MN ALTERNATE ASSESSMENT
Writing

1----------2 3----------4----------5 6----------7
Awareness Understanding Application

Alternate Assessment Decision Process: If the student can write 4-5 sentences related to a topic, it is suggested they take the standard test. Otherwise, it is suggested that the special education teacher use the alternate assessment in this area. However, the IEP team has primary responsibility for this decision and may use other data to support its decision.

NOTE: If the IEP team decides to use the alternate assessment, the special education teacher evaluates the student on each attribute **based on** what is **currently developmentally appropriate for the student using student performance data gathered as part of the IEP process.**

The Attributes to be evaluated are in bold; listed under each attribute is a set of Key Indicators. Using the appropriate 1-7 scale below, evaluate the student's performance on each Key Indicator. To complete the Minnesota Alternate Assessment, the special education teacher evaluates the student on each indicator and computes an average for each attribute on the Report Form provided on page 3.

1-7 Scale: Use the following definitions of awareness, understanding and application to make your ratings.
Awareness (1 to 2): Overall, the student demonstrates little or no ability to perform on this attribute.
Understanding (3 to 5): Overall, the student performs inconsistently and needs substantial teacher assistance.
Application (6 to 7): Overall, the student performs consistently well and independently on this attribute.

Writing Readiness: Prerequisites

- Can manipulate writing instruments and/or place paper properly
- Can identify left, right, top, bottom
- Can form, size and sequence letters, sequence words, and space letters and words

Writing Readiness: Pre-Writing Skills

- Can communicate through drawing pictures
- Given oral directions, can write or produce letters
- Can recognize and write either first or last initial of name
- Can recognize and write the alphabet

Spelling

- Can write or identify beginning, middle or ending letter sequences in common words
- Can write or identify patterns in common words
- Can apply common rules of spelling (e.g. –le/ie/ei, silent e, double consonants)
- Can form plurals or contractions (e.g. es, s, sy) of common and proper nouns
- Can apply spelling strategies to written work

Mechanics

- Capitalizes proper nouns, title, acronyms, abbreviations, or sentence beginnings in written work
- Uses punctuation (e.g. end punctuation, commas, quotation marks, semi-colons, hyphens, etc.) in written work
- Produces written work using appropriate formats (e.g. indent first word of paragraphs, aligns words on end of page, etc.)
- Can apply editing strategies to written work (e.g. through self, peer or adult)

Grammar

- Can understand and apply appropriate parts of speech in written work
- Can write words with changed endings (e.g. –s. –ing, -ed, etc.)
- Uses proper subject and verb agreement in written work
- Uses correct pronoun antecedents in written work
- Produces written work that is consistent in person and tense

Written Expression: Syntax

- Can properly write phrases and clauses in isolation
- Can effectively write simple sentences
- Shows an ability to properly use a variety of sentence types (declarative, interrogative, imperative)

Written Expression: Paragraph Development

- Can develop a written paragraph containing a topic sentence, supporting ideas and contributing ideas

Written Expression: Organization

- Can produce extended pieces of writing which include an introduction, body, conclusion, and transitions
- Can logically order ideas in such writing patterns as cause/effect, compare/contrast, and chronologically

Written Expression: Ideas & Concepts

- Can use pre-writing strategies (e.g. mapping, brainstorming)
- Can target writing to a specific audience or audiences

Written Expression: Word and Content Quality (Use the appropriate 1-7 scale designation)

Score	
1 or 2	When writing, shows an extremely limited vocabulary, sentence type and patterns
3, 4, or 5	When writing, uses a limited number of words that are generic and a limited variety of sentence types and patterns
6 or 7	When writing, uses a variety of words that are specific and appropriate for the purpose and a variety of sentence types and patterns

MN Alternate Assessment Report Form

Student Name: _____

Student's Date of Birth _____/_____/_____ Rater:_____

MN Alternate Assessment: Writing							
	Awareness		**Understanding**			**Application**	
Attribute Average Values	1	2	3	4	5	6	7
READINESS: PREREQUISITE	**O**	**O**	**O**	**O**	**O**	**O**	**O**
READINESS: PRE-WRITING SKILLS	**O**	**O**	**O**	**O**	**O**	**O**	**O**
SPELLING	**O**	**O**	**O**	**O**	**O**	**O**	**O**
MECHANICS	**O**	**O**	**O**	**O**	**O**	**O**	**O**
GRAMMAR	**O**	**O**	**O**	**O**	**O**	**O**	**O**
WRITTEN EXPRESSION: SYNTAX	**O**	**O**	**O**	**O**	**O**	**O**	**O**
WRITTEN EXPRESSION: PARAGRAPH DEVELOPMENT	**O**	**O**	**O**	**O**	**O**	**O**	**O**
WRITTEN EXPRESSION: ORGANIZATION	**O**	**O**	**O**	**O**	**O**	**O**	**O**
WRITTEN EXPRESSION: IDEAS & CONCEPTS	**O**	**O**	**O**	**O**	**O**	**O**	**O**
WRITTEN EXPRESSION: WORD AND CONTENT QUALITY	**O**	**O**	**O**	**O**	**O**	**O**	**O**