

# Scoring Protocol

## CBM for Beginning Writers

(Updated Summer, 2009)

### **Materials:**

1. Red and blue colored pencils.
2. Scoring sheet and student packet.
3. Record student name, week, and the date student completed the task.
4. If administrating the photo prompt, record the correct form (A or B) on the coversheet.

### **Before scoring:**

1. Read the prompt and entire writing sample before scoring.
2. Do your best to decipher what the student is writing. Sounding out what your student wrote may help in deciphering a word.
3. Ignore spacing problems unless the sample is very difficult to read (i.e., if you can distinguish between words even though they are close together, count them as individual words..
4. In sentence-copying protocol, cross off the example to avoid scoring it.

### **Scoring Procedures:**

1. Read the prompt and the entire writing sample.
2. Place a vertical blue line at the beginning and end of each sentence.
3. Count the number of words written (refer to WW directions below)
4. Underline the incorrect words in red (IW) (Refer to IW directions)
5. Place an inverted red caret on both sides of the incorrect word (Refer to IW directions) E.g. I vlikv to go biking in vsummurv

### **Words Written - WW**

1. Place a vertical blue line at the beginning and end of each sentence.  
*Example:* |Sally went to the store. |She bought some chocolate and marshmallows to make s'mores. |  
**(WW = 14)**
2. Count the number of words written.
  - a. For repeated words: Count the first 3 words and cross out the rest.  
*Example:* It was fun fun fun ~~fun fun fun fun fun fun~~.
  - b. Ampersand: Count ampersand (&) as one correct word.
  - c. Abbreviations are counted as correct words.  
*Example:* min, lb, hr, etc.
  - d. Numbers used *correctly* are counted as correct words.  
*Example:* I had 4 toys.

- e. Hyphenated words are counted as 1 written word.
- f. Letters such as S, Z, C, and V which are not easy to differentiate between capital and lower case are counted as correct.
- g. If there is no punctuation after the last correct word, include this last word in WW score  
*Example:* Sally went to the store  
**(WW = 5)**  
  
 If there is no punctuation after the last word which seems to be incomplete, do not include this last word in WW score.  
*Example:* Sally went to the stor  
**(WW = 4)**
- h. If the sentence is complete with a punctuation mark, and the last word is incorrect, score the last word as a WW, but as an incorrect word sequence (IWS) on both sides of this word. (Details on *IWS* are given below.)  
*Example:* Sally went to the vstoerv.  
**(WW = 5)**

**Incorrect Words – IW**

- 1. Underline incorrect words in **red**. Score IW the same as a spell checker would.  
*Note:* Just because a word does not make sense does not mean it is an IW.  
*Example:* Sally went two the store.  
**(WW = 5)**

The word *two* is used incorrectly but is not scored as an incorrect word.

- 2. Count incorrect words.
- 3. Capital letters:
  - a. The first letter of the sentence must be capitalized, or the word is incorrect.
  - b. Other capital letters within the sentence should be ignored.

**Note: Capital letters – for Sentence Copy Measure.**  
 a. The first letter of the sentence must be capitalized or the word is incorrect.  
 b. Words with capital letters within the sentence are also counted as incorrect words

- c. “I” and proper nouns need to be capitalized.
- 4. Reversals are incorrect (i.e., “b” for “d”)
- 5. *And*, *but*, and *then* are incorrect words if they are used at the beginning of a sentence.

*Example:* vThen<sup>v</sup> we <sup>^</sup>went <sup>^</sup>fishing<sup>^</sup>.  
“Then” is incorrect and should be underlined in red.

6. If a student uses *and* more than twice in a sentence while the sentence has more than two clauses, break up the sentence appropriately so that only 2 *and*'s are in each sentence.  
*Example:* We went to the store and went home and then went to the park and met my friends and they were excited and we played soccer and we have fun.

**Scored example:**

<sup>^</sup>| We <sup>^</sup>went<sup>^</sup> to<sup>^</sup> the<sup>^</sup> store <sup>^</sup>and <sup>^</sup>went <sup>^</sup>home<sup>v</sup> | vand<sup>v</sup> then<sup>v</sup> went<sup>^</sup> to<sup>^</sup> the<sup>^</sup>  
park<sup>^</sup> and<sup>^</sup> met<sup>^</sup> my <sup>^</sup>friends<sup>v</sup> | vand<sup>v</sup> they<sup>^</sup> were<sup>^</sup> excited <sup>^</sup>and<sup>^</sup> we<sup>^</sup> played  
<sup>^</sup>soccer<sup>v</sup> | vand<sup>v</sup> we <sup>^</sup>have <sup>^</sup>fun<sup>^</sup> |.

**(WW = 30    IW = 4)**

(Details on *CWS*, denoted by a <sup>^</sup>, and *IWS*, denoted by a <sup>v</sup>, are given below.)

7. Numbers used in place of words are incorrect (although we count this word in WW).  
*Example:* We went 2 the pool.  
**(IW = 1)**

### **Correct Word Sequence (CWS) and Incorrect Word Sequence (IWS)**

1. Read the entire sample before scoring.
2. Place a vertical blue line at the beginning and at the end of the sentence. (You may have to judge where the sentence should end).  
*Example:* |Sally went to the stoer. |She bought some chocolate and mashmellows to make smores. |
3. Underline incorrect words in red (refer to *IW* section above for more details)  
*Example:* Sally went to the stoer. |She bought some chocolate and mashmellows to make smores. |

Place an inverted **red caret** on both sides of the incorrect word. (An incorrect word has an incorrect word sequence before and after the word.

*Example:* <sup>^</sup>Sally<sup>^</sup> went<sup>^</sup> to<sup>^</sup> the <sup>v</sup>stoer<sup>v</sup>  
**(WW = 5, IW = 1, CWS = 4, IWS = 2)**

4. If the word before and after a written word is correct, place a blue caret *above* the two words indicating a correct word sequence (CWS).

*Example:* ^Sally^ went^ to^ the v stoer v. | ^She ^bought^ some^ chocolate^ and v mashmellows v to ^make vsmoresv . |

5. At the beginning of the sentence the word sequence is correct if:
- the word is correct
  - the sentence begins with a capital

**Note:** If upper and lower case letters look similar and it is difficult to tell whether the letter is an upper or lower case letter, ignore capitalization. The letters include: p, s, o, t, c, u v, w, x, y, z.

6. If the last word and punctuation are correct, this is a CWS and a blue caret may be placed on both sides of the word.

*Example:* ^I ^love ^summer^. v Its v my ^favorite^ season^.  
(CWS = 7, IWS = 2)

7. A sentence ending without punctuation or with an incorrect punctuation is an IWS. For IWS place an inverted red caret between the last word and the incorrect punctuation.

*Example:* ^I^ love^ summer^ because^ it^ is ^warm ^and ^sunny v? ^It^ is ^my^ favorite ^season^.

8. Compound words that are written as two words are incorrect. E.g. “home work” should be written as “homework” This would be three IWS’s, but the words are counted as correct words.

*Example:* ^ “All v home v work v must^ be^ turned ^in ^by ^Wednesday^,” the ^teacher ^said^.  
(WW = 12, IW = 0, CWS = 10, IWS = 3)

### Try scoring this sample by yourself:

The cave was very dark. I try to close my eyes, so I couldn't see anything, but that didn't help. Than I hear some one breathing. I try to stream but nother came out. The breathing became close and close to me, and the worst Part was that I couldn't see athing. At first I thought meself that I an Just emaging stuff.

## Sample of Scored Writing

The cave was very dark. | I v try v to ^close ^my^ eyes, ^so^ I ^couldn't ^see ^anything, ^but ^that^ didn't ^help ^|. | v Than v I v hear v some v one v breathing^|. | ^I v try v to v stream v but v nother v came ^out^|. | ^The^ breathing v\_became vclose v and vclose v to ^me, ^and^ the^ worst^ Part^ was^ that^ I^ couldn't^ see vathing v. | ^At ^first ^I ^thought v meself v that ^I v an v Just v emaging v stuff^|. |

WW = 58, IW = 15, CWS = 36, IWS = 27

### Reasons for scores:

1. Do not score the story starter – i.e. The cave was very dark.
2. Try- IWS –incorrect tense
3. Than- IWS-incorrect word
4. Hear- IWS – incorrect tense
5. Some one- Incorrect as the word should be written as a single word –i.e. someone
6. Try- IWS- incorrect tense
7. Stream- IWS-incorrectly spelled word – i.e. scream
8. Nother- IWS- incorrect word – i.e. no one
9. Became – IWS – incorrect word
10. Close – IWS- incorrect word- i.e. closer
11. Athing- IWS- Incorrectly spelled word –i.e. anything
12. Meself- IWS- incorrectly spelled word
13. An- IWS –incorrect tense
14. Emaging- incorrectly spelled word
15. Just – was not considered incorrect as in the written sample “j” could have been a lower case word.