

Score	Development	Focus & Organization	Language	Conventions
4	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimulus to insightfully develop the topic. thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimulus. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> contains an effective and relevant introduction, utilizes effective organizational strategies to create a unified whole and to add in comprehensiveness, effectively clarifies relationships among ideas and concepts to create cohesion, contains an effective and relevant concluding statement or section. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task, illustrates sophisticated command of syntactic variety for meaning and reader interest, utilizes sophisticated and varied transitional words and phrases, effectively establishes and maintains a formal style. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English,¹ may contain a few minor errors that do not interfere with meaning.
3	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> utilizes relevant and sufficient evidence¹ from the stimulus to adequately develop the topic. adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimulus. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> contains a relevant introduction, utilizes adequate organizational strategies to create a mostly unified whole and to add in comprehensiveness, clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion, contains a relevant concluding statement or section. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task, illustrates consistent command of syntactic variety for meaning and reader interest, utilizes appropriate and varied transitional words and phrases, establishes and maintains a formal style. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English,¹ contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence¹ from the stimulus to partially develop the topic. Some evidence may be inaccurate or repetitive. explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimulus. There may be some level of inaccuracy in the explanation. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> contains a limited introduction, demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times, clarifies some relationships among ideas and concepts, but there are lapses in focus, contains a limited concluding statement or section. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary, illustrates inconsistent command of syntactic variety, utilizes basic or repetitive transitional words and phrases, establishes, but inconsistently maintains a formal style. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English,¹ contains many errors that may significantly interfere with meaning.
1	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence¹ from the stimulus, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimulus. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> contains no or an irrelevant introduction, demonstrates an unclear organizational structure; ideas are hard to follow most of the time, fails to clarify relationships among ideas and concepts; are unclear and/or there is a lack of focus, contains no or an irrelevant concluding statement or section. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary, illustrates little to no syntactic variety, utilizes no or few transitional words and phrases, does not establish or maintain a formal style. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English,¹ contains numerous and repeated errors that seriously impede meaning.

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and Tasks to Assess Student Thinking Susan M. Brookhart, 2014-08-20 With new standards emphasizing higher order thinking skills students will have to demonstrate their ability to do far more than simply remember facts and procedures. But what is the best way for teachers to ensure that students have such skills. In this highly accessible guide author Susan M Brookhart shows how to do just that by providing specific guidelines for designing targeted questions and tasks that align with standards and assess students ability to think at higher levels. Aided by dozens of examples across grade levels and subject areas readers will learn how to. Take a student perspective and view assessment questions and tasks as problems to solve. Design multiple choice questions that require higher order thinking. Understand the difference between open and closed questions and how to use open questions effectively. Vary and control the features of performance assessment tasks including cognitive level and difficulty to target different thinking skills. Manage the assessment of higher order thinking within the larger context of teaching and learning. Brookhart also provides an idea bank that teachers can use to jump start their own thinking as they create assessments. Timely and practical. *How to Design Questions and Tasks to Assess Student Thinking* is essential reading for 21st century teachers who want their students to excel in the classroom and beyond.

Construction Versus Choice in Cognitive Measurement William C. Ward, Randy Elliot Bennett, 2012-10-12 This book brings together psychometric cognitive science policy and content domain perspectives on new approaches to educational assessment in particular constructed response performance testing and portfolio assessment. These new assessment approaches a full range of alternatives to traditional multiple choice tests are useful in all types of large scale testing programs including educational admissions school accountability and placement. This book's multi disciplinary perspective identifies the potential advantages and pitfalls of these new assessment forms as well as the critical research questions that must be addressed if these assessment methods are to benefit education. **PRAXIS® PLT EC, K-6, 5-9 and 7-12: Book**

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qualitative to instructional design to quantitative e.g. structural equation modeling a need to support the development of technology based curriculum and tools and a need for theory driven and evaluation studies to increase our knowledge

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