

**SCORING SENTENCE COMPOSITION
WEBINAR**

Presented by
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Assessment Training Consultant

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AGENDA

- ◆ Describe scoring criteria for the WIAT-III Sentence Composition subtest.
- ◆ Use sample sentences to illustrate rules for scoring *semantics and grammar* and *mechanics*.

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SENTENCE COMPOSITION

Subtest and Grade Level	Description	Task Examples
Sentence Composition (Grades 1–12+)	Measures sentence formulation skills and written syntactic maturity and ability.	Sentence Combining Sentence Building

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**SENTENCE COMPOSITION:
TWO TASKS**


Example. The boy has hair.
The girl has hair.
The boy and girl have hair.

Example. and
I like peas and carrots.

SENTENCE COMBINING

SENTENCE BUILDING

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SENTENCE COMBINING

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**SCORE ONLY SENTENCES THAT MEET
PREREQUISITE CRITERIA**

Boys and girls have hair.

Boys have hair. Girls have hair.

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QUESTION	If YES, then . . .	If NO, then . . .
1. Does the response include the <i>essential information</i> from each of the original sentences?	GO to Question 2.	STOP. - Circle N in Meets Prereqs column. - Circle O for Semantics & Grammar, Mechanics, and Extra Credit. - Begin scoring of next SC item.
2. Does the response simply restate the original sentences without changing or combining them?	STOP. - Circle N in Meets Prereqs column. - Circle O for Semantics & Grammar, Mechanics, and Extra Credit. - Begin scoring of next SC item.	GO to Question 3.
3. Does the response include more than one complete sentence, a run-on sentence, or a fragment?	STOP. - Circle N in Meets Prereqs column. - Circle O for Semantics & Grammar, Mechanics, and Extra Credit. - Proceed to scoring of next SC item.	- The item meets all Prerequisite Scoring Criteria. - Circle Y in Meets Prereqs column. - Proceed to Scoring Criteria A-C.

COMPLETE SENTENCE

An independent clause that may be combined with other independent and/or dependent clauses to express a complete thought.

1. I like soccer.
2. I like soccer; I like tennis.
3. I like tennis, but I do not understand the rules of the game.
4. I do not play soccer because my kicking skills are poor.
5. Sam is a great athlete, he was an A student, and he won the Blue Ribbon for the 4-H club.

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INDEPENDENT CLAUSE

- ♦ a group of words that contains a subject and verb and expresses a complete thought.
- ♦ can stand alone as a sentence.
 - E.g., The lawn is green.
 - E.g., The lawn is green, and the sky is blue.
 - E.g., Cats are pets, but tigers are not domesticated.

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DEPENDENT (SUBORDINATE) CLAUSE

- ♦ a group of words that contains a subject and verb, but does not express a complete thought.
- ♦ cannot stand alone as a sentence.
- ♦ begins with a subordinate conjunction (e.g., although, because, till, while) or a relative pronoun (e.g., that, which).
 - Susie bought a new, smaller refrigerator because her old one suddenly stopped working.

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COMMAS AND COORDINATING CONJUNCTIONS

- A comma is *required* before a coordinating conjunction connecting two independent clauses.
- Some grammar books allow a comma omission if each of the sentences is short; however, to avoid subjective judgment and establish consistency of scoring, this type of comma usage is always required for the purpose of scoring the WIAT-III.
- Omitting this comma is a punctuation error, not a run-on sentence.

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RUN-ON SENTENCE

Comma Splice

- I like tennis, I do not understand the rules of the game. (Not joined with coordinating conjunction.)
- John is a good athlete, he is an A student and he won the Blue Ribbon from 4-H. (Not joined with comma and coordinating conjunction.)

Fused Sentence

- 2+ independent clauses joined without a coordinating conjunction and without a punctuation mark.
- I like tennis I like soccer

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SENTENCE FRAGMENT

A sentence fragment is either:

- a phrase that lacks a subject, a verb, or both, *or*
- a subordinate clause or phrase that contains a subject and verb, but begins with a subordinating word and does not include an independent clause.

This the best game.
Because if you don't.

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BASIC RULES FOR GRAMMAR AND MECHANICS

See B.2 , p. 125 in Examiner's Manual

- Spelling, complete sentences important
- Fragmented sentences always penalized
- Commas
 - required before coordinating conjunctions (mnemonic: FANBOYS - for, and, nor, but, or, yet, so).
 - NOT used after the coordinating conjunction

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SENTENCE COMBINING—SCORING SEMANTICS AND GRAMMAR (A)

Conveys same meaning as the original sentences and uses correct grammar and syntax.

Score = 2

Conveys same meaning and includes 1 or 2 errors in grammar/syntax.

Score = 1

Does not convey same meaning or includes 3 or more errors in grammar/syntax.

Score = 0

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SC: EVALUATE SEMANTICS AND GRAMMAR

Does sentence sound right?

- Did writer add, omit, or substitute words?
- Does sentence include spelling errors?
- Does sentence include unusual letter formation?
- Does sentence include poor sentence structure?

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SC: SCORING RULES FOR SEMANTICS AND GRAMMAR

Adding, Omitting, Substituting Words					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Penalize</th> <th style="text-align: left; padding: 2px;">Do not Penalize</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"> - when omitted words, added words, or verb tense changes interfere with the meaning of the original sentences. </td> <td style="padding: 2px;"> - for adding words or for paraphrasing or rewording when the meaning of the original sentences is preserved. - for adding, omitting, or substituting an article (<i>the, a, an</i>) except when the article causes poor/awkward sentence structure. </td> </tr> </tbody> </table>	Penalize	Do not Penalize	- when omitted words, added words, or verb tense changes interfere with the meaning of the original sentences.	- for adding words or for paraphrasing or rewording when the meaning of the original sentences is preserved. - for adding, omitting, or substituting an article (<i>the, a, an</i>) except when the article causes poor/awkward sentence structure.	
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SC: SCORING RULES FOR SEMANTICS AND GRAMMAR

Spelling Errors					
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SC: SCORING RULES FOR SEMANTICS AND GRAMMAR

Letter Formation	
Penalize	Do not Penalize
- for unusual letter formation that interferes with the meaning of the original sentences.	- for unusual letter formation if the sentence is unambiguous and legible.

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SC: SCORING RULES FOR SEMANTICS AND GRAMMAR

Poor Sentence Structure

The most common errors that result in poor sentence structure include:

- a. failing to repeat the subject before introducing a different verb form, and
- b. omitting words that are essential to conveying the meaning of the original sentences.

Look for omitted words, awkward separations, shifts in tense, nonparallel structures, etc.

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Poor Sentence Structure

- Regardless of the number of sentence structure or word omission errors, score 1 error if poor sentence structure does not interfere with meaning.
- Score = 0 if poor sentence structure interferes with meaning.

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SENTENCE COMBINING—SCORING MECHANICS (B)

No errors in spelling, capitalization, or punctuation.	Score = 2
1 or 2 errors in spelling, capitalization, or punctuation.	Score = 1
3 or more errors, or lacks sufficient meaning to determine accuracy of punctuation.	Score = 0

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SC: EVALUATE MECHANICS

Does sentence look right?

Does sentence include

- errors of spelling, capitalization, or punctuation?
- word boundary errors?
- abbreviations?
- unusual letter formation and/or numerals?

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SC: SCORING RULES FOR MECHANICS

Spelling	
Penalize - for misspelled words or word endings.	Do not Penalize - for misspelled names of people (e.g., <i>Antono</i>). - for grammatically incorrect or omitted word endings (e.g., <i>-ing</i> , <i>-ed</i> , <i>apostrophe+s</i> .)

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SC: SCORING RULES FOR MECHANICS

Capitalization	
Penalize	Do not Penalize
<ul style="list-style-type: none"> - if first word in sentence is not capitalized. - for failing to capitalize proper names of people, animals, places and things (e.g., ann). - for a word that incorrectly begins with a capital formed letter. - for failing to appropriately capitalize an abbreviation (e.g., dvd). 	<ul style="list-style-type: none"> - for capital letters in the middle/end of a word (e.g., green, CaTs, doGs). - for capitalization errors solely based upon the size of initial letters – e.g., p P.

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SC: SCORING RULES FOR MECHANICS

Punctuation	
Penalize	Do not Penalize
<ul style="list-style-type: none"> - for ending punctuation marks that are not the same as those used in the original sentences. - for omitted or incorrect quotation marks to indicate directly quoted speech. - for a reversed or upside down punctuation mark (e.g., ¿). 	<ul style="list-style-type: none"> - for use of hyphens, (e.g., six years-old.)

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SC: SCORING RULES FOR MECHANICS

Word Boundaries	
Penalize	Do not Penalize
<ul style="list-style-type: none"> - for a word boundary error (i.e., incorrectly combining two words into one, (e.g., yearold) or separating one word into two (e.g., sis ter). - for a spelling error within a word boundary error (e.g., yerold). 	<ul style="list-style-type: none"> - for use of <i>cannot</i> versus <i>can not</i>. Either spelling is acceptable.

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SC: SCORING RULES FOR MECHANICS

Abbreviations	
Penalize - for use of texting language (e.g., <i>lol</i> , <i>btw</i>).	Do not Penalize - for appropriate use of abbreviated words or for use or omission of periods between letters (e.g., six yrs. old.)

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SC: SCORING RULES FOR MECHANICS

Letter Formation and Use of Numerals	
Penalize - for numerals used to incorrectly spell words (e.g., cost 2 much). - if a letter forms another letter, numeral, or symbol. - for each word with one or more letters or numerals that are reversed or transposed (e.g., <i>dogz</i> qets.) - for a symbol used in place of a word (e.g., @ runner, . . .)	Do not Penalize - for poor letter and numeral formation that appears to be due to poor visual-motor control (e.g., <i>hew</i> for <i>new</i>). - for a numeral used instead of spelling out a number or numerals that begin a sentence (e.g., 6 years old).

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SENTENCE COMBINING—SCORING EXTRA CREDIT (C)

Award 1 point if sentence meets the following criteria:

1. Does not use the word *and* to join two independent clauses; and
2. Uses good sentence structure; and
3. Conveys same meaning as original sentences.

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**SENTENCE COMBINING—SCORING
EXTRA CREDIT (C)**

Award 0 points if sentence meets one of the following criteria:

1. Uses the word *and* to join 2 independent clauses, OR
2. Uses poor sentence structure, OR
3. Does not convey the meaning of the original sentences.

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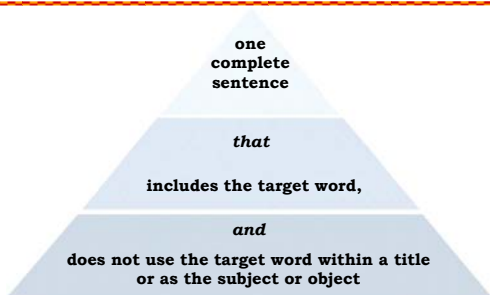


SENTENCE BUILDING

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**SCORE ONLY SENTENCES THAT MEET
PREREQUISITE CRITERIA**



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QUESTION	If YES, then . . .	If NO, then . . .
1. Does the response include the <i>target word</i> ?	GO to Question 2.	STOP. - Circle N in Meets Prereqs column. - Circle O for Semantics & Grammar and for Mechanics. - Begin scoring of next SB item.
2. Is the response a fragmented sentence?	STOP. - Circle N in Meets Prereqs column. - Circle O for Semantics & Grammar and for Mechanics. - Begin scoring of next SB item.	GO to Question 3.
3. Is target word used within a title or as the subject or object of a sentence?	STOP. - Circle N in Meets Prereqs column. - Circle O for Semantics & Grammar and for Mechanics. - Proceed to scoring of next SB item.	- The item meets all Prerequisite Scoring Criteria. - Circle Y in Meets Prereqs column. - Proceed to Scoring Criteria A-B.

SENTENCE BUILDING—SCORING SEMANTICS AND GRAMMAR (A)

Complete sentence that uses the target word meaningfully and uses correct grammar, syntax, and sentence structure.	Score = 2
Complete sentence that uses the target word meaningfully and includes 1 or 2 errors/ deviations in grammar, syntax, and/or semantics.	Score = 1
Does not use the target word meaningfully and correctly or includes 3 or more errors in grammar, syntax, and/or semantics.	Score = 0

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SENTENCE BUILDING—SCORING MECHANICS (B)

No errors in spelling, capitalization, or punctuation.	Score = 2
1 or 2 errors in spelling, capitalization, or punctuation.	Score = 1
3 or more errors in spelling, capitalization, or punctuation, or lacks sufficient meaning to determine accuracy of punctuation.	Score = 0

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SB: GENERAL SCORING RULES

Fused or Multiple Sentences

- For responses containing a run-on sentence or more than one sentence, score only the sentence containing the target word. (I want the bannanna. I also want an orange.)
- For a run-on sentence, score 1 error for failing to include a period or semicolon to separate the two independent clauses. (I went too school than I went home.)

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SB: SCORING RULES FOR SEMANTICS AND GRAMMAR

1. Understood subject
2. Spelling
3. Letter Formation
4. False and fictional information
5. Meaningful statements
6. Poor Sentence Structure

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SB: SCORING RULES FOR SEMANTICS AND GRAMMAR

Understood Subject	
Penalize	Do not Penalize
question (interrogative) with understood subject (e.g., See the dog?)	imperative or command with understood subject (e.g., Feed the dog.)

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SB: SCORING RULES FOR SEMANTICS AND GRAMMAR

Spelling	
<p>Penalize</p> <p>severe spelling errors that interfere with conveying the meaning of the sentence (Criterion A = 0). For example,</p> <ul style="list-style-type: none"> – Get all <i>the</i> ghesys. – Don't ask m for <i>the</i> car. – It is danders <i>as</i> they chasse. 	<p>Do not Penalize</p> <p>for a misspelled word that forms another word when the context is sufficient to convey the correct meaning. For example,</p> <ul style="list-style-type: none"> – wont for want – I will reed the book <i>until</i> bedtime.

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SB: SCORING RULES FOR SEMANTICS AND GRAMMAR

Spelling	
<p>Penalize</p> <p>for an incorrect or omitted word ending (e.g., <i>ing</i>, <i>-s</i>, <i>-ed</i>, <i>-tion</i>, <i>apostrophe+s</i>). For example,</p> <ul style="list-style-type: none"> – Tim dog is <i>as</i> nice <i>as</i> mine. – <i>The</i> dog jump on my bed. 	<p>Do not Penalize</p> <p>for a misspelled but correct word ending. For example,</p> <ul style="list-style-type: none"> – Timz dog is <i>as</i> nice <i>as</i> mine. – The dog jumpt on <i>the</i> bed.

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SB: SCORING RULES FOR SEMANTICS AND GRAMMAR

Letter Formation	
<p>Penalize</p> <p>– for unusual letter formation that interferes with the meaning of the sentence (score 1 error for each unusual letter formation that interferes with meaning). For example, I see <i>the c@t @nd @ dog</i>. (The symbol @ for the word <i>a</i> is ambiguous, it could be read as <i>a</i> or <i>at</i>).</p>	<p>Do not Penalize</p> <p>– for unusual letter formation if the sentence is unambiguous and legible. For example, I see <i>the c@t</i>. (The symbol @ for the letter <i>a</i> within a word is consistent and legible).</p>

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SB: SCORING RULES FOR SEMANTICS AND GRAMMAR

False and Fictional Information

Do not Penalize

- a. for statements involving a personified animal, as in a cartoon/comic. For example, *An octopus talked to me.*
- b. for a factually incorrect statement. For example, *Horses are faster than cheetahs.*

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Meaningful Statements

Penalize for a sentence that does not clearly convey a meaningful usage of the target word. For example,

- I see *an* book.
- *As* we went to the store, we bought games.
- We went to the store and *than* home.

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SB: SCORING RULES FOR SEMANTICS AND GRAMMAR

Sentence Structure

<p>If poor sentence structure does not interfere with meaning, score as 1 error for Criterion A regardless of the number of sentence structure or word omission errors. For example,</p> <ul style="list-style-type: none">– <i>The</i> dog runs and is mine.– <i>The</i> bus takes me school and home.	<p>If poor sentence structure interferes with conveying the meaning of the sentence, Criterion A = 0 points. For example,</p> <ul style="list-style-type: none">– I can play outside <i>until</i> I finishes my homework.– The cat is <i>than</i> my dog.
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SB: SCORING RULES FOR MECHANICS

1. Punctuation
2. Spelling/Word Choice
3. Abbreviations
4. Word boundaries
5. Letter formation and use of numerals
6. Capitalization

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SB: SCORING RULES FOR MECHANICS

Spelling/Word Choice	
Penalize <ul style="list-style-type: none">– for incorrectly spelled homophones (1 error for Criterion B). You're cat is <i>as big as mine</i>.– for misspelled words or word endings (1 error for Criterion B). Tim'z dog is <i>as nice as mine</i>. <i>The</i> dog jumpt on my bed.	Do not Penalize <ul style="list-style-type: none">– for misspelled proper names of people, animals, places, or things. I want to be the Mayor <i>of</i> Fenix when I grow up.– for grammatically incorrect or omitted word endings (e.g., <i>-ing</i>, <i>-ed</i>, <i>apostrophe+s</i>). Tim dog is <i>as nice as mine</i>. (Penalized under Criterion A only).

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QUICKSCORE FOR SENTENCE COMPOSITION

- Open Scoring Assistant and Check for Updates.
- Download updates.
- Open Scoring Assistant.
- Under the Resources tab, there will be 4 new documents.

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WIAT-III: Scoring Sentence Composition
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[http://psychcorp.pearsonassessments.com/pai/ca/training/webinars/
Webinars.htm](http://psychcorp.pearsonassessments.com/pai/ca/training/webinars/Webinars.htm)

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