

## Writing and History/Social Science Scoring Rubric and Rubric Addendum

Teachers select ASOL in the content areas of Writing and History/Science at the grade level of the student's enrollment. Teachers will use the three levels described here to determine the level of performance that is most appropriate for the individual student for each Writing ASOL. The content area of History/Social Science does not use the Levels of Performance.

***Level I - The ASOL is demonstrated with significant support and modification.***

The student requires significant support and modification to simplify the task in order to demonstrate the ASOL. If student performance demonstrates Level I, the highest score point the student can receive is "2."

***Level II - The ASOL is partially demonstrated.***

The student demonstrates some of the knowledge and skill of the ASOL. If student performance demonstrates Level II, the highest score point the student can receive is "3."

***Level III - The ASOL is fully demonstrated.***

The student fully demonstrates the knowledge and skill of the ASOL. If student performance demonstrates Level III, the highest score point the student can receive is "4."

### ***History***

The History/Social Sciences ASOL are organized into two groups: Elementary School and Middle School. Teachers must use the grade of the student's enrollment to select the appropriate group. ASOL for students enrolled in grades 4 or 5 must be selected from the Elementary School group. ASOL for students enrolled in grades 6, 7, or 8 must be selected from the Middle School group.

## VAAP Scoring Rubric and Rubric Addendum

The scoring rubric and rubric addendum will guide the assigning of a holistic score by determining the best score point for the evidence.

Rubric Score	Rubric Descriptors	Rubric Addendum
<b>0 No Evidence</b>	There is <i>no evidence</i> of the specific Aligned Standard(s) of Learning being addressed.	A score point of “0” may be assigned if the evidence submitted does not show any level of individual achievement for the ASOL being defended.
<b>1 Little Evidence</b>	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.	The evidence provides a <i>minimally sufficient demonstration</i> of the student’s knowledge and understanding of the ASOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the ASOL.
<b>2 Some Evidence</b>	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.	The evidence provides only a <i>partially sufficient demonstration</i> of the student’s knowledge and understanding of the ASOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the ASOL.
<b>3 Adequate Evidence</b>	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.	The evidence provides a <i>reasonably sufficient demonstration</i> of the student’s knowledge and understanding of the ASOL. Most of the student’s work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the ASOL.
<b>4 Ample Evidence</b>	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.	The evidence provides a fully sufficient demonstration of the student’s knowledge and understanding of the ASOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the ASOL.