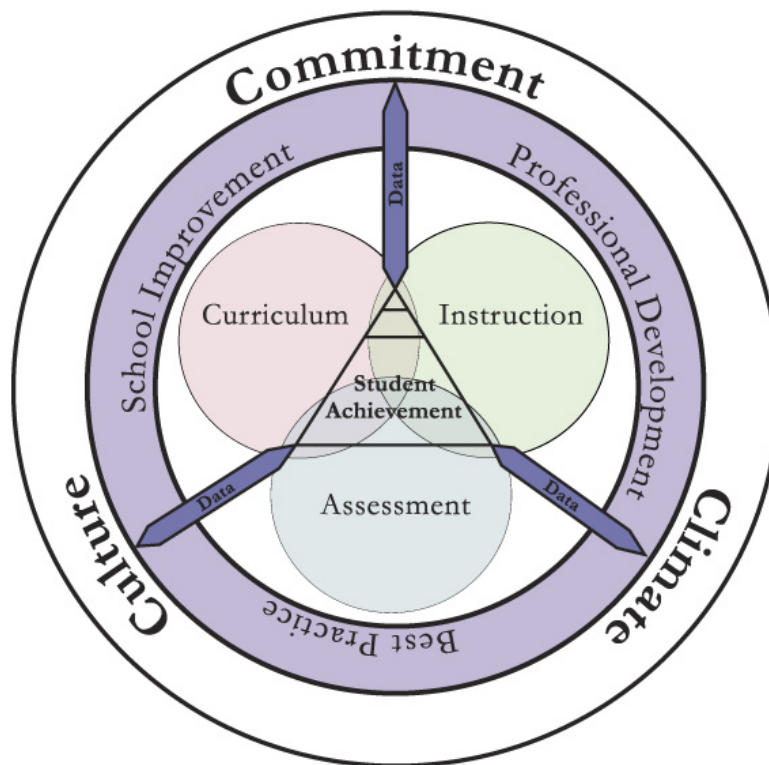


Curriculum Based Measures for Writing Administration and Scoring Guide

Thumb Area Student Achievement Model



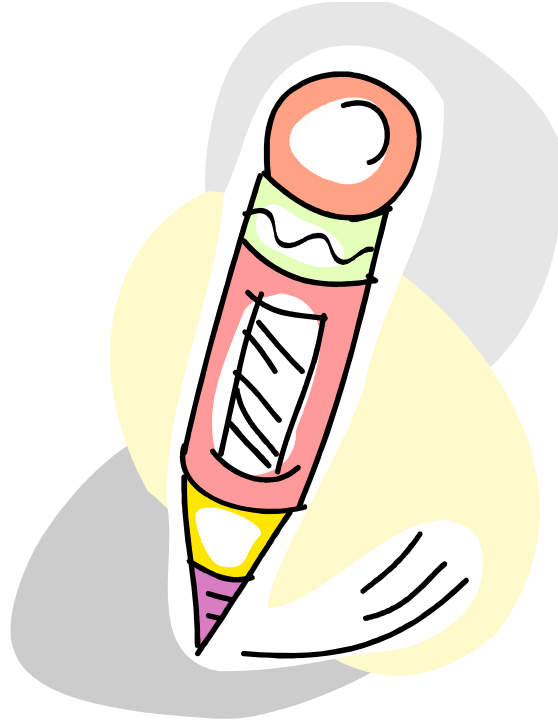
an approach to continuous improvement

REVISED August 2011

Developed by Huron Intermediate School District

Writing Readiness (Kindergarten)

Directions for Administering and Scoring Correct Letters Copied



ADMINISTRATION

Timing: 1 minute

Materials needed: Two-sided probe sheets for each student, plus a few extras
Pencils for each student, plus a few extras
Digital timer (DO NOT use a standard clock or watch)
Chalkboard, whiteboard, or large paper for demonstration
Score Sheet (sheet listing student names and space for scores)

Arranging the environment:

Administer the measure in a neutral environment (library, multi-purpose room, etc.) where students will not see desk or wall signs showing correct letter formation (e.g. chart showing arrows for forming letters). Arrange the students so that they can only see their own work. It is desirable to have multiple adults present during testing to assist with monitoring. Typically, the measure is administered in a large group (full class) or small group (three to four students) setting.

Kindergarten Writing Readiness Curriculum-Based Measurement for Correct Letters Copied (WE-CLC)

Standardized Directions:

1. Administer the measure using the standardized directions (read the bold print) for each group of students. Tell students,
“You will be doing a fun activity for practice. When you get your paper, write your name at the top and then put your pencil down so we can start together.”

2. Distribute the probe sheets and pencils. Prompt students,
“Put your pencil down when you have finished writing your name on your paper so we can all start together.”

3. Say, **“If you are ready, look at me.”**
Make sure all eyes are on you, hold up one probe.

Say, **“Look at the letter in the box. When I say ‘begin,’ you will copy the letter into the box underneath it.”** Point. **“Let’s pretend that this letter is written in the top box.”**

Draw a letter “C” in a box on the chalkboard. Say, **“Your job would be to copy the same letter underneath it.”**

Demonstrate in box under first “C.” Say, **“Remember to work quickly, but do your best work at the same time.”**

4. Say **“I’ll tell you when to start and stop. If you finish the first side, turn over your paper and keep working. Begin here** (point to top, left) **and go across each row** (move finger across row). **It’s okay if you don’t finish your paper. Is everyone ready? Begin copying letters now.”**

Start the timer, set for 1 minute. Monitor students for compliance and understanding of the task. If a student does not understand what to do, re-test that student again at a later time. *If a student finishes both sides of the probe before one minute has elapsed, give the student a fresh probe and instruct the student to “keep working.”*

5. Do not assist or teach students during the task. Say only, **“Do your best work.”** if students ask questions during the measure.

6. When the timer sounds, say,
“Stop. Put your pencil down and hold your paper up in the air so we can pick it up.”

Monitor to ensure that students do not continue to copy letters.

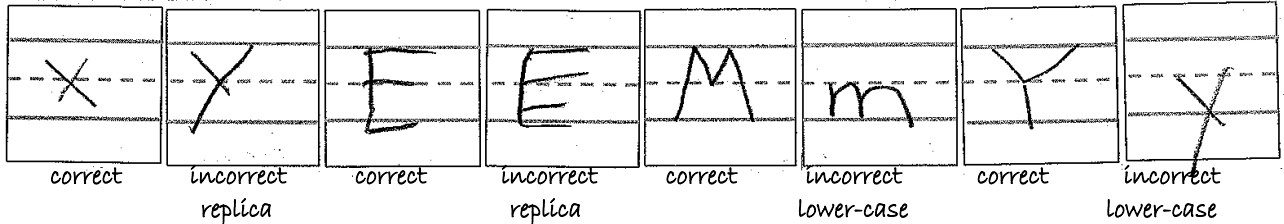
7. Collect and score all probes according to the scoring rules.

Because WE-CLC is a standardized test, we must give the test the same way every time and differences among examiners must be minimized. The standardized directions (in bold print) should be read to the students.

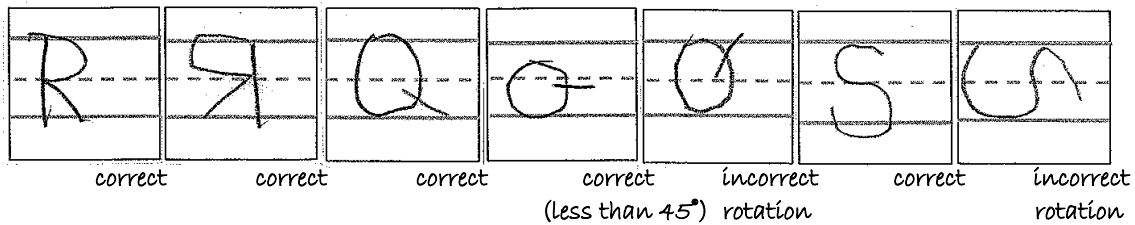
SCORING

Count the number of letters copied correctly during the one-minute measure.

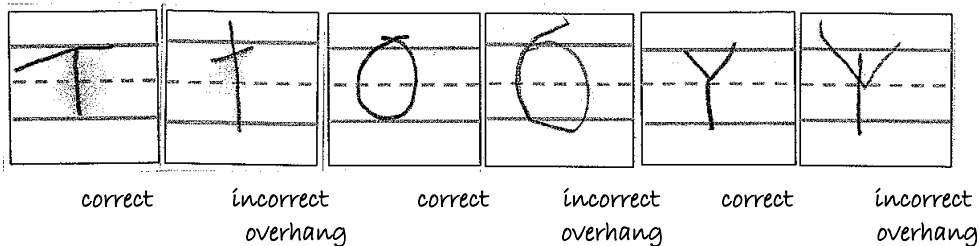
1. Must be an accurate replica of the letter. The letter E must contain exactly three horizontal lines, in addition to the other criteria. The letter F must contain exactly two horizontal lines. Lower case letters are counted as errors. Exact size is not required.



2. Reversals are not counted as errors, however, more than a 45 degree rotation is counted as an error. This means M written as W is an error, but R written as α is not.



3. More than ¼ inch of overhang on any letter is an error. The letter O must be closed.



FREQUENTLY ASKED QUESTIONS

What if we teach a different printing style?

There are small differences between D'Nealian and Zaner-Bloser printing styles, however, students are exposed to a wide range of print. This affects the letter copying measure minimally. DO NOT alter the measure to match your printing style.

ABCDEFGHIJKLMNOPQRSTUVWXYZ D'Nealian Upper Case Manuscript
 ABCDEFGHIJKLMNOPQRSTUVWXYZ Zaner-Bloser Upper Case Manuscript

Why aren't lower case letters used?

The measure has been tested for reliability and validity using upper-case letters, so lower-case letters are not used.

Can I mark letter reversals as errors?

Effective classroom instruction dictates that Kindergarten teachers correct letter reversals during regular classroom instruction and while grading student work. However, for the Correct Letter Copying (CLC) measure, reversals are *not* counted as errors. Since kindergarten students will never see the scored CLC measure, this does not send a mixed message to students.

Are there additional writing-readiness measures?

We are looking for additional measures for very young students, including word copying, sentence copying, word dictation, and sentence dictation. As we find reliable and valid measures, we will share them with our SAM teachers.

Some teachers have expressed an interest in using the correct letter copying measure in the fall of first grade. While we do not have norms for first grade, teachers may choose to administer the measure as a diagnostic tool.

WE-CLC Writing Readiness (Kindergarten) Assessment Integrity Checklist

Fine	Needs Practice	✓ box to indicate Fine or Needs Practice
<input type="checkbox"/>	<input type="checkbox"/>	1. Consultant read <u>standardized</u> instructions to the class verbatim as scripted in the manual.
<input type="checkbox"/>	<input type="checkbox"/>	2. Consultant instructed children to put their name on their paper and put their pencils down. <i>“You will be doing a fun activity for practice. When you get your paper, write your name at the top and then put your pencil down so we can start together.” “Put your pencil down when you have finished writing your name on your paper so we can all start together.” “If you’re ready look at me.”</i>
<input type="checkbox"/>	<input type="checkbox"/>	3. Consultant demonstrated coping task <u>and</u> read directions. <i>“Look at the letter in the box. When I say begin, you will copy the letter into the box beneath it.” “Let’s pretend that this letter is written in the top box.” “Your job would be to copy the same letter underneath it.” “Remember to work quickly but do your <u>best work</u> at the same time.”</i>
<input type="checkbox"/>	<input type="checkbox"/>	4. Consultant started a digital timer at appropriate time after stating: <i>“I’ll tell you when to start and stop. If you finish the first side, turn over your paper and keep working. Begin here and go across each row. It’s okay if you don’t finish your paper. Is everyone ready? Begin copying letters now.”</i>
<input type="checkbox"/>	<input type="checkbox"/>	5. Consultant/Monitor gave appropriate prompt when needed. <i>“Do your best work.”</i>
<input type="checkbox"/>	<input type="checkbox"/>	6. Consultant instructed the students to stop working and put their pencil down. <i>“Stop. Put your pencil down and hold your paper up in the air so we can pick it up.”</i>
<input type="checkbox"/>	<input type="checkbox"/>	7. Shadow score with the examiner. Is he/she within 2 points on the final score?

Written Expression (Grades 1-12)

Directions for Administration and Scoring Correct Writing Sequences



ADMINISTRATION

Materials: Standardized instructions
Correct prompt for grade and time of year, provided by the SAM Literacy Team
Digital timer (DO NOT use a standard clock or watch)
Score sheet (sheet listing student names and a space for scores)

Arranging the Testing Environment:

Getting accurate results depends on how the testing environment is arranged. Testing should occur in a neutral environment without prompts such as word walls or writing cues. When completing the WE-CWS assessment, ensure that no disruptions occur. It is desirable to have multiple adults present during the testing to monitor the students and to make certain they produce the best writing sample they can.

Written Expression Curriculum-Based Measurement for Correct Writing Sequences (WE-CWS)

Standardized Directions:

1. Distribute pencils.
2. Distribute the probe with the prompt facing down.
3. Say these specific directions to the students:

“Please write your name, grade, and teacher in the provided spaces. As soon as you have finished, put your pencils down and look at me so I will know you are ready.”

Pause until all students are ready.

“You are going to do a writing activity. Remember to do your best work. I will tell you what to write about. You will have 1 minute to think and plan what you will write and 3 minutes to write. If you don’t know how to spell a word, just do your best. Are there any questions?”

Pause.

Turn your paper over. The box at the top of the page is where you may jot ideas during your 1 minute of think time. Look at the prompt below the box. For the next minute, make a plan to write about.....(insert prompt).”

4. After reading the prompt, begin your stopwatch for 1 minute. After 30 seconds say, **“You should be planning to write about...(insert prompt).”**
 - Monitor students to ensure that they are only writing in the box during this think time. If individual students begin writing outside of the box, say, **“Remember to write only in the box while planning.”**
5. At the end of 1 minute say, **“Now begin writing on the lines below the box.”** Restart your stopwatch for 3 minutes.
 - Monitor student participation. If individual students pause for about 10 seconds or say they are done before the test is finished, move close to them and say, **“Keep writing the best you can.”** This prompt can be repeated to students as often as necessary.
6. At the end of 3 minutes say, **“Stop. Put your pencil down. We will collect your paper.”**

Because WE-CWS is a standardized test, we must give the test the same way every time so differences among examiners are minimized. The standardized directions (in bold print) should be read to the students.

SCORING

Instructions

1. Read the entire sample before beginning to score.
2. Underline misspelled words.
3. Circle violations in:
 - Capitalization and end punctuation
4. Identify errors in sentence structure.
 - Circle errors in semantics and syntax
 - In a run-on sentence, place a vertical line at the place where a sentence *should* end.
5. Finally, score the passage for correct and incorrect writing sequences. A correct writing sequence (CWS) is two adjacent writing units (words and punctuation) that are correct within the context of what is written.
 - Use the caret method for scoring. Place a caret (^) between each correct writing unit, and place a **x** between each incorrect writing sequence. Then count the number of correct writing sequences for the passage.
 - Credit: ^All^of^the^kids^started^to^laugh^.
 - No Credit: ^All^of^the^kids^started^to **x** laugf **x**.
6. Do not score any writing in the “Think Time” box.

Rules

Topic	Page
Spelling	8
Capitalization	9
Punctuation	9
Sentence Structure	9-10
Word Use	10-11
Content	11
Numbers/Time	11
Abbreviations	11
Unusual Characters/Symbols	11

Spelling

- Pairs of words must be spelled correctly to be included as a correct writing sequence.
 - Credit: ^All^of^the^kids^started^to^laugh^.
 - No Credit: ^All^of^the^kids^started^to **x** laugf **x**.
- In general, do not count a proper name as misspelled unless it’s obvious that it is incorrect (e.g. spelling *Andrea* incorrectly as *Anre* or misspelling a name that was spelled differently earlier in the passage).
 - Credit: ^I^went^to^see^Andreea^in^the^hospital^.
 - No Credit: ^I^went^to^see **x** Anre **x** in^the^hospital^.
- Each individual word in a hyphenated word is counted in the total CWS count, with or without a hyphen, as long as each is spelled correctly.
 - Credit: ^My^sister^-in^-law^graduated^from^school.^
 - Credit: ^My^sister^in^law^graduated^from^school^.
 - No Credit: ^My **x** siter-inlaw **x** graduated^from^school.^
 - Credit: ^I^under-stand^the^task^.
 - No Credit: ^I **x** under-stand **x** the^task^.
 - No Credit: I **x** underst-stand **x** the^task^.
- Letter reversals within a word are correct unless it results in a new word.
 - Credit: ^Яunning^is^my^favorite^physical^activity^.
 - Credit: ^It^was^a^bad^storm^.
 - No Credit: ^It^was^a **x** dad **x** storm^.

Capitalization/Punctuation

- Score a correct word sequence at the beginning of the sentence if the first word is capitalized, spelled correctly, and the previous punctuation is correct.
 - Credit: ^Lunch^will^be^served^at^noon^.^Today's^menu^includes^hot^dogs^.
 - No Credit: x lunch x will^be^served^at^noon^. x today's x menu^includes^hot^dogs^.
 - No Credit: ^Lunch^will^be^served^at^noon x ? x Today's^menu^includes^hot^dogs^.
- Score a correct sequence at the end of the sentence if the last word is spelled correctly, and the student uses correct end punctuation.
 - Credit: ^Will^you^be^walking^home^today^?
 - No Credit: ^Will^you^be^walking^home^today x .
 - No Credit: ^Will^you^be^walking^home x tday x.
- Ignore the incorrect capitalization of a letter in the middle of a word.
 - Credit: ^The^monKey^ate^a^banana^.
- Words that should not be capitalized must begin with a lower-case letter for a correct writing sequence to be scored unless used to show emotion or emphasis.
 - Credit: ^The^monkey^ate^a^banana^at^the^Detroit^Zoo^.
 - No Credit: ^The x Monkey x ate^a^banana x detroit x Zoo^.
 - Credit: ^The^monkey^ate^a^HUGE^banana^at^the^Detroit^Zoo^.
- Words at the beginning of dialogue must be capitalized, unless that dialogue is a continuation of the dialogue.
 - Credit: ^Jim^said,^^"Go^home^."
 - No Credit: ^Jim^said, x "go x home^."
 - No Credit: ^Jim^said x go x home^.
 - Credit: ^^"Ladies^and^gentlemen,^^"said^Steve,^ "good^morning^."
 - No Credit: ^^"Ladies^and^gentlemen,^^"said^Steve, x "Good x morning^."
- Punctuation, such as commas and quotation marks, within a sentence is disregarded. However, punctuation within a word must be correct to be scored as correct (e.g. *doesn't* must have the apostrophe to be considered spelled correctly and for credit to be given).
 - Credit (dialogue): ^Jim^said,^^"Go^home^."
 - Credit (dialogue): ^Jim^said^Go^home^.
 - Credit (comma): ^I^walked^to^the^store,^and^I^bought^bread^.
 - Credit (comma): ^I^walked^to^the^store^and^I^bought^bread^.
 - Credit (contractions): I^don't^want^to^go^to^the^party^.
 - No Credit (contractions): ^I x dont x want^to^go^to^the^party^.
 - Credit (possessive): ^I^went^to^Sam's^house^.
 - No Credit (possessive): ^I^went^to x Sams x house^.
 - Credit (commas in a series): ^I^need^a^paper^, pencil,^and^pen^.
 - Credit (commas in a series): ^I^need^a^paper^pencil^and^pen^.

Sentence structure

- With a sentence *fragment*, either the beginning of the sentence or the end punctuation is marked wrong.
 - Credit: ^The^kids^at^school^wear^all^types^of^clothes^.^They^wear^baggy^clothes^like^over-sized^shirts^.
 - No Credit: ^The^kids^at^school^wear^all^types^of^clothes^.x Baggy^clothes^like^over-sized^shirts^.
- In a *run-on* sentence the scorer must determine where to break the sentence apart. As a general rule, allow only one or two conjunctions per sentence. Cross out extra conjunctions and mark

the end of the sentence with a vertical line. This rule does not refer to a list of things connected by the word *and*.

- Credit: ^I^want^a^book^and^a^pencil^and^a^piece^of^paper^and^markers^.
- No Credit: ^I^was^sitting^in^my^living^room^and^my^dad^came^in^the^room^x | ~~and~~ x he x stubbed^his^toe^on^the^end^table^and^he^started^swearing^.
- If a student *reverses word order*, there are three incorrect sequences. Students often do this when embedding a question in a sentence.
 - Credit: ^I^can^go^back^home^.
 - No Credit: ^I^can x back x home x go^.
- One wrong sequence is scored for an *omitted word* or words.
 - Credit: ^I^checked^every^room^to^see^if^lights^were^on^.
 - No Credit: ^I^checked^every^room x if^lights^were^on^.. (“to see” was omitted).
- *Added words* are scored as errors, except in dialogue. In many cases, one word can be deleted to make a coherent sentence.
 - Credit: ^I^thought^I^wanted^to^be^home^as^soon^as^possible^.
 - No Credit: ^I^thought x since x I^wanted^to^be^home^as^soon^as^possible^because^it^was^storming^.
 - Credit: ^She^said,^“I^thought^I^wanted^to^be^like^home^as^soon^as^possible^.”
- *Repeated words*, beyond twice, are scored as errors.
 - Credit: ^I^was^really^really^hungry^.
 - No Credit: ^I^was^really^really x really x hungry^.
- *Repeated phrases* are marked wrong.
 - Credit: ^I^saw^the^old^buildings,^and^I^ran^home^.
 - No Credit: ^I^saw^the^old^buildings^and x the x old x buildings x and, x I^ran^home^.
- *Sentences starting with conjunctions* are correct for this assessment. Although during instruction, you may choose to discourage using a conjunction as the first word in a sentence.
 - Credit: ^But^he^didn’t^like^the^lunch^anyway^.
- Students have an option of *continuing the prompt* starting in the middle of the sentence or starting with a new complete sentence. If they write a continuation of the prompt, the first letter should not be capitalized. If they are starting with a complete sentence, the first letter must be capitalized.
 - Credit: My favorite thing to do.....^is^ride^my^bike^.
 - No Credit: My favorite thing to do..... x Is^ride^my^bike^.
 - Credit: My favorite thing to do.....^I^love^to^ride^my^bike^.
 - No Credit: My favorite thing to do..... x i x love^to^ride^my^bike^.
- If a student *repeats part or all of the prompt*, this writing should be scored following all scoring guidelines.
 - Credit: My favorite thing to do...^My^favorite^thing^to^do^is^ride^my^bike^.
 - No Credit: My favorite thing to do.....x my x favorite^thing^to^do^is^ride^my^bike^.
- If a student doesn’t have *time to finish* their thought at the end of the three minutes, a caret is not given after the last word written, nor is it marked as an error.
 - Credit: ^I^was^falling^out^of^the^tree^.
 - No Credit: ^I^was^falling

Word Use

- *Slang* is scored as an error except in dialogue. Examples of slang include *gonna*, *yeah*, *gotta*, *ain’t*, *kinda*, and *cuz*.
 - Credit: ^The^kid^said,^“I’m^gonna^get^out^of^here^.”
 - No Credit: ^I’m^mad x cuz x my^parents^said^I^couldn’t^go^to^the^concert^.

- Words must be *syntactically correct*.
 - Credit: ^During^hunting^season^there^are^lots^of^hunters^in^the^woods^.
 - No Credit: ^During^hunting^season^there x is x lots^of^hunters^in^the^woods^.
- Words must be *semantically correct*.
 - Credit: ^He^sampled^all^the^foods^he^liked^.
 - No Credit: ^He x exampled x all^the^foods^he^liked^.
- *Verb tense* must be correct within each sentence, but may vary throughout the passage.
 - Credit: ^Yesterday, ^I^went^to^the^store^. ^ I^see^a^fire^truck^.
 - No Credit: ^Yesterday,^I^went^to^the^store,^and^I x see x a^fire ^truck^.

Writing/Content

- *Off-topic* writing is not marked as an error. During classroom instruction you will undoubtedly want to teach adherence to topic, but for this measure we do not score off-topic sentences as incorrect.
- Words written as part of a *story title* or ending that are capitalized and spelled correctly are included in the student's score.
 - Credit: ^The^Big^Run^
 - No Credit: ^The x big x run x
 - Credit: ^The^End^.
 - No Credit: ^The x end x.

Numbers/Time

- Numbers ten and under must be spelled out, with the exception of dates and currency.
 - Credit: ^I^have^five^pieces^of^candy^.
 - No Credit: ^I^have x 5 x pieces^of^candy^.
- If the number is at the beginning of a sentence, it must be spelled correctly and capitalized.
 - Credit: ^Eleven^people^came^to^the^training^.
 - No Credit: x 11 x people^came^to^the^training^.
- If the number is 11 or above, the student may either write the number (e.g. 11) or spell out the number (e.g. eleven).
 - Credit: ^There^were^eleven^people^who^came^to^the^training^.
 - Credit: ^There^were^11^people^who^came^to^the^training^.
- Time should be scored as follows.
 - Credit: ^I^need^to^get^up^at^5:30^. (^5:30^a.m.^, ^5^AM^ and ^5pm^ also correct)

Abbreviations and Acronyms

- Abbreviations and acronyms such as “1st place”, “4th grade”, or “MEAP” are considered commonly used and scored correct whether abbreviated or written out. Text or instant messaging acronyms/shorthand such as “lol”, “bff”, or “u” are scored as incorrect.
 - Credit: ^I^got^1st^place^in^the^baking^competition^.
 - Credit: ^I^got^first^place^in^the^baking^competition^.
 - No Credit: ^I^got x 1nd x place^in^the^baking^competition^.
 - Credit: ^I^watched^T.V.^last^night^. (T.V., t.v., tv, TV; Mr, Mr., Mrs, Mrs., are all correct)
 - Credit: ^I^like^to^play^my^PS2^.

Unusual Characters/Symbols

- Characters/symbols such as & or @, are scored as incorrect in the total correct word sequence count.
 - No Credit: ^I^won^a^prize x @ x the^carnival^.

Frequently Asked Questions:

Are we calculating the accuracy of student writing?

Accuracy is a critical component to consider when evaluating student writing. While scoring student writing, mark incorrect writing sequences with an **x** and correct writing sequences with a **^**. You can easily calculate the accuracy. First, total the number of **^** and **x** symbols. Then divide the number of carats by the total number. The formula is: $\frac{\text{^}}{\text{^} + \text{x}}$. You can also request a report showing the accuracy levels for your class or school by contacting the HISD.

What should I do if a student asks me how to spell a word?

Say, “**Keep writing the best you can.**” Do not provide any type of correction. As noted previously, WE-CWS is about testing. We want “examiner talk” to be kept to a minimum to allow student writing to be maximized. The directions tell students to “do your best” when spelling an unknown word to minimize excessive time spent on any one word.

What if a student wants to finish writing after the three-minute testing session is over?

It is allowable for students to finish writing as long as they complete it on a separate piece of paper.

Can students practice completing the writing prompt before the testing?

Remember, it’s about testing, not teaching. The standardized directions should always be used. This means keeping the testing a “test.” Students shouldn’t practice completing the benchmark probes, nor should they have errors pointed out by the examiner during the test.

It seems like I should tell students to write as fast as they can. Is this correct?

The testing conditions should be established to prepare the students to do their “best,” not their fastest writing. Students are timed to ensure that the testing is standardized, not to motivate the students to write as fast as they can. Therefore, timing should be “in the background,” should be subtle, and not “in the student’s face.” Examiners should always emphasize “best work.”

Who is allowed to score the measures?

Any adult who is trained in the standardized administration and scoring practices can score the measures. Students should not score the measures. Even trained scorers must use the scoring guide to ensure consistency.

Can students write down ideas during the one-minute think time?

Students are provided with a box for jotting down ideas during the one-minute think time; however, students are not required to jot down ideas. Writing/jotting completed during the “think time” IS NOT scored.

Do we have to test students with disabilities or English language learners?

All students must be tested regardless of disability, speech difficulty, or experience with the English language. Having baseline information on these students is essential to guiding instruction and monitoring their progress.

How should I test an individual student?

When we assess students individually, we sit across from them. We want the students to be looking at their work, not what we, the examiners, are doing with respect to note taking or timing. Just as in group testing, all standardized administration and scoring procedures must be followed.

Who should be rescreened

Students who perform outside of what is expected based on classroom performance (refuse to write, write very little, write illegibly, write about a different topic, write a list rather than using sentence and paragraph form) should be re-screened using an appropriate progress monitoring probe.

WE-CWS Written Expression (Grades 1-12)

Assessment Integrity Checklist

Fine Needs Practice	√ box to indicate Fine or Needs Practice
<input type="checkbox"/> <input type="checkbox"/>	<p>1. Test administrator read <u>standardized</u> instructions to the class verbatim as scripted in the manual.</p>
<input type="checkbox"/> <input type="checkbox"/>	<p>2. Test administrator instructed students to put their name, grade, and teacher on their paper, put their pencils down and look.</p> <p><i>“Please write your name, grade, and teacher in the provided spaces. As soon as you have finished, put your pencils down and look at me so I will know you are ready.”</i></p>
<input type="checkbox"/> <input type="checkbox"/>	<p>3. Test administrator paused and waited until students finished writing their names before reading the following directions:</p> <p><i>“You are going to do a writing activity. Remember to do your best work. I will tell you what to write about. You will have 1 minute to think and plan what you will write and 3 minutes to write. If you don’t know how to spell a word, just do your best. Are there any questions?”</i></p> <p>Pause.</p> <p><i>“Turn your paper over. The box at the top of the page is where you may jot ideas during your 1 minute of think time. Look at the prompt below the box. For the next minute, make a plan to write about.....(insert prompt).”</i></p>
<input type="checkbox"/> <input type="checkbox"/>	<p>4. Test administrator started a digital timer for 1 minute after saying:</p> <p><i>“For the next minute, think about...(insert prompt).”</i></p> <p>Test administrator monitored students to ensure that they only wrote in the box.</p>
<input type="checkbox"/> <input type="checkbox"/>	<p>5. After 30 seconds, test administrator said:</p> <p><i>“You should be thinking about...(insert prompt).”</i></p>
<input type="checkbox"/> <input type="checkbox"/>	<p>6. At the end of one minute test administrator instructed students to begin writing on the lines below the box and restarted their stopwatch for 3 minutes.</p> <p><i>“Now begin writing on the lines below the box.”</i></p>
<input type="checkbox"/> <input type="checkbox"/>	<p>7. Test administrator/monitors gave appropriate prompt when needed.</p> <p><i>“Remember to write only in the box while planning.”</i> Or <i>“Keep writing the best you can.”</i></p>
<input type="checkbox"/> <input type="checkbox"/>	<p>8. Test administrator instructed the students to stop working and put their pencil down.</p> <p><i>“Stop. Put your pencil down. We will collect your paper.”</i></p>
<input type="checkbox"/> <input type="checkbox"/>	<p>9. Shadow score with the examiner. Is he/she within 2 points on the final score?</p>