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PERSPECTIVE™

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Educator Home

Understand Scoring



Welcome Virginia Educators

Welcome to Perspective, the new home of understand scoring (formerly Mentor). Understand Scoring provides you with valuable insight into the constructed response scoring process.

As you use Understand Scoring, you will gain a greater understanding of the essay scoring process by examining sample of professionally scored and practicing scoring sets of essays on your own.

[View the tutorial](#) to learn how to use Understand Scoring.

[View the Educator's User Guide](#) for a comprehensive overview of Perspective.

Understand Scoring



This program is designed to help you

- Gain a better understanding of the Virginia Standards of Learning Direct Writing Assessments for grade 5, grade 8, and High School
- Understand the use of rubrics in scoring student writing
- Develop consistency in scoring actual student work

To continue with Understand Scoring click the tab above or click [here](#).

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Understand Scoring

Understand Scoring will help you by providing:

- Information about the Virginia Standards of Learning English Assessment
- Opportunities to study the rubrics used for scoring the direct writing assessments
- Anchor papers that illustrate each score point of each domain
- Practice scoring several sets of papers written by Virginia students
- Verification of your progress by evaluating the accuracy of the scores you assign to a final set of papers (verification set)



Learn About Scoring

Click [here](#) to view overview, introduction to and instructional material about the scoring process.

View Anchor Papers

Click [here](#) to view Anchor Papers and annotations about the assigned score.

Practice Scoring

Click [here](#) to practice scoring student work and compare your results to assigned scores.



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Learn About Scoring

Select Grade

Grade 5



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Introduction

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Critical Information

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View Anchor Papers

To view anchor papers select a grade and domain, then click a button to select and review anchor papers

Select Grade

Select a Domain ☒ Composing ☐ Written Expression ☐ Usage / Mechanics

Papers with Assigned Score

1	2	3	4
<input type="button" value="1A"/>	<input type="button" value="2A"/>	<input type="button" value="3A"/>	<input type="button" value="4A"/>
<input type="button" value="1B"/>	<input type="button" value="2B"/>	<input type="button" value="3B"/>	<input type="button" value="4B"/>
	<input type="button" value="2C"/>	<input type="button" value="3C"/>	<input type="button" value="4C"/>

[View prompt and allowable scoring interpretations](#)

[View rubric](#)

[View reader bias](#)

[View terminology](#)

[Print the anchor paper](#)

[View overview and help for anchor papers](#)

Composing Score: 1

☐ Annotation ☐ Overlaid

When I was a baby
my Mom, and my Dad say that
I dumped a soup bowl full
of soup on my head. They said
that there were usually little things
on the botiom that would stick the
bowl to the table but they couldn't
find them, so they decided to try
not using them, and I wore the
bowl like a hat. I don't even
remember doing any of that.

When I was a baby
my Mom, and my Dad say that
I dumped a soup bowl full
of soup on my head. They said
that there were usually little things
on the bottom that would stick the
bowl to the table but they couldn't
find them, so they decided to try
not using them, and I wore the
bowl like a hat. I don't even
remember doing any of that.

Elaboration
is sparse

Organization
is not
apparent

Lacks introduction,
conclusion, and
transitions, limiting unity

Overlay Key: Central Idea
Elaboration
Unity
Organization

Composing Score: 1

☒ Annotation ☐ Overlay

When I was a baby
my Mom, and my Dad say that
I dumped a soup bowl full
of soup on my head. They said
that there were usually little things
on the bottom that would stick the
bowl to the table but they couldn't
find them, so they decided to try
not using them, and I wore the
bowl like a hat. I don't even
remember doing any of that.

Composing

A central idea is clear: *I dumped a soup bowl full of soup on my head*. However, little elaboration is included beyond a sparse description of the event: *I wore the bowl like a hat*, and no purposeful organizational strategy is apparent. Overall, the writer does not demonstrate the ability to construct an effective message through the use of elaboration, unity, and organization. This response demonstrates a lack of control of

☒ Written Expression ☐ Usage / Mechanics

ned Score

3

4

3A

4A

3B

4B

3C

4C

[oring interpretations](#)

[chor papers](#)

Written Expression Score: 3

☐ Annotation ☐ Overlay

I remember something that happened to me a year ago. It was not funny at the time it happened, but as I think about it now I laugh to myself. It started out as a normal school day. I left school on the bus that evening. I don't live far from school, but a lot of people get on and it makes my ride about 45 minutes long. I get off the bus and walked down my driveway. Since I had been riding the bus for a while, I had to use the bathroom. I ran inside and looked for my mom. Not seeing her, I ran to the bathroom. I didn't realize that the floor was wet until I had already put one foot firmly on



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Practice Scoring - Login

To access Practice Scoring you may login, create a new profile, or proceed without logging in.

New User - you may create a profile for yourself. The system will track your progress and status for Practice Scoring.

Returning User - please login using your User ID and Password.

Guest User - you may proceed without logging in, however, the system will not track your progress.

New User

To begin, create a profile for yourself.
Enter the key word you have been given
then click Create Profile.

Key Word:

Create Profile

[Help for new users.](#)

Returning User

Enter your User ID and Password.

User ID:

Password:

Login

or

Change Profile/Password

[Forgot password](#)

[Need help logging in?](#)

Guest User

You may proceed without logging in.
However, the progress you make, the
scores you provide, and your status will
not be saved.

[Proceed without logging in](#)

Important - your scores and progress
are retained as long as this browser
session is open. **Remember to close
the browser when you are done.**

[Learn more about guest users.](#)

[Help for Login Screen.](#)

You may return to previous papers to review. You must finish all

Select Grade

Grade 5

Select an Item

Practice Set 1

Select a Paper

1	2	3	4	5
6	7	8	9	10

Enter your scores below

	1	2	3	4
Composing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usage / Mechanics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Check scoring

Finished scoring this set

set: Practice Set 1 / Paper: 1

My happy memory!

I'm going to tell you about my motorcycle ride and what happen and why it's important to me.

I went to my grandpa house Sunday after church and my grandpa said do you want to go for a ride and I said in which car. My Grandpa froze he said not in a car this! I said it a motorcycle

Then he gave me a helmet and we went for a ride. Then when we got back he showed me the engine, motor and the generator. I even got to start it up! That was a magical evening! Why it was important to me is because I got to spend some time with my grandpa. Doing it was very fun spending

You may return to finished papers to review. You must finish all

Select Grade

Select an Item

Select a Paper

1

2

3

4

5

6

7

8

9

10

Enter your scores below

	1	2	3	4
Composing	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Expression	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Usage / Mechanics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Check scoring

Finished scoring this set

Practice Set 1 / Paper: 1

My happy memory!

I'm going to tell you about my motorcycle ride. And what happen and why it's important to me.

I went to my grandpa house Sunday after church. And my grandpa said do you want to go for a ride and I said in which car. My grandpa froze he said not in a car this time I said it a motorcycle.

Then he gave me a helmet and we went for a ride. Then when we got back he showed me the engine, motor and the generator. I even got to start it up! That was a magical evening! Why it was important to me is because I got to spend some time with my grandpa. Doing it was very fun spending

Select a Paper				
1	2	3	4	5
6	7	8	9	10

Score Results		
	Assigned Score	Your Score
Composing	3	2
Written Expression	3	3
Usage / Mechanics	2	1

Check scoring

Finished scoring this set

[View prompt and allowable scoring interpretations](#)

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[Print the paper](#)

Paper set: Practice Set 1 / Paper: 1 **[Completed]**

Composing

This response remains focused on the central idea: *my motorcycle ride*. The narrative initially comes to life in paragraph two through the writer's use of dialogue and description: *I went to my grandpa's house Sunday after church and my grandpa said do you want to go for a ride and I said in which car*. The writer organizes this

1

My happy memory!

I'm going to tell you about my motorcycle ride and what happened and why it's important to me.

I went to my grandpa's house Sunday after church and my grandpa said do you want to go for a ride and I said in which car. My grandpa said he said not in a car. He said I said it was a motorcycle. Then he gave me a helmet and we went for a ride. Then when we got back he showed me

Rubric - Grade 8

Overview

The Rubrics section contains a description of the criteria required for a paper to earn a particular score point for each of the scoring domains: composing, written expression, and usage/mechanics. These criteria are used to score all of the papers. You should become familiar with the description of each score point for the three domains. Study them in conjunction with the anchor papers to gain a full understanding of how the criteria are applied. All domains are assessed on a scale from 1 to 4.

[Go to Composing](#)

[Go to Written Expression](#)

[Go to Usage and Mechanics](#)

Composing

The **composing** domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of writing intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text.

Features:

- Central Idea
- Elaboration
- Unity
- Organization

Score Point 1

The writer demonstrates **little or no** control of most of the composing domain's features. The focus on a central idea is lacking, or the piece is so sparse that the presence of a clear focus is insufficient for it to earn a higher score. Typically, the writing jumps from point to point, without a unifying central idea. No overall organizational strategy is apparent. The writing

6 Traits and Virginia

