use models to demonstrate simple phenomena and natural processes
   - develop a model (e.g., diagram or simple physical prototype) to illustrate a proposed object, tool, or process

f) obtaining, evaluating, and communicating information
   - read and comprehend reading-level appropriate texts and/or other reliable media
   - communicate scientific information, design ideas, and/or solutions with others

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Skill	Exceeds Expectations (4)	E/M (3.5)	Meets Expectations (3)	M/D (2.5)	Developing (2)	D/E (1.5)	Emerging (1)	Not bserved
Asking Questions and Defining Problems	Asks questions that require data to answer and evaluates the testability of the questions.		Asks questions that require data to answer.		Asks questions that can be investigated but do not require data to answer.		Asks questions that cannot be investigated.	
	Predicts an outcome that is directly related to the question and provides science-based support for the prediction.		Predicts an outcome that is directly related to the question.		Predicts an outcome that is indirectly related to the question.		No prediction was made or the prediction was not related to the question.	
Planning and Carrying Out Investigations	Designs procedures (individually or as a team) and uses appropriate tools to make accurate measurements.		Follows procedures (individually or as a team) and uses tools appropriately to make accurate measurements.		Follows procedures or uses tools inappropriately or does not make accurate measurements.		Does not follow procedures, uses tools incorrectly, or does not make accurate measurements.	
Interpreting, Analyzing, and Evaluating Data	Accurately represents data using data tables, charts, and/or graphs and includes supporting details (i.e. labels, units, titles).		Accurately represents data using data tables, charts, and/or graphs.		Partially complete or inaccurate placement of data in data tables, charts, and/or graphs.		Inaccurate or missing data tables, charts, and/ or graphs	
	Accurately analyzes or interprets information using a graph and/or table, identifies patterns in the data, and recognizes unusual or unexpected data.		Accurately analyzes or interprets information using a graph and/or table.		Analyzes or interprets information using a graph and/or table but makes minor mistakes.		Analyzes or interprets information using a graph and/or table but makes major mistakes.	
Constructing and Critiquing Conclusions and Explanations	Constructs or evaluates an explanation based on observations or laboratory evidence, relates irelateientific ideas or principles, and applies explanation to new contexts.		Constructs or evaluates an explanation based on observations or laboratory evidence and relates it to scientific ideas or principles.		Constructs or evaluated an explanation or evaluation of evidence that is supported by laboratory evidence but does not include scientific ideas or principles.		Constructs or evaluates an explanation that includes an irrelevant claim.	
Developing and Using Models	Makes accurate and labelled models (drawings, diagrams, or other) to represent the process or system and explains the model.		Makes accurate and labelled models (drawings, diagrams, or other) to represent the process or system.		Makes models (drawings, diagrams, or other) to represent the process or system investigated with minor errors.		Makes models (drawings, diagrams, or other) with major errors.	
Obtaining, Evaluating, and Communicating Information	Communicates accurate, clear, and complete information. Uses scientific terms and concepts accurately to support explanations.		Communicates accurate, clear, and adequate information. Use of scientific terms to support explanations is evident.		Communicates partially accurate and/or minimal information in explanations. Use of scientific terms in explanations is limited or partially accurate.		Communicates information that reflects inaccurate concepts. Use of scientific terms is inaccurate or absent.	
Content SOL_____	Explains and applies relative and accurate content.		Explains or otherwise applies relevant and accurate content.		Identifies or otherwise applies relevant content with minor errors or omissions.		Identifies or makes connections to irrelevant content OR relevant with major errors or omissions.	

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Genre: Design Challenge

This rubric provides guidance to teachers in the assessment of design based performance tasks. Not all of the skills provided below may be reflected in a single performance task; only choose scientific skills that are needed to complete your student performance task.

The design process, the application of science and mathematical skills and processes to grade level content, is used to develop and encourage students to use iterative thinking. The design process is reinforced in the third grade science processes:

g) asking questions and defining problems
   a. define a simple design problem that can be solved through the development of an object, tool, process, or system
h) Planning and carrying out investigations
   a. use tools and/or materials to design and/or build a device that solves a specific problem
   - use appropriate methods and/or tools for collecting data
   - estimate length, mass, volume, and temperature
   - measure length, mass, volume, time, and temperature in metric units using proper tools
i) Interpreting, analyzing, and evaluating data
   - represent data in tables and bar graphs
   - analyze data from tests of an object or tool to determine if it works as intended
j) Constructing and critiquing conclusions and explanations
   a. generate and/or compare multiple solutions to a problem
   b. describe how scientific ideas apply to design solutions
k) Developing and using models
   - develop a model (e.g., diagram or simple physical prototype) to illustrate a proposed object, tool, or process
l) Obtaining, evaluating, and communicating information
   - communicate design ideas and/or solutions with others

Skill	Exceeds Expectations (4)	3.5	Meets Expectations (3)	2.5	Developing (2)	1.5	Emerging (1)	Not Observed
Asking Questions and Defining Problems	Identifies criteria of a problem or design statement that accurately matches the intent of the problem and determines additional possible criteria based on the problem description.		Identifies criteria of a problem or design statement that accurately matches the intent of the problem.		Identifies criteria or design statement that matches the intent of the problem with minor errors.		Identifies criteria of a problem or design statement but it does not match the intent of the problem.	

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Skill	Exceeds Expectations (4)	3.5	Meets Expectations (3)	2.5	Developing (2)	1.5	Emerging (1)	Not Observed
Planning and Carrying out Investigations: Designing a Solution	Plans a design that accurately and completely matches the criteria, constraints, and intent of the problem and explains how components of the design match the problem.		Plans a design that matches the criteria, constraints, and intent of the problem.		Plans a design that partially matches the criteria, constraints, and intent of the problem.		Plans a design that does not match the criteria, constraints, and intent of the problem.	
Developing and Using Models	Creates a diagram with detailed and precise descriptions of the measurements indicates appropriate materials and tools needed to construct the prototype, and indicates data to be collected to determine a device effectiveness.		Creates a diagram with descriptions of the measurements, and indicates materials and tools needed to construct the prototype.		Creates a diagram with enough detail that another person could duplicate the design (replicable).		Creates a diagram that lack detail and cannot be duplicated by another person.	
	Constructs a prototype that aligns to the proposed schematic and explains the diagram.		Constructs a prototype that aligns to proposed diagram.		Constructs a prototype that partially aligns to proposed diagram.		Constructs a prototype that does not align to proposed diagram.	
Planning and Carrying out Investigations: Testing a Design	Conducts repeated trials of the prototype and collects precise data.		Conducts a test of the prototype and collects data.		Conducts a test of the prototype but no data is collected.		No testing of the prototype is conducted.	
Interpreting, Analyzing and Evaluating Data	Analyze data accurately to determine effectiveness of the prototype and to explain possible error or limitations of the design.		Analyzes data accurately to determine effectiveness of the prototype.		Uses data to determine effectiveness of the prototype but makes minor errors analyzing the data.		Describes the effectiveness of the prototype without using data generated from testing.	
Obtaining, Evaluating, and Communicating Information	Describes the prototype clearly, accurately, and completely with precise detail. Uses relevant scientific and/or mathematical terms/concepts accurately to explain rationale behind the design of the prototype.		Describes the prototype clearly, accurately, and completely with sufficient detail. Uses relevant scientific and/or mathematical terms/concepts accurately to explain rationale behind the design of the prototype.		Describes the prototype simply with minimal detail. Use of relevant scientific and/or mathematical terms/concepts is limited or partially accurate.		Describes the prototype simply with minimal detail. Use of relevant scientific and/or mathematical terms/concepts absent or inaccurate.	

Grade 5 Writing Scoring Rubrics (2017)

Composing/Written Expression

Score Point 4 (2017):

The writer demonstrates consistent, though not necessarily perfect, control* of the Composing/Written Expression domain's features. The writing at this score point level:

- Demonstrates clear, consistent focus on a central idea and addresses intended audience and purpose.
- Fully organizes ideas in a logical manner, consistently clarifying the relationship between ideas or events connected to the central idea or theme.
- Exhibits unity by having few if any digressions, using topic sentences and/or transitions to connect ideas or events, and having an effective introduction and conclusion.
- Fully develops and elaborates the central idea, plot and narrative elements, or theme by providing highly relevant or descriptive details.
- Includes sentences of various lengths and structures, demonstrating author's style.
- Uses highly specific word choice, descriptive language, and selected information, creating an appropriate tone and enhancing the writer's voice.

Score Point 3 (2017):

The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features. The writer may control some features of the domain more than others. The writing at this score point level:

- Demonstrates a consistent focus on a central idea and attempts to address intended audience and purpose.
- Organizes ideas in a logical manner, clarifying the relationship between ideas or events as they connect to the central idea or theme.
- Exhibits unity by using topic sentences and/or some transitions to connect ideas or events and having evidence of an introduction and conclusion.
- Elaborates the central idea, plot and narrative elements, or theme by providing relevant or descriptive details.
- Includes some sentences of various lengths and structures, providing evidence of author's style.
- Uses specific word choice, descriptive language, and selected information, demonstrating some evidence of tone and writer's voice.

Score Point 2 (2017):

The writer demonstrates inconsistent control of several of the Composing/Written Expression domain's features, indicating significant weakness. The writing at this score point level:

- Demonstrates inconsistent focus on a central idea, with limited awareness of audience and purpose.
- Organizes ideas inconsistently, with limited evidence of relationships between ideas or events and the connection to the central idea or theme.
- Exhibits limited unity due to inconsistent use of topic sentences or transitions to connect ideas and a weak introduction or conclusion.
- Provides limited elaboration of the central idea, plot and narrative elements, or theme by listing or repeating mostly relevant details.
- Contains limited use of variety in sentence lengths and structures, with some inconsistent attempts at author's style.
- Contains limited word choice, descriptive language, and selected information, resulting in an inconsistent tone and writer's voice.

Score Point 1 (2017):

The writer demonstrates little or no control of most of the Composing/Written Expression domain's features. The writing at this score point level:

- Demonstrates little or no focus on a central idea and lacks awareness of audience and purpose.
- Exhibits limited or no organization, listing ideas generally disconnected from the central idea or theme.
- Exhibits little or no unity due to the lack of topic sentences or transitions to connect ideas or events, with a disconnected or absent introduction and conclusion.
- Provides little or no elaboration of a central idea or plot.
- Contains sentences of repetitive or unvaried lengths and structures.
- Contains little or no specific word choice, descriptive language, or selected information, resulting in limited or absent tone and voice.

Usage/Mechanics

Score Point 4 (2017):

The writer demonstrates consistent, though not necessarily perfect, control of the Usage and Mechanics domain's features. The writing at this score point level:

- Exhibits consistent control of sentence formation, avoiding fragments and run-ons.
- Exhibits consistent control of standard usage.
- Exhibits consistent control of mechanics, including punctuation, capitalization, formatting, and spelling.

Score Point 3 (2017):

The writer demonstrates reasonable, though not necessarily consistent, control of the Usage and Mechanics domain's features. The writer exhibits control that outweighs occasional errors present in the paper. The writing at this score point level:

- Exhibits reasonable control of sentence formation, avoiding fragments and run-ons.
- Exhibits reasonable control of standard usage.
- Exhibits reasonable control of mechanics, including punctuation, capitalization, formatting, and spelling.

Score Point 2 (2017):

The writer demonstrates inconsistent control of several of the Usage and Mechanics domain's features. Evidence of the writer's knowledge of the domain appears alongside frequent errors.

5th Grade Writing Performance Task Common Rubric

- Introduce and develop a topic, incorporating evidence and supporting details
- Organize information to convey a central idea with regard to audience and purpose
- Use precise and descriptive vocabulary to create tone
- Use varied sentence structure by using transition words and prepositional phrases
- Demonstrate reasonable control of sentence formation, usage and mechanics
- Research and utilize information from relevant resources (when applicable)
- Develop a narrative with characters, setting(s), and plot events, including conflict and resolution (when applicable)

COMPOSING

	4	3	2	1
CENTRAL IDEA	• Clear, consistent focus on a central idea • Addresses intended audience and purpose	• A consistent focus on central idea • Attempts to address intended audience and purpose	• Inconsistent focus on central idea • Limited awareness of audience and purpose	• Little or no focus on a central idea • No awareness of audience and purpose
ORGANIZATION AND UNITY	• Fully develops an introduction, body, and conclusion that are consistently connected to a central idea or theme • Each paragraph has topic sentence that develops the main idea • Effectively uses transitional words and/or phrases to connect ideas across paragraphs and sometimes within paragraphs	• Develops an introduction, body, and conclusion that are connected to a central idea or theme • Each paragraph has a topic sentence focused on the main idea • Uses transitional words and/or phrases to connect ideas across paragraphs	• Limited development of an introduction, body, and/or conclusion, with inconsistent connection to a central idea or theme • Some paragraphs include an unclear or weak topic sentence • Inconsistent use of transitional words and/or phrases to connect ideas across paragraphs	• Development of an introduction, body, and/or conclusion are absent or disconnected from a central idea or theme • Paragraphs do not have a topic sentence • Little or no evidence of transitional words and/or phrases to connect ideas
ELABORATION AND DETAILS	• Fully elaborates using a range of highly relevant facts, definitions, opinions, details, and/or other examples to support the central idea OR • Fully elaborates using descriptive details to develop the plot, setting or characters	• Elaborates using relevant facts, definitions, opinions, details, and/or other examples to support the central idea OR • Somewhat elaborates with details to develop plot, setting or characters	• Includes limited range of mostly relevant facts, definitions, opinions, details, and/or other examples to support the central idea OR • Limited elaboration and use of details to develop the plot, setting, or characters	• Includes little or no elaboration, details and/or examples, which may have unclear relevance to the central idea OR • Little or no evidence of elaboration or details to develop the plot, setting, or characters
RESEARCH (when applicable)	• Gathers, organizes and uses relevant information to support the central idea • Give credit to all sources used	• Gathers, organizes, and uses mostly relevant information to support the central idea • Give credit to most sources used	• Gathers limited Information that is disorganized and does not support the central idea • Rarely gives credit to sources used	• Gathers little relevant information to support the central idea • No credit given to sources used

WRITTEN EXPRESSION

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	4	3	2	1
STYLE	• Author's style includes consistent use of variety in sentence structure, transitions, and prepositional phrases.	• Author's style includes some use of variety in sentences, transitions, and prepositional phrases	• Author's style includes limited use of variety in sentence, transitions, and prepositional phrases	• Author's style includes repetitive or unvaried use of sentence structure, transitions, and prepositional phrases
WORD CHOICE	• Contains highly specific word choice, descriptive language, and selected information • Appropriate tone • Evidence of writer's voice	• Contains specific word choice, descriptive language, and selected information • Evidence of tone • Some evidence of writer's voice	• Limited word choice, descriptive language and selected information • Inconsistent tone • Limited evidence of writer's voice	• Little or no specific word choice, descriptive language, and selected information • Little or no tone • No evidence of writer's voice

USAGE/MECHANICS

VDOE HSS State Developed Common Rubric – Middle School (2020)

	4	3	2	1
SENTENCE FORMATION	• Exhibits consistent control of sentence formation, avoiding fragments and run-ons.	• Exhibits reasonable control of sentence formation, avoiding fragments and run-ons.	• Exhibits inconsistent control of sentence formation, including fragments and run-ons.	• Exhibits little or no control of sentence formation, including fragments and run-ons.
USAGE/MECHANICS CAPITALIZATION SPELLING PUNCTUATION FORMATTING	• Consistently correct use of capitalization and punctuation • Consistently correct spelling in commonly used and grade-level appropriate words • Multiple paragraphs are properly formatted	• Occasional errors in capitalization and punctuation • Correctly spells most commonly used and grade-level appropriate words • Some paragraphs are formatted	• Inconsistent use of capitalization and punctuation • Some spelling errors of commonly used and grade-level appropriate words • Limited use of paragraph formation	• Errors in capitalization and punctuation • Numerous spelling errors interfere with the readability of the writing • No evidence of paragraph formation

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	4	3	2	1	Not Observed
Core Expectations (.1a and .1c)					
Accuracy of Content Synthesizing information sources Explaining Evidence	• Identified, analyzed and interpreted information sources to demonstrate an in-depth understanding of content • Integrated evidence from multiple information sources to determine characteristics of people, places, events or concepts • Used information to consistently develop, support, or refine the explanation or statement	• Analyzed and interpreted information sources to understand specific content • Gathered and classified information to sequence events and separate fact from opinion • Used information to develop and support an explanation or statement	• Used information sources to understand of concepts, people, places, or events • Classified information, sequenced events, and separated fact from opinion • Used information to support an explanation	• Used information sources to understand content • Separated fact from opinion • Identified information to support an explanation	
Task Specific Concepts and Skills					
Geographic Patterns and Trends (.1b)	Used geographic information to analyze the impact of geographic features on a pattern or trend.	Used basic map skills and geographic information to identify a pattern or trend in data	Used basic map skills to identify data	Used basic map skills	
Evaluating Sources (.1d)	Used evidence to draw conclusions and make generalizations about points of view and historical perspective	Used evidence to summarize points of view or historical perspective	Used evidence identify points of view or historical perspective	Answered questions about points of view or historical perspective	
Explanation or Statement (.1d)	Responded to the task with a decisive explanation or statement beyond conventional conclusions	Responded to the task with a reasonable explanation or statement	Responded to the task with a partially developed explanation or statement	Attempted to present a central explanation or statement	

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	4	3	2	1	Not Observed
Differing Perspectives (.1e)	Compared and contrasted ideas about historical, cultural and political perspectives in history	Compared and contrasted concepts, people, places, or events	Explained concepts, people, places, or events	Identified concepts, people, places, or events	
Determine causes or effects (.1f)	Determined and explained relationships with many causes or effects	Explained direct cause-and-effect relationships	Identified direct cause-and-effect relationships	Identified a cause-and-effect relationship	
Connections across time (.1g)	Explained connections across time and place	Made connections between past and present events	Made connections between past events	Identified past and present events	
Making decisions (.1h)	Used a decision-making model identify the costs and benefits of a specific choice made	Identified the costs and benefits of a specific choice	Identified the costs or benefits of a specific choice made	Identified that a specific choice was made	
Citizenship (.1i)	Used authentic, valid sources and gave credit when using outside ideas, opinions, or theories	Used sources and gave credit when using outside ideas, opinions, or theories.	Used sources and gave credit incorrectly when using another person's ideas, opinions, or theories	Used sources	
Developing Research Questions (.1j)	Identified a question and made a connection between the question and existing information or ideas about a topic	Identified a question and stated existing ideas or information about a topic	Restated existing ideas or information about a topic	Made up ideas or information about a topic	
Selecting Sources (.1j)	Selected relevant sources by accessing a variety of media, including online resources	Selected sources from a variety of media	Selected sources that represent two different types of media	Selected sources	

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Assessment Literacy Glossary (Virginia Department of Education)

This list of terms relates to the Local Alternative Assessment work and is not intended to be an exhaustive list of assessment terms.

accountability systems—the mechanisms used (generally by states) to evaluate the performance of their education systems. In recent years, accountability systems have increasingly used the school as the unit for monitoring and intervention, based largely on the scores of each school's students on a set of standardized tests.

accreditation—a process to evaluate the performance of public schools in accordance with Board of Education regulations.

alternative assessment—used to measure applied proficiency of knowledge and skills. In Virginia, alternative assessments include, but are not limited to, performance assessments. [See performance assessment]

assessment—any systematic basis for gathering data or information and making inferences about characteristics, proficiencies, or abilities of people, usually based on various sources of evidence; the global process of synthesizing information about individuals in order to understand and describe them better.

authentic assessment—a performance assessment that includes a context from the real world and/or a context that is authentic to the academic discipline.

balanced assessment system—the combination of assessments that form a comprehensive measure of student learning. In Virginia, a balanced assessment system should include a variety of assessment types that are matched to the content being assessed and the purpose of the assessment data, including the need to meet accountability measures. A balanced assessment system should allow opportunities to measure student achievement and growth based on content standards, specific learning goals, and the 5 C's (critical thinking, creative thinking, collaboration, communication, and citizenship); the data gathered should provide meaningful information that supports and guides classroom instruction.

formative assessment—a process or assessment designed to intentionally collect information about the nature or degree of student learning during instruction, providing feedback to teachers and students and allowing for teachers and students to make instructional decisions (adjustments and modifications). Formative assessment is generally referred to as assessment "for" learning.

higher-order thinking skills—a category of thinking skills that requires students to go beyond recalling facts, understanding content, or replicating rote procedures; make connections; solve problems different from those given in classroom examples; and use content to reach and justify conclusions. Deep and rich use of higher-order thinking skills is often dependent upon lower-order thinking skills.

integrated performance assessment or interdisciplinary assessment—an assessment that measures student performance on content and/or skills across two or more subject areas.

inter-rater reliability—the degree of agreement among raters scoring a performance task, product, or assessment.

intra-rater reliability—the degree of consistency with which a single rater scores a set of students' work on performance tasks, products, or assessments.

local alternative assessment (LAA)—assessments created, administered, and scored at the local division level in the place of eliminated Standards of Learning tests, as required by legislation.

lower-order thinking skills—a category of thinking skills characterized by knowledge, understanding, and application of procedural skills.

performance assessment or performance-based assessment—generally requires students to perform a task or create a product and is scored using a rubric or set of criteria. In completing the task, students apply acquired knowledge and skills. This type of assessment often includes a written component. [See rubric]

performance task—a learning activity that requires students to perform a task or create a product to demonstrate their knowledge, understanding and proficiency. Performance tasks occur during the learning process, provide feedback on learning to students and teachers during instruction, and offer opportunities for students to develop skills that may be applied in performance assessments.

portfolio assessment—a systematic collection of student work and artifacts that demonstrate growth and/or mastery of content, knowledge, and skills over an identified period of time.

project-based learning —a teaching method or approach that engages students in sustained, collaborative, real-world investigations. Projects are organized around a driving question, and students participate in a variety of hands-on tasks that seek to meaningfully address this question (Buck Institute). Performance assessment is typically a component of this approach to teaching and learning. [See performance assessment]

reliability—the consistency or stability of test performance. Tests must be constructed and administered so that measurement error from factors such as ambiguous scoring, unclear questions/directions, bias, cheating, or environmental factors is minimized.

rubric—a description of the criteria for success and levels of achievement for a task, product, or assessment. Rubrics are used to score various types of alternative assessments based on evidence in student work. When used during instruction, rubrics provide feedback to teachers and students, allowing teachers and students to make adjustments and modifications during the learning process.

summative assessment—used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a unit, project, course, semester, program, or school year. Typically, summative assessments are comprehensive and representative of a set of knowledge and skills, and associated with high-stakes decisions (e.g., a grade in a course, promotion to another level, verification of a course credit). Summative assessment is frequently described as assessment "of" learning.

validity—the degree to which an assessment actually measures the learning it is intended to measure. In order to strengthen and account for the validity (and reliability) of an assessment, assessment designers use a combination of procedures and tools in the development of, the administration of, and the post-administration analysis of assessments.