



Texas English Language Proficiency Assessment System

**TEL PAS Writing
Scoring Guide
Grades 4–5**

Constructed Response

Spring 2023

General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for grades 4-5. It is intended to be used alongside the spring 2023 TELPAS reading and writing released test. Each question is identified as it appears on the released test (question is referred to as "item" in the rubric).

The responses you see in this guide are student responses to a writing prompt submitted online during the testing window. A range of responses are included to show the progression of student writing from lower score points to higher score points. The response images are as the students typed them.

The annotation that accompanies each response is written to illustrate how the language of the rubric is applied to each response to determine a score. A response earns a specific score point, based on the characteristics in that particular response. The proficiency level of the student is determined by the accumulated score across a series of multiple choice and written responses. The annotation establishes the link between a response and the associated score point. An individual response does not necessarily reflect a student's proficiency level but reflects one piece of data that contributes to the determination of the student's proficiency level.

The TELPAS proficiency level descriptors (PLDs) for writing and the writing rubric for grades 4-12 are included in this guide for your reference.

NOTE: For scoring purposes, each constructed response is human scored using the 12-point writing rubric.

ELPS-TELPAS Proficiency Level Descriptors Grades 2-12 Writing

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p> <p>These students:</p> <ul style="list-style-type: none"> • have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • ability to label, list, and copy • high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate • present tense used primarily • frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELs 	<p>Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</p> <p>These students:</p> <ul style="list-style-type: none"> • have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English • high-frequency vocabulary; academic writing often has an oral tone • loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning • repetition of ideas due to lack of vocabulary and language structures • present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies • descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas • primary language features and errors associated with second language acquisition may be frequent • some writing may be understood only by individuals accustomed to the writing of ELs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELs 	<p>Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.</p> <p>These students:</p> <ul style="list-style-type: none"> • are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns • emerging grade-appropriate vocabulary; academic writing has a more academic tone • use of a variety of common cohesive devices, although some redundancy may occur • narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required • occasional second language acquisition errors • communications are usually understood by individuals not accustomed to the writing of ELs 	<p>Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.</p> <p>These students:</p> <ul style="list-style-type: none"> • are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary • occasional difficulty with naturalness of phrasing and expression • errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

TELPAS Twelve-Point Writing Rubric for Grades 4 through 12

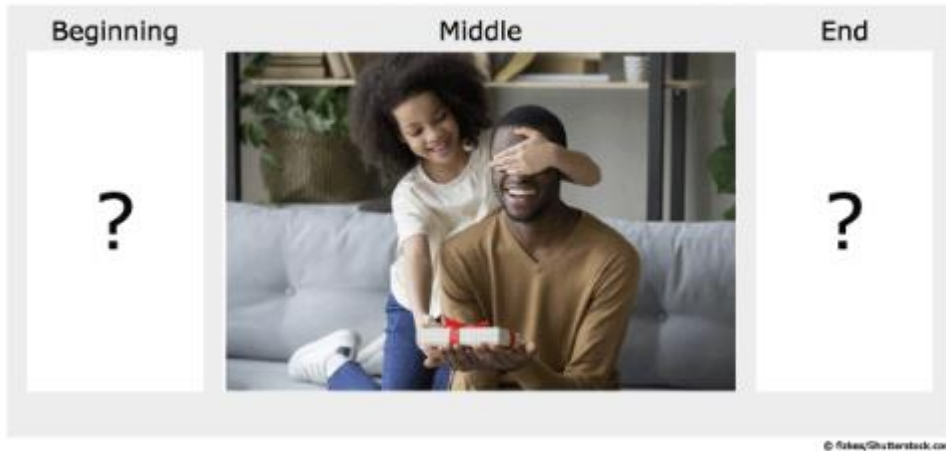
As part of the TELPAS writing assessment, rubrics were developed to determine the score points that should be ascribed to a student's response based on their performance on a particular item. The rubrics demonstrate the possible number of score points that students can achieve on each writing test item. There is one rubric for grades 2–3 and one rubric for grades 4–12. The twelve-point rubric for grades 4 through 12 is based on the TELPAS proficiency level descriptors (PLDs). Using the twelve-point rubric the student's writing is assessed based on the following three traits: vocabulary, usage, and completeness. For each of the three traits, the student receives a score from 1 to 4 for a total possible score of 12 points. This rubric demonstrates how a student will be assessed for writing; however, the rubric should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

	(1) Writing that receives a score point 1 per characteristic	(2) Writing that receives a score point 2 per characteristic	(3) Writing that receives a score point 3 per characteristic	(4) Writing that receives a score point 4 per characteristic
Vocabulary	<ul style="list-style-type: none"> May contain some high-frequency or routine words and phrases; may even contain a small number of very simple formulaic sentences May include vocabulary from the student's native language Contains widespread spelling errors that significantly interfere with comprehensibility even with common, high-frequency words; spelling errors reflect frequent borrowing from the student's native language 	<ul style="list-style-type: none"> Uses vocabulary that is repetitive or limited in range and variety, particularly when writing is academic May circumlocute when the precise word is unknown or struggle to use words correctly Contains some spelling errors that may interfere with comprehensibility; spelling errors may reflect some borrowing from the native language 	<ul style="list-style-type: none"> Generally uses a variety and range of grade-appropriate social language; may struggle to use vocabulary that is academic or newly introduced Sometimes uses vocabulary that is precise; may not always have the right word(s) for the task Contains occasional spelling errors that do not significantly interfere with comprehensibility; errors do not represent a significant level of interference from the native language 	<ul style="list-style-type: none"> Consistently uses a variety and range of grade-appropriate academic and social language Consistently uses precise vocabulary; employs the right word(s) for the task Contains infrequent spelling errors that do not interfere with comprehensibility, similar to those made by native English-speaking peers; errors are only rarely due to interference from the native language
Usage	<ul style="list-style-type: none"> May contain some simple sentences using present tense or memorized past tense verbs but with errors and inaccuracies Includes significant grammar usage errors that interfere with comprehensibility 	<ul style="list-style-type: none"> Contains mostly simple sentences using present tense; other tenses used inconsistently or inaccurately Includes frequent grammar usage errors that sometimes interfere with comprehensibility 	<ul style="list-style-type: none"> May still contain many simple sentences but shows ability to use simple tenses successfully and a developing ability to use complex tenses Demonstrates an emerging ability to write compound and/or complex sentences Includes some grammar usage errors that do not significantly interfere with comprehensibility 	<ul style="list-style-type: none"> Consistently demonstrates ability to correctly use both simple and complex tenses Contains some expanded compound and/or complex sentences Demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers Includes infrequent grammar usage errors which do not interfere with comprehensibility; errors may be similar to those made by native English-speaking peers or be limited to complex grammar structures
Completeness	<ul style="list-style-type: none"> May copy the prompt or contain no English Contains simple sentences lacking details or language needed to align to the task Is minimally effective in communicating intended message 	<ul style="list-style-type: none"> May include limited or repetitive use of words and phrases needed to sequence events and show relationships between sentences (cohesive devices) Narrates, describes, or explains in a limited way with few details; lacks language needed to align to the task Shows limited effectiveness in communicating intended message 	<ul style="list-style-type: none"> Includes some of the appropriate words and phrases needed to sequence events and show the relationship between sentences but does so inconsistently and with some repetition or unnaturalness Narrates, describes, or explains in some detail but shows a decline when topics are more academic or abstract Is mostly effective in communicating intended message but lacks some specificity needed to complete the task 	<ul style="list-style-type: none"> Includes the appropriate words, phrases, and/or clauses needed to sequence events and show the relationship between sentences or parts of sentences Reflects a clear alignment to the specific genre (narration, description, explanation, etc.) Mostly achieves the intended goal and contains a degree of specificity and detail needed to address the task completely

Grades 4–5 Writing Questions and Scored Responses

Question 27

Look at the picture. It shows what happened in the middle of a story. You will use this picture to write a story with a beginning, a middle, and an end.



Prompt

- First, write the beginning of the story, before what you see in the picture. Tell what the girl did.
- Next, write the middle of the story. Use the picture to tell what the characters said and did and how they felt.
- Then, write the end of the story, after what you see in the picture. Tell what the characters did.

Score Point 3

Response 1

the girl got a gind for so one she coneds the ear and the
man got the gind

Vocabulary – 1

The writer uses mainly high-frequency words (“girl,” “got,” “for,” “so,” “man”). Additionally, the response contains spelling errors that significantly interfere with comprehensibility.

Usage – 1

Significant grammar usage errors (“got a gind for so one,” “coneds the ear”) throughout the response interfere with comprehensibility.

Completeness – 1

The writer is minimally effective in communicating the intended message and lacks the language necessary to align to the prompt.

Response 2

so in gril le quiria dar a you dad in ragalo por you britay pero queria what fuera una surprise why you britay the dad estaba so happy why queria look you hija pero tenia so much chumorou para look pero the hija and your mom le comapraron un regalo esperaron a what llegara the dad pero the mom aprobecho is time para hacer in cake of choclet pero find llego the dad and the dijieron surprise!!! the dad estaba so much happy disfruto you britay con you family.

Vocabulary – 1

The writer in this response correctly spells a few English words and uses high frequency words (“dad,” “happy,” “mom”). However, much of the language comes from the writer’s native language.

Usage – 1

The abundant use of non-English language (“le comapraron un regalo esperaron a what llegara”) interferes with the reader’s ability to determine the presence of correct tenses or sentence structures.

Completeness – 1

The writer’s use of multiple non-English words is minimally effective in communicating the intended message.

Score Point 4

Response 1

A little girl she gift a prise to her dad its a little box so the dad weiting for the thing that the linda will gift to her dad saw that her dad is excited.

Vocabulary – 2

The writer demonstrates a limited range and variety of vocabulary and commits some spelling errors (“prise,” “weiting”) that interfere with comprehensibility.

Usage – 1

The writer includes a variety of significant grammatical errors (“she gift a prise to her dad,” “that the linda will gift to her dad,” “saw that her did is”), interfering with the reader’s comprehension.

Completeness – 1

The writer is minimally effective in responding to the task. The response consists of a single sentence that lacks meaningful detail.

Response 2

Its the fathers birthday and the daughter giving the dad a gift

Vocabulary – 2

The writer demonstrates the correct use of spelling but shows a limited range and variety of vocabulary.

Usage – 1

The writer composes a single sentence which contains grammatical errors (“Its,” “the daughter giving”), interfering with the reader’s comprehension.

Completeness – 1

The writer is minimally effective in responding to the task. The response consists of a single sentence that lacks meaningful detail and language needed to align to the task.

Score Point 5

Response 1

Frst ith litole grli went to the gift sore and bot her dad a gift . Next the litile gril gayv it to her dad. And last the dad got her a gift the end

Vocabulary – 1

The writer presents widespread spelling errors that interfere with comprehensibility (“ith,” “litole,” “grli,” “sore,” “litile”).

Usage – 2

The writer produces mostly simple sentences correctly (“Next the litile gril gayv it to her dad”), using simple past tense verbs (“went,” “bot”). While the response does not contain frequent usage errors, it does not demonstrate an attempt at complex tenses.

Completeness – 2

The writer offers limited effectiveness in building a narrative, provides rudimentary cohesive devices to sequence events (“Frst,” “Next,” “And last”), and includes a few details.

Response 2

the person is given a surprise to her dad her dad don't know
was whsent, then when he opent hers eai her dad was so
happy whet the surprise the surprise was a funcoop to
puret in the tebe then her dad whas so happy the dad give
her a surprise to he open an vas a fone he was happy to and
her dad.

Vocabulary – 1

The writer presents widespread spelling errors that interfere with comprehensibility (“surprise,” “whsent,” “eai,” “funcoop,” “puret,” “tebe,” “vas,” “fone”).

Usage – 2

The writer uses mostly simple sentences correctly with simple past tense verbs. The response contains frequent usage errors (“is given,” “don’t know was,” “when he opent,” “he was happy to and her dad”), that sometimes interfere with comprehension.

Completeness – 2

The writer responds to the task in a limited way. The response includes a beginning (“is given a surprise”), middle (“when he opent hers eai . . . was so happy”), and end (“fone he was happy to and her dad”). However, the writer presents few details, limiting the effectiveness of the response.

Score Point 6

Response 1

the littel girl went to the store to buy his dad a present.then
she cover his dad eyes so he didnt now what is.the dad
open his eyes an opend the present

Vocabulary – 2

The writer displays a limited range and variety of vocabulary, and the response contains some spelling errors (“littel,” “didnt,” “opend”) that may interfere with comprehensibility.

Usage – 2

The response contains frequent grammar usage errors that sometimes interfere with comprehensibility (“to buy his dad,” “cover his dad eyes,” “he didnt now,” “the dad open”).

Completeness – 2

The writer provides a sentence for the beginning, middle, and end of the narrative. However, there are very few details which limit the effectiveness of the response.

Response 2

I think the girl did in the beginning is that she went to the store and bought something for her dad ,and in the middle the girl said to close his eyes and the dad felt exited and the girl happy , and in the end I think the dad open the present and celebrate his birthday.

Vocabulary – 2

The writer of this response demonstrates correct spelling but uses vocabulary that is limited in range and variety (“something,” “girl,” “happy,” “birthday”).

Usage – 2

The writer presents sentences that mostly use the past tense but also uses other tenses inconsistently. The response includes frequent grammar usage errors (“the girl did in the beginning is”; “dad felt exited and the girl happy”; “dad open the present and celebrate”) that sometimes interfere with comprehension.

Completeness – 2

The writer offers limited effectiveness in creating a narrative, including limited or repetitive use of words and phrases needed to sequence events (“I think,” “in the beginning,” “in the middle,” “in the end”). Very few details are included, limiting the effectiveness of the intended message.

Response 3

Frist it was propably the dads birthday.Next the girl thoght about him and got him a present.Last the dad opend it and was happy.

Vocabulary – 2

The writer demonstrates vocabulary that is limited in range and variety (“girl,” “dad,” “happy”). Additionally, the response contains some spelling errors that may interfere with comprehensibility (“Frist,” “propably,” “thoght”).

Usage – 2

The response contains mainly simple sentences (“Frist it was propably the dads birthday”).

Completeness – 2

The writer uses some basic transitions (“Frist,” “Next,” “Last”), but with so few details, the writer demonstrates a limited effectiveness in creating a narrative.

Response 4

It was fathers day and the litle girl wanted to suprise her dad so she bought him a gift and she gave it to him and then they had a happy dinner and the dad said thank you and then they celebrated.

Vocabulary – 2

The writer of this response demonstrates correct spelling but uses vocabulary that is limited in range and variety (“girl,” “dad,” “gift,” “happy”).

Usage – 2

The writer presents sentences that mostly use the past tense (“she bought him a gift and she gave it to him”).

Completeness – 2

The response includes repetitive use of words (“and”) to sequence events. The writer provides very few details, demonstrating limited effectiveness in creating a narrative.

Score Point 7

Response 1

The homemade gift for dad

Its Elsa's dads birthday but she forgot! She know she have to do something so Elsa ask her mom,'Mom can you take me to the store to but dads gift?' "No" her mom said "why mom?" "Beacause you sould have ask yesterday and you didnt so you have to make a homemade one" said mom before she went to work.

Ella wasnt happy with that but it was the only thing to do so she got on youtube and found a purfect homemade give for her dad a card. She went to work... 1 hour later she was done so she went to her dad cover his eyes and gave him the gift.

He opened it... and he loved it! 'Thank you dogter its so buttiful" said dad "its was expesaly for you" said Elsa

Vocabulary – 2

The writer includes a limited variety and range of vocabulary (“something,” “mom,” “happy”). There are a few instances where the writer uses incorrect words (“but,” “homemade give”), and the response includes some spelling errors that may interfere with comprehensibility (“Beacause,” “sould,” “purfect,” “dogter,” “buttiful,” “expesaly”).

Usage – 2

The writer presents frequent grammar usage errors that sometimes interfere with comprehensibility (“She know she have to do,” “sould have ask,” “went to her dad cover his eyes”).

Completeness – 3

The writer is mostly effective at responding to the prompt. The writer uses paragraphing to sequence and show the relationship between ideas, including starting off with a title to the response and the use of dialogue (“Mom can you take me to the store . . . make a homemade one” and “Thank you dogter its so buttiful . . . for you”), which helps with the progression of ideas. The writer does include some specific detail (“so she got on youtube . . . and gave him the gift”). However, the writer demonstrates some unnaturalness with the words and phrases used to show the relationship between paragraphs (“Its Elsa’s,” “Ella wasnt,” “He opened”).

Response 2

The girl whit her mom first the girl and her mom wen to de store to make a present for hes dad because hes dad birday is today so they they got the present then they get the cake middle the girl wake up hes dad then cloes hes eyes then took hem in the couch then got the present and she gevent to hes dad end the girl was whating for her mom to tern on the candes for the cake then the girl let hes dad to see then sing a birday son the end.

Vocabulary – 2

The writer uses vocabulary that is limited in variety and range (“mom,” “girl,” “present,” “cake,” “couch,” “sing”). At times, the writer seems to struggle when a more precise word choice is unknown (“wen to de store to make a present”; “took hem in the couch”; “tern on the candes for the cake”). The response also contains some spelling errors that may interfere with comprehensibility (“whit,” “birday,” “hem,” “whating,” “son”).

Usage – 2

Frequent grammar usage errors, including incorrect verb tenses and prepositions (“the girl wake up hes dad then cloes hes eyes”; “she gevent to hes dad”; “the girl let hes dad to see”), sometimes interfere with comprehensibility.

Completeness – 3

The writer is mostly effective in communicating the intended message. The writer attempts to include words to identify the sequence of events (“first,” “middle,” “the end”), but there is some unnaturalness as the story moves abruptly from one event to the next, showing a decline as the story progresses with the repetitive use of “then” (“then they get the cake”; “then cloes hes eyes”; then sing a birday son”). The writer provides some details (“get the cake,” “wake up hes dad,” “sing a birday song”), but specificity is sometimes lacking (“make a present”; “the girl let hes dad to see”).

Response 3

First, the little girl hides the present that she has for the man and then she gets on the couch. Second she puts her hand ontop of his eyes so she covers his eyes so he cant tell what the present is. After he opens the present that the little girl gave to him.

Vocabulary – 2

The writer uses vocabulary that is repetitive and limited in range and variety (“little girl,” “hides,” “present,” “she gets on the couch,” “she covers his eyes”).

Usage – 3

The writer demonstrates the emerging ability to write complex sentences (“First, the little girl . . . and then she . . .”; “Second she puts . . . so she covers . . . so he cant . . .”). The response includes a grammar usage error (“After he opens the present that”) that does not significantly interfere with comprehensibility.

Completeness – 2

The writer responds to the task in a limited way. The writer includes a beginning (“First, the little girl”), middle (“Second she puts”), and end (“After he opens”). However, the writer presents few details, limiting the effectiveness of the response.

Response 4

The girl telled the dad to follow her to the couch and told him to sit down. The kid told the dad that she had a surprise for him and the little girl taped his face so he could not see and the girl got a present and she put the present on his dads hand. Then the Little Girl got her hand of his dads face and the dad opened his eyes and opened the small present the little girl have gave her Then the dad was happy of his new present and smiled at the girl and gave her a hug and she smiled.

Vocabulary – 2

The writer uses vocabulary that is limited in variety and range (“couch,” “surprise,” “hug”). The writer struggles to use some words correctly (“the little girl taped his face”), which could reflect borrowing from the native language.

Usage – 2

The writer sometimes uses the past tense inaccurately (“telled,” “opened”) and presents grammar usage errors that sometimes interfere with comprehensibility (“the Little Girl got her hand of his dads face”; “happy of his new present”).

Completeness – 3

The writer is mostly effective at responding to the prompt. The writer uses some appropriate words and phrases to sequence events, but with some repetition (“The girl telled the dad,” “The kid told the dad,” “Then the Little Girl,” “Then the dad”). The response includes some detail (“smiled at the girl and gave her a hug”) but lacks specificity in describing the actual present (“opened the small present,” “happy of his new present”).

Score Point 8

Response 1

Fiona went to the store with her mom,until Fiona saw a perfect presant for her dad. They got home from store,Fiona called her dad.Mr luis came and sat on the couch. Fiona put her hands over his eyes so he wont see,Fiona got the preseant she rapped and gently put the present in his hands.Mr luis felt the preseant in his hands,Fiona took her hands off, Mr.Luis looked at it and gave his daughter a hug. He then opened the preseant and.... he got a new tools but they where the ones that he was looking for for his job.

Vocabulary – 3

The writer generally employs a variety and range of vocabulary (“perfect,” “tools”). Except for the word “preseant,” the writer demonstrates correct spelling throughout the response.

Usage – 2

The response mostly consists of simple sentences. There is an attempt at compound sentences (“Fiona got the preseant she rapped and gently put the present in his hands”), but there are also some usage errors (“got home from store,” “they where the ones”).

Completeness – 3

The writer is mostly effective in communicating the intended message. The writer includes some of the words needed to sequence events. The narration provides some details (“went to the store”; “felt the preseant in his hands”; “new tools but they where . . . for his job”). However, more specificity would be needed to earn a higher score.

Response 2

The girl made a present for her Dad she puts the gift in a box she warps up the box. She goes to find her Dad. She found him got behind him, she covered her Dad's eyes. She told him to "take your hands out" she said. She put the gift in his hands. She romoved her hand from his face. She said "open it now" she said and he opened the gift and he was happy and he hugged her.

Vocabulary – 3

The writer generally employs a variety and range of vocabulary and phrases ("present," "got behind him," "take your hands out," "hugged"). There are spelling errors ("warps," "romoved"), but they do not interfere with comprehension.

Usage – 3

The writer demonstrates an emerging ability to write compound/complex sentences ("She said 'open it now' she said and he opened the gift and he was happy and he hugged her"). The usage errors present in the response do not significantly interfere with comprehension.

Completeness – 2

The writer responds to the task in a limited way. The writer's progression through the narrative lacks the necessary sequencing words to show the relationship between ideas. The writer presents few details, limiting the effectiveness of the response.

Response 3

In the beginnging i think theres a little girl wrapping up the gift and getting it ready for maybe her brother. In the middle of the story the little girl is covering her brother eyes she haves a big smile on her face they are both sitting on the couchher brother has his hands out wait for her to countdown he looks very exited to see what her little sister got her. In the end of the story the brother opens the gift sees what it is gives his little sister a big hug and there both happy..

Vocabulary – 3

The writer generally employs a variety and range of vocabulary (“wrappingg,” “countdown”). Except for a couple of words (“wrappingg,” “exited”), the writer demonstrates correct spelling throughout the response.

Usage – 2

The response mostly consists of simple sentences. There are also some usage errors (“theres,” “brother eyes,” “she haves,” “out wait for her,” “there”) which sometimes interferes with comprehension.

Completeness – 3

The writer is mostly effective in communicating the intended message and includes some of the words necessary to sequence events (“In the beginnging,” “In the middle,” “In the end”), and the narration provides some details (“wrappingg up the gift”; “covering her brothers eyes she haves a big smile on her face”; “wait for her to countdown”). However, the response would need more specificity to earn a higher score.

Response 4

The little girl started rapping a presend for her dad cause it was his birthday today so for the rest of the day she made a cake a gifcard dacoraded the house, and got ready for her dads b - day. Then she played games with him ate the cake smshed it in his face. ater that she gave him his present and gifcared and he loved it he was so happy because it was a loket that had a picture of him and her.

Vocabulary – 2

The writer uses vocabulary that is generally varied (“gifcard,” “dacoraded,” “smshed”), but at times, the writer seems to struggle with spelling (“presend,” “gifcard,” “dacoraded”). These errors interfere with comprehensibility.

Usage – 3

The writer demonstrates an emerging ability to write compound /complex sentences (“The little girl . . . dads b – day”; “Then she played . . . in his face”; “ater that . . . him and her”). Although there are grammar usage errors, these errors do not interfere with the overall comprehensibility of the response.

Completeness – 3

The writer is mostly effective in communicating the intended message. The writer includes some of the words necessary to sequence events (“The little girl started,” “Then,” “ater”), but the story moves quickly from one event to the next. The writer provides some details (“made a cake a gifcard dacoraded the house”; “it was a loket that had a picture of him and her”), but specificity is sometimes lacking.

Score Point 9

Response 1

first,the little girl saw that her dad was crying and she felt bad and her mom and her went to the mall that is far from her house the dad was wondering where they were.second,when the girl and the mom got a gift they were going to suprise the dad and when the girl went to the living room she told her dad to close his eyes and when the dad opened his eyes the started smiling and the girl was smiling to.end,when the dad was happy he took them to the resturant to eat and when they finished eating they went home and watching tv and when it was night time they went to sleep.

Vocabulary – 3

The writer uses a variety of grade-appropriate vocabulary (“mall,” “wondering,” “suprise,” “living room, “resturant”), and although the response does contain some spelling errors, these do not interfere with comprehensibility.

Usage – 3

The writer shows the ability to use simple tenses successfully, along with a developing ability to use more complex tenses while maintaining agreement (“the little girl saw . . . dad was crying . . . she felt bad”; “got a gift . . . were going to suprise”). The writer demonstrates an emerging ability to write compound (“her dad was crying and she felt bad”) and complex sentences (“when the girl and the mom got a gift they were going to suprise the dad”; “when the girl went to the living room she told her dad to close his eyes”; “when it was night time they went to sleep”).

Completeness – 3

The writer is mostly effective in communicating the intended message. The writer includes some of the words necessary to sequence events (“first,” “second,” “when”). However, there is some repetition, and the writer moves quickly from one event to the next without pausing to provide additional specific detail (“when they got a gift they were going to suprise the dad and when the girl went to the living room she told her dad to close his eyes and when the dad opened his eyes the started smiling”).

Response 2

Becky wanted to give her dad a present so she saved her allowance money and bought a new set of art suplies for her dad. She covered her dad's eyes and got his present wich was beautifuly wraped with a red bow. When he opened his eyes he unraped the gift and when he saw what it was he hugged Becky hapily and they pased the rest of the day making beautiful paintings.

Vocabulary – 3

The writer generally employs a variety and range of vocabulary (“allowance,” “art suplies,” “beautifuly,” “paintings”). There are a few spelling errors (“wich,” “beautifuly wraped,” “unraped,” “pased”), but these errors do not significantly interfere with comprehension.

Usage – 3

The writer demonstrates an emerging ability to write compound and complex sentences (“Becky wanted to give . . . for her dad”; “When he opened . . . beautiful paintings”).

Completeness – 3

The writer is mostly effective in communicating the intended message. The writer includes a few of the words necessary to sequence events (“When”). Some details are given (“saved her allowance money,” “beautifuly wraped with a red bow,” “hugged Becky hapily,” “making beautiful paintings”), but more specificity is needed to earn a higher score.

Response 3

the girl wanted to surprise her dad for fathers day or his birthday. So, she went to the store and looked for the perfect gift for her dad. when she came back home, she told her dad to close his eyes and she covered his eyes just in case he was peeking. she put the gift on his hands, he was wondering what it was and he was excited. When she told im to open his eyes he was happy to see the gift, when he opened it he hugged her and said thanks.

Vocabulary – 3

The writer generally employs a variety and range of vocabulary (“surprise,” “fathers day,” “perfect,” “peeking,” “excited”) with very few spelling errors (“im”).

Usage – 3

The writer demonstrates an emerging ability to construct compound and complex sentences (“So, she went to the store . . . for her dad”; “when she came back home . . . he was peeking”; “When she told im . . . and said thanks”). The response includes some grammar usage errors, but these errors do not significantly interfere with comprehensibility (“put the gift on his hands”).

Completeness – 3

The writer is mostly effective in communicating the intended message. The writer includes some of the words needed to sequence events (“So,” “When”). However, there is some unnaturalness as the writer moves abruptly from one event to the next. The writer provides some details (“she went to the store,” “in case he was peeking,” “hugged her and said thanks”), but specificity is sometimes lacking, especially since the writer does not name the specific gift that is given.

Response 4

One day the girl woke up and she realised it was her dad birthday. She already picked out her present to give to her dad. When she got dressed and got the present she saw her dad eating breakfast. The girl told her dad to come to the couch fot his present. The dad sat down and the girl closed his eyes and gave him his present. The dad was so excited he opend it right away, The dad got a new watch! He was so excited he gave her daugther a big hug and thanking her for this lovley gift. When they were done opening the present they sat down in the table and started eating cake.

Vocabulary – 3

The writer generally employs a variety and range of vocabulary (“eating breakfast,” “watch,” “excited”). There are spelling errors (“realised,” “fot,” “daugther,” “lovley”), but these errors do not interfere with comprehension.

Usage – 3

The writer demonstrates an emerging ability to write compound/complex sentences (“One day the girl . . . her dad birthday”) and complex sentences (“When they were done . . . started eating cake”). Although the response contains some grammar usage errors (“her dad birthday,” “he gave her daugther a big hug and thanking her,” “in the table”), the errors do not significantly interfere with comprehension.

Completeness – 3

The writer is mostly effective in communicating the intended message. The writer includes some of the words needed to show sequence and the relationship between ideas (“One day,” “When she,” “When they”). Some details are provided (“saw her dad eating breakfast”; “a new watch”; “a big hug and thanking her for this lovley gift”; “sat down in the table and started eating cake”), but more specificity is needed to earn a higher score.

Score Point 10

Response 1

April was in her room boerd she didnt even know what to do until she got an idea,his dads birthday was tomowor she didnt have a gift ready for him,so she got up got a phone and called her aunt if she can take her to the mall to by a present for his dad her aunt said sure so she went outside to wait for her aunt to come but befor she noticed it her dad cam out the house and said what are u doing outside? he said we a confused face`nothing` april said with a not suspect face,her aunt pulled up april got on the car she said `bye dad` his dad idnt let her go with her aount to where ever they where going but right when he whas going to say wait where are you going they had already left.April and her aunt had already arived to the mall they ran as quickly inide the mall so they can find the perfect gift for her dad they went into the store and saw one of his fovorite books she went and got it for him they went to they check out and they paid.At the house she hided the gift and ran upstairs to her bedroom her dad was sleeping, she went to sleep to.The next morning she woke up very early to make food for her dad she went and gave him the present when he opened his eyes and opened the present he was so happy then they went to a place with her dad.

Vocabulary – 3

The writer generally employs a range of grade-appropriate language that is sometimes precise (“dads birthday,” “perfect gift,” “fovorite book,” “check out,” “ran upstairs to her bedroom,” “woke up very early”). However, in some instances, the writer also struggles to produce the correct words (“said we a confused face,” “said with a not suspect face,” “went to a place”). The response contains only some minor spelling errors (“boerd,” “tomowor,” “by a present,” “quickely inide,”) that do not significantly interfere with comprehensibility.

Usage – 3

The writer demonstrates an emerging ability to use complex sentence structures (“she didnt even know what to do until she got an idea”; “she went outside to wait for her aunt to come but befor she noticed it her dad cam out the house”; “when he opened his eyes and opened the present he was so happy”). Although there are some grammar usage errors, including misused or missing words (“she got an idea, his dads birthday was”; “she got up . . . called her aunt if she can take her to the mall”; “he said we a confused face”; “she hided the gift”), these errors do not significantly interfere with comprehension.

Completeness – 4

The writer mostly achieves the intended task and reflects a clear alignment to the narrative genre. The response includes the appropriate words and phrases needed to sequence events, developing the story with a degree of specificity and detail.

Response 2

It was the little girl's dad birthday. The little girl wanted the perfect gift for her dad. She asked her mom if they could buy him a gift. Mom said, "Of course! We can buy him the new recent book that went out, he likes to read a lot." Then the mom and the little girl went to the novels & Book store. There were many types of books. Finally, the two find the new recent book that was on sell. There were not to many, but they got to buy the dad the book. They got home, and dad was there. The little girl and the mom singed, "Happy birth day to you! Happy birthday to you!" The little girl's dad was so excited and happy. The little girl said, "Close your eyes!" The Girl covered his dad's eyes with his hands, he putted the gift on his hands so the dad wondered what it was. Then the girl said, "You can open your eyes now." As she put back her hand to her self. The dad looked at the gift. Mom and the little girl were nervious, maybe the dad didn't like the gift. The dad opened the gift. Then the dad was shcoked, he saw his dream book! "Oh my god! This is the book I always wanted for, Thank you so much girls!" Said the dad. The mom and little girl had a satisfaced face. The book was the best book ever.

Vocabulary – 3

The writer generally employs a range of grade-appropriate language that is sometimes precise ("perfect gift," "novels & Book store," "excited," "nervious," "shcoked," "satisfaced") and sometimes misspelled. These errors do not significantly interfere with comprehensibility as the writer's voice comes through in the response.

Usage – 3

The writer demonstrates an emerging ability to write compound/complex sentence structures ("Mom and the little girl were . . . the gift"; "Then the dad . . . dream book!,"). Although there are some grammar usage errors, ("new recent book that went out"; "new recent book that was on sell"; "he putted"; "book I always wanted for"; "mom and little girl had a satisfaced face"), these errors do not significantly interfere with comprehension.

Completeness – 4

The writer mostly achieves the intended task and reflects a clear alignment to the narrative genre. The response includes the appropriate words and phrases needed to sequence events ("It was," "Finally," "Then," "As she"), developing the beginning of the story with a degree of specificity and detail as the story progresses to the end. The response, mainly through the use of dialogue, shows the progression of ideas and creates a cohesive narration.

Response 3

First, Tina was bored and said "I want to be entertained while helpind dad." She saw some soap, clinex and a towell right next to the smelly toilet, "aha!" tina thought "ima make a present for dad!" She got all of the towells and soap and scrubed the bathroom, she wiped everything with a wipie and she loved this! "alright just a bit more...YES!" she thought dad will really be happy if Tina cleaned the bathroom that wasn't cleaned for 3 years. Beep beep! dad was here! Tina rushed downstairs and packed the letter in the present, "hello sweatie" said dad "hi" Tina added with pottential. "Why are you so enthusiastic" dad said with a stare, "nothing" said Tina with a fast voice. "Just put on a mask were you can't see okay?" said Tina "Uuuh ok?" said dad with a suspicous voice. "open your eyes said Tina SURPRISE!" Tina shouted, dad wasn't impresed as he done the time in his childhood, but he had gradetude and apretiated his daughter. Later thay wen't to a shushi resturant and ate a yummy appetite.

Vocabulary – 3

The writer generally employs a variety and range of vocabulary ("bored," "entertained," "smelly toilet," "wiped," "bathroom," "rushed downstairs," "enthusiastic," "suspicious"). However, the writer sometimes uses vocabulary that is not precise or may not always have the right word for the task ("with pottential"; "he done the time in his childhood"; "ate a yummy appetite").

Usage – 3

The writer demonstrates the emerging ability to write compound ("She got all of the towells . . . and scrubed . . ."; "Tina rushed downstairs and . . .") and complex sentences ("dad wasn't impresed . . . but he had gradetude and apretiated . . ."). The response includes grammar usage errors that do not significantly interfere with comprehensibility ("she thought . . . if Tina cleaned . . .").

Completeness – 4

The response reflects a clear alignment to the specific genre of narration, crafting a story with a strong degree of specificity ("smelly toilet," "wiped everything with a wipie," "bathroom that wasn't cleaned for 3 years," "he had gradetude and apretiated," "wen't to a shushi restaurant"). The writer uses the appropriate words and phrases to create a cohesive narration ("First, Tina was bored . . ."; "Beep beep! dad was here! Tina rushed . . ."; "Later thay wen't to . . .").

Response 4

One day a girl went to the store to buy grocieres for the next day becasue they were going to do a party for her dads birhtday and she got a present for her dad birhtday from the store. The next day of the party the girl closed her dads eyes and gave him his present and it was a bracelet and he was happy. After a few hours the party started the girl put on a dress and her dad said she looked preety and they danced with family and friends then they sang happy birhtday to her dad and they ate cake. After the party finished her dad put on the bracelet on before bed.

Vocabulary – 3

The writer generally employs a range of grade-appropriate language that is sometimes precise (“grocieres,” “bracelet”). The response contains only some minor spelling errors (“birhtday,” “preety”) that do not significantly interfere with comprehensibility.

Usage – 3

The writer demonstrates an emerging ability to use complex sentence structures (“One day a girl went . . . from the store”). Although there are some grammar usage errors, (“going to do a party”; “her dad put on the bracelet on before bed”), these errors do not significantly interfere with comprehension.

Completeness – 4

The writer mostly achieves the intended task and reflects a clear alignment to the narrative genre. The response includes the appropriate words and phrases needed to sequence events (“One day,” “The next day,” “After”), developing the story with a degree of specificity and detail (“it was a bracelet”; “put on a dress and her dad said she looked preety”; “they danced”; “they sang happy birhtday”; “put on the bracelet on before bed”).

Score Point 11

Response 1

"There are 3 more days till fathers day!" ana's teacher says because of this Ana really wants to get something to her dad but does she have money? no she doesn't because of this she wants to save up she asks mom for 20 dollars mom says "okay I'll give you some just do not waste it all at once". Ana does not know what to get his dad so she asked her teacher what should she get him her teacher says that maybe a shirt or some type of clothing could be good. Ana really wanted to buy him something big but she didn't have money. Ana's mom took her to a store Ana was looking and looking around until she found some gloves she remembers dad wanted gloves like 2 weeks ago Ana reads the tag it says it's only 14.89 she buys it with mom's help. Ana is really happy she found something for dad and that she also got to keep money too. "IT'S FATHERS DAYS!" her teacher says yay Ana thinks in the car to her way home she gets a present box and puts the gloves in. When she gets home she tells dad to close his eyes and gives him the gift. "what is this" Ana's dad says "it's your gift dad" she says while smiling dad opens the box and says "thank you so much Ana" while he hugs her ana is really happy she got to make her dad's day.

Vocabulary – 4

The writer consistently uses a variety and range of grade-appropriate language and includes many examples of precise words and phrases throughout the response ("3 more days," "fathers day," "20 dollars," "really happy"). While there are occasional spelling errors, they do not interfere with comprehensibility.

Usage – 3

While the writer is generally able to use the various tenses correctly, there are a few errors as the writer switches from past tense to present tense within the story. Additionally, some sentence structures are somewhat awkward with errors that are not comparable to those made by English-speaking peers (“Ana really wants to get something to her dad”; “Ana does not know what to get his dad”; “Ana thinks in the car to her way home”). However, the writer demonstrates an emerging ability to write compound (“Ana does not know what to get his dad so she asked her teacher”; “Ana really wated to buy him something big but she didnt have money”) and complex sentences (“Ana was lookig and looking around untill she find some gloves”; “When she gets home she tells dad to close his ayes”; “while he hungs her ana is really happy”).

Completeness – 4

The writer mostly achieves the intended task and reflects a clear alignment to the narrative genre. The response includes the appropriate words and phrases needed to sequence events, developing the beginning of the story with a degree of specificity and detail as the story progresses to the end over a period of days.

Response 2

Its valentines day so the little girl went to the store wit her mom and got a gift for her dad. She put the gift in a box and wraped it with some beautiful wraping paper. When she got home she told her dad to close his eyes and just to make sure, the little girl put her hands on her dads eyes for he dosent peek. They both sat down and the dad and little girl we're exited. When the girl removed her hands and the father opened his eyes he saw the gift on his hands. The dad opened the gift and saw a matching necklace to match with his daughther. He was so happy they both hugged and smiled.

Vocabulary – 4

The writer consistently uses a variety and range of grade-appropriate language and includes many examples of precise words and phrases throughout the response (“valentines day,” “beautiful wraping paper,” “peek,” “matching necklace”) While there are occasional spelling errors, they do not interfere with comprehensibility.

Usage – 3

The writer is generally able to use the various tenses correctly. However, some sentence structures are somewhat awkward with errors that are not comparable to those made by English-speaking peers (“for he dosent peek,” “saw the gift on his hands”). Additionally, the writer demonstrates an emerging ability to write compound (“She put the gift in a box . . . wraping paper”) and complex sentences (“When she got home . . . he dosent peek”).

Completeness – 4

The writer mostly achieves the intended task and reflects a clear alignment to the narrative genre. The response includes the appropriate words and phrases needed to sequence events, developing the story with a degree of specificity and detail.

Response 3

Beginning. The girl got a present for her dad and she was waiting for it to get here and then it got here she has to be secretive so her dad won't know that she got a present for him then she got wrapping paper she wrapped it then put a bow on it then she got a red line to hold the bow onto the present then she was ready. Middle. She looked for her dad then she found him she called him to sit down onto the sofa and she got the present she covered his eyes then she put the present in his hands. End. Then she told him to open his eyes and he opened the present and he loved it and he started using it everyone loved it he thanked her it was a wallet and he never stopped using it because it really helped him because his old one was really old.

Vocabulary – 4

The writer consistently uses a variety and range of grade-appropriate language (“wrapping paper,” “present”), including some precise words (“secretive,” “wallet”) to further display the range of vocabulary.

Usage – 3

The writer demonstrates an emerging ability to write a compound/complex sentence (“Then she told him to open . . . started using it”; “he never stopped using it because it really helped him because his old one was really old”).

Completeness – 4

The writer reflects a clear alignment to the specific genre of narration, crafting a story with a strong degree of specificity (“she has to be secretive”; “got wrapping paper she wrapped it then put a bow on it then she got a red line to hold the bow”). The response uses headings (“Beginning,” “Middle,” “End”) and sequencing words to help show the progression of ideas and create a cohesive narration.

Response 4

The little girl woke up and said "Its dad's birthday". She bounced out of her bed and went to the closet "which one should I wear?," she said. "Aaaahhhhaaaa!," this one she exclaimed. She wore her jeans and her yellow shirt and ran to the backyard. She yelled "mom mom mom where are you?" she looked in the house again. Then she found her mom the little girl asked "Mom do we have a present for dad?" "Yes ," her mom replied. By the time that the girl was giong to ask her mom where the gift is. Her dad came. "Goodmornin' family!," her dad yelled out loud. The girl said "mom , dad let's go outside" "ok then,"dad said immidietly. As they walk outside mom gave the gift to the girl. " I'm tired now let's go inside and watch movies," the girl said akwardly. They all went inside dad sat down and the girl covered her dad's eyes. Then she placed the gift on to her dad's hands. Then she pulled her hands down and her dad opened the gift.

Vocabulary – 4

The writer consistently uses a variety and range of grade-appropriate social language, using precise words and phrases ("bounced out of her bed," "exclaimed," "yellow shirt," "Goodmornin' family," "akwardly," "placed the gift"). There are only infrequent spelling errors, and the writer's voice comes through clearly in the response.

Usage – 4

The writer demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers ("She bounced out of her bed and went to the closet 'which one should I wear?,' she said").

Completeness – 3

The writer is mostly effective in communicating the intended message. The writer includes some of the words needed to sequence events ("The little girl woke up," "Then she found her mom," "By the time," "As they walk outside," "They all went inside," "Then she placed," "Then she pulled"). However, there is some unnaturalness ("The girl said "mom , dad let's go outside" . . . I'm tired now let's go inside"). The writer provides some details ("She wore her jeans and her yellow shirt"), but specificity is sometimes lacking, especially since the writer does not specifically name the gift that the little girl gives to her dad.

Score Point 12

Response 1

Maya is with her mother at the store looking for a present for her father because it's his birthday. She really wants to find the perfect gift that he would love. And then she remembers her father was talking about a watch that he really loved, so she asked her mom if they could buy the watch. When they get home Maya is feeling super excited to surprise her dad with the gift so she covers his eyes and tells her father to put his hands out and Maya places the gift in his hands. She tells him to open his eyes, Maya's father is excited to see what they got him. He opens the gift and sees the watch he puts the watch down carefully and gives Maya a big hug and says "thank you so much !!" They all celebrate his birthday and have a great day!

Vocabulary – 4

The writer consistently uses a variety and range of grade-appropriate language ("store," "birthday," "watch," "celebrate"). The inclusion of precise words and phrases ("Maya is feeling super excited"; "she covers his eyes and tells her father to put his hands out"; "he puts the watch down carefully"; "gives Maya a big hug") demonstrates the range of vocabulary.

Usage – 4

The writer displays the ability to write expanded compound ("And then she remembers her father was talking about a watch that he really loved, so she asked her mom if they could buy the watch") and complex sentences ("Maya is with her mother at the store looking for a present for her father because it's his birthday"). The writer employs grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers.

Completeness – 4

The response reflects a clear alignment to the narrative genre. The writer includes the appropriate words and phrases needed to sequence events, developing the beginning, middle, and ending of the story.

Response 2

It is currently January 1, 2023, Daniel's birthday. A man who married Janet, whom is a hard-working woman. Both have a child named Martha. The time is currently 2:30 PM, Daniel is on his way to the house (he'll arrive by 3 PM). Janet and Martha (Janet and Daniel's daughter) wanted to surprise Daniel with a gift. "Mom, we only have 30 minutes to make the gift!" Martha said. "I know honey, but what should we do?" Janet talked back. "Hmm..... I know! We should buy him a new phone!" Martha responded. "Did you see his phone? It's older than me!", "Alright!" Janet and Martha went to the nearest Orange store and bought the newest oPhone and headed back as soon as possible. "Quick honey, we have to wrap this phone quickly!" *ding dong* "Honey, I'm here!" It was Daniel. "Just a minute!" Once Janet was done wrapping, Martha said "Sit on the couch dad, we have a surprise!". Daniel sat on the couch and Martha put the phone in Daniel's hand. "Open it!" *screeeeeeeeeeeah* "What's this?"

Vocabulary – 4

The writer consistently uses a variety and range of grade-appropriate language ("married," "hard-working woman," "Orange store"). The inclusion of precise words and phrases and dialogue demonstrates the range of vocabulary, and the writer's voice is clearly evident.

Usage – 4

The writer consistently demonstrates the ability to use both simple and complex tenses. The response contains some expanded and complex sentence structures ("The time is currently 2:30 PM . . . wanted to surprise Daniel with a gift"; "Janet and Martha went . . . and bought . . . and headed back as soon as possible") with minimal usage errors. The writer also demonstrates mostly correct use of dialogue.

Completeness – 4

The writer addresses the task completely with a degree of specificity and detail. The dialogue in this concise response contains the appropriate words and phrases to connect ideas and includes internal sequencing to show the relationship between sentences.

Response 3

Today was a very important day. It was Annie's father's birthday! Annie had been planning all summer for this day. She wanted to give her father a surprise gift she knew he would love! She waited for the perfect time to give him the present. He finally took a seat on the couch to watch the basketball game, when all of the sudden, plop! Annie jumped on the couch. Annie covered her father's eyes putting the gift in his hand. Annie was super excited! She had been waiting so long for this moment! She removed her hand from her father's eyes revealing a white box wrapped in a beautiful red ribbon. He smiled at Annie carefully opening the gift. He opened the small box that revealed the handmade bracelet Annie made just for him.

Vocabulary – 4

The writer consistently uses a variety and range of vocabulary, including precise vocabulary (“had been planning all summer,” “waited for the perfect time,” “revealing a white box,” “revealed the handmade bracelet”).

Usage – 4

The writer correctly uses both simple and complex verb tenses (“had been planning,” “had been waiting,” “removed,” “revealing”) and demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers.

Completeness – 4

The response is well organized with a good degree of specificity and detail (“It was Annie's father's birthday,” “planning all summer,” “white box,” “beautiful red ribbon,” “handmade bracelet”).

Response 4

First, the girl was in her room thinking of a present to give to her dad for his birthday, then she had an idea. she got her piggy bank and took out all the money, there were a few wrinkly dollars and some coins, she put it all in her little purse, and ran up to her mom "Can we go to the dollar store to get a present". she said. "Sure, I nee to get him something too." said the mom. they got in the car and drove to the store, she headed to the craft section and grabbed some art supplies, when she finished they went to check out, they drove home. Then, she started making something, when she was finished she grabbed some extras, put in in a box, and wrapped it. Soon, her dad got home "HAPPY BIRTHDAY!!!" she said, she gave he dad a hug nd gave him the present. Last, he opened it and saw a picture frame made out of popsicle sticks with a paper inside that said "HAPPY BIRTHDAY" and a drawing of her and her dad, there was also a bt of her allowance in the box. The dad thanked her and asked if they wanted go out for dinner

Vocabulary – 4

The writer uses a variety and range of vocabulary, including precise vocabulary ("piggy bank," "wrinkly dollars," "little purse," "craft section," "art supplies," "popsicle sticks," "allowance"). The response contains very few spelling errors ("nee," "nd," "bt"), and these errors do not interfere with comprehensibility.

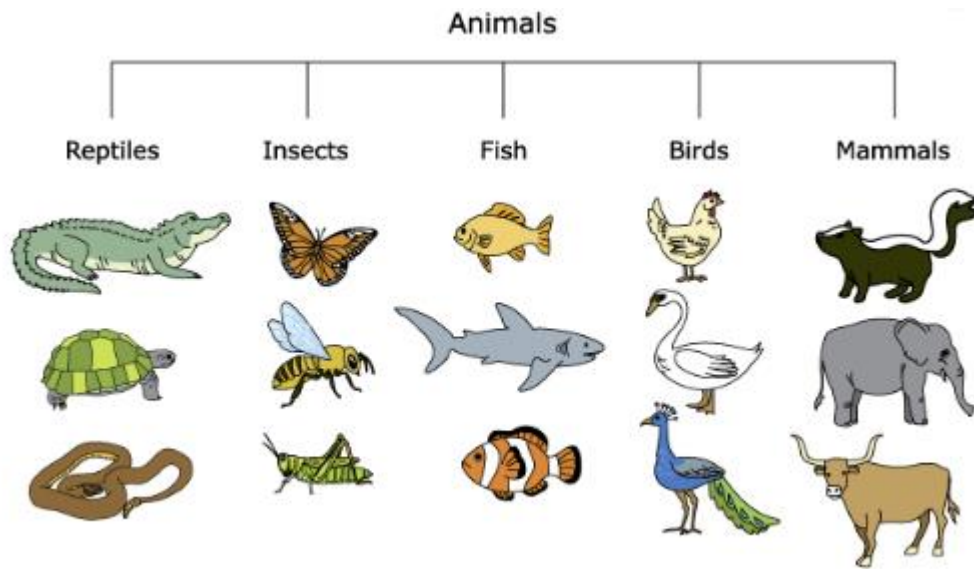
Usage – 4

The writer successfully uses simple sentences, compound sentences, complex sentences, and dialog. Errors in grammar usage do not interfere with the readers' understanding of the story.

Completeness – 4

The writer uses grade-appropriate sequencing terms ("First," "when," "Then," "Soon," "Last") to progress the ideas and provides ample details for the narrative task.

Question 19



Prompt

- Describe this picture. What can you learn from the picture?
- Choose two animals from different groups. Tell several facts about each animal.
- Explain how the two animals are similar and how they are different.
- Choose an animal from the picture that you like. Explain why you like this animal.

Score Point 3

Response 1

FISH I LIEK DEST ANML BE KAS IS SO PREDE

Vocabulary – 1

The response contains widespread spelling errors that significantly interfere with comprehensibility, even with common, high-frequency words (“LIEK,” “ANML,” “BE KAS,” “PREDE”).

Usage – 1

The response contains only one simple sentence using the present tense, and the sentence includes significant grammar usage errors (“DEST ANML,” “BE KAS IS”).

Completeness – 1

The response contains a simple sentence that lacks the language needed to align to the task and is minimally effective in communicating the intended message.

Response 2

am lor diffrent the animals en may school en a fish a
chicken ar differet animal dis two animals ar differnt picas
the chicken jaf a tell wit feters an tha fish tu nat jaf feders

Vocabulary – 1

The writer includes mainly words that are borrowed from the prompt (“animals,” “fish,” “diffrent”) or possibly from the writer’s native language (“en,” “picas,” “jaf,” “tu”). Overall, the response contains widespread spelling errors that significantly interfere with comprehension.

Usage – 1

Significant grammar usage errors throughout the response interfere with comprehensibility.

Completeness – 1

The writer is minimally effective in communicating the intended message and lacks the language necessary to align to the prompt (“jaf a tell wit feters,” “fish tu nat jaf feders”).

Score Point 4

Response 1

I learn diffrent type of animals like a crocidile,a turtle,a butterfly,a bee,a clownfish,a shark,a chicken,a swan,a longhorn,and a elephant

Vocabulary – 2

The writer correctly identifies a number of the animals shown in the prompt (“crocidile,” “turtle,” “clownfish,” “longhorn,” “elephant”). However, the response is limited in range and variety because the writer only names the animals instead of providing more grade-appropriate descriptions.

Usage – 1

The writer provides only one sentence. While the writer includes a comma series, the limited writing includes an incorrect verb tense and a missing preposition (“I learn diffrent type of animals . . .”).

Completeness – 1

The writer is minimally effective in responding to the task. The response lacks meaningful detail to align it to the task, consisting only of one sentence that names the animals seen in the prompt without providing any descriptions, comparisons, or contrasts.

Response 2

1. yolloe fish
2. *ORANGE FISH*
they are similar becos they are fish

Vocabulary – 2

The writer offers vocabulary that is limited in range but with some original wording (“ORANGE”) instead of relying on prompt language or words borrowed from their native language. While the response contains some spelling errors (“yolloe,” “becos”), these errors do not interfere with comprehensibility.

Usage – 1

The writer presents one sentence in the present tense without usage errors. However, the response lacks any attempt at complex tenses or other sentence structures.

Completeness – 1

The writer is minimally effective in responding to the prompt. The response lacks meaningful detail to align it to the task, consisting only of two phrases naming colors (“1. yolloe fish,” “2. ORANGE FISH”) and one sentence (“they are similar becos they are fish”).

Score Point 5

Response 1

- facts of snake and soks u sod not tucr soks or som snekes.
- snake and soks thar are dagdis. the snake live on lan and the sok live in the osen.
- I like snake cas if you hava mouse in your house snake can eat the mousein your house.

Vocabulary – 1

The response contains widespread spelling errors that significantly interfere with comprehensibility (“soks,” “sod,” “som,” “snekes,” “dagdis”).

Usage – 2

The writer offers mostly simple sentences that use the present tense, but there is an attempt at a complex sentence (“I like snake cas if you hava mouse in your house snake can eat the mousein your house”). The response includes frequent grammar usage errors that sometimes interfere with comprehensibility (“facts of snake,” “the snake live on lan,” “the sok live in the osen”).

Completeness – 2

The writer describes in a limited way with a few details (“snake live on lan and the sok live in the osen”; “if you hava mouse in your house snake can eat the mousein your house”) but lacks the language needed to fully align to the task, showing limited effectiveness in communicating the intended message.

Response 2

What i can learn from the picture is the difrent types of charectaristics in each animal by just looking at it

Vocabulary – 2

The writer demonstrates vocabulary that is limited in range and variety (“each,” “by just looking at it”). The response contains some spelling errors that may interfere with comprehensibility (“difrent,” “charectaristics”).

Usage – 2

The writer presents one complex sentence (“What i can learn from the picture . . . by just looking at it”). The response includes grammar usage errors as it relates to the correct use of prepositions (“learn from the picture is the difrent”; “charectaristics in each”).

Completeness – 1

The writer offers one sentence lacking in detail and is only minimally effective in communicating the intended message.

Score Point 6

Response 1

cocodrile and fish
i like them becuse they, can each swim and
i like the cocodrile, becuse its the animal of our, school
and i like the fish becuse i like the, colors and they are
frendly.

i can lern about this how they eat waht they eat and how
they sleep they frendly or not if they have eegs.

Vocabulary – 2

The writer demonstrates vocabulary that is limited in range and variety (“swim,” “school,” “eat,” “sleep,” “frendly”) and also presents some spelling errors that may interfere with comprehensibility (“cocodrile,” “becuse,” “eegs”).

Usage – 2

While the writer attempts to write compound and complex sentences (“i like the fish becuse i like the, colors and they are frendly”), most sentences are strung together with the repeated use of the conjunction “and.” The addition of other complex sentence structures produces usage errors that interfere with understanding the writer’s message (“i can lern about this how they eat waht they eat and how the sleep they frendly or not if they have eegs”).

Completeness – 2

The writer demonstrates limited effectiveness with the use of repetitive words and phrases to show relationships between sentences (“i like them becuse . . . i like the cocodrile, becuse . . . i like the fish becuse i like the, colors”). The ending shows a decline as the writer only briefly lists topics instead of providing descriptions (“how they eat waht they eat and how they sleep”). Overall, the writer lacks the language to craft a more cohesive response.

Response 2

Each caytagory is 3 animals my favorite is a shark because they have long fins

Vocabulary – 2

The writer offers vocabulary that is limited in range but with original wording (“Each,” “favorite,” “shark,” “long fins”) instead of relying on the prompt language. While the response contains a spelling error (“caytagory”), this error does not interfere with comprehensibility.

Usage – 2

In this brief response, the writer attempts to form a complex sentence (“my favorite is a shark because they have long fins”). However, the writer uses only the simple present tense (“is,” “they have”) with no attempt at other tenses.

Completeness – 2

The writer shows a limited effectiveness in describing the picture and the animal and only includes a few details (“Each caytagory is 3 animals,” “they have long fins”).

Response 3

a fish lays eggs and has gills. a snake sheds it's skin
and has no arems . a fish and snake lay eggs
. a fish has gills a snake does not.
I like the fish cas it looks cool.

Vocabulary – 2

The writer uses vocabulary that is repetitive and limited in range and variety but includes some original wording instead of relying on prompt language (“lays eggs,” “gills,” “sheds it’s skin,” “looks cool”). The response also contains some spelling errors (“arems,” “cas”) that may interfere with comprehensibility.

Usage – 2

The writer provides only simple sentences in the present tense (“a fish lays,” “a fish and snake lay,” “I like the fish . . . it looks”).

Completeness – 2

The writer demonstrates limited effectiveness with the use of repetitive words and phrases to show relationships between sentences (“a fish lays eggs and has gills . . . a fish and snake lay eggs”; “a fish has gills a snake does not”). Overall, the writer lacks the language that is needed to craft a more cohesive response.

Response 4

totise an swuon are different because turtle's don't have wings an fethers only a turtle is different's of a swuon it does not have a shell only a turtle an animal that like is a allagater because it remind's me it looks like a dinosaur

Vocabulary – 2

The writer generally uses a limited range and variety of vocabulary, even though the response includes some precise words (“wings,” “shell,” “dinosaur”). However, the spelling errors interfere with comprehensibility (“totise,” “swuon”).

Usage – 2

The writer attempts to make complex sentences (“totise an swuon are different because . . .”). However, the response contains frequent usage errors that sometimes interfere with comprehensibility (“a turtle is different's of a swuon”; “an animal that like is a allagater”).

Completeness – 2

The writer provides a limited explanation, offering just a few details about turtles, swans, and alligators.

Score Point 7

Response 1

A turtle is slow. Turtles have strong shells. Turtles really live long. Sharks sense blood. Sharks are smart. Sharks sense eletro fields. They both swim slow. They both are strong

Vocabulary – 3

The writer generally uses a variety and range of grade-appropriate vocabulary (“slow,” “strong shells,” “really live long”), including some academic vocabulary (“sense blood,” “sense eletro fields”). The response does not contain spelling errors that interfere with comprehensibility.

Usage – 2

The writer employs only simple sentences using the present tense. While the response does not contain usage errors, it does not demonstrate an attempt at complex tenses.

Completeness – 2

The writer demonstrates limited effectiveness with the use of repetitive words and phrases to show relationships between sentences (“A turtle is . . . Turtles have . . . Turtles really live long”; “Sharks sense . . . Sharks are . . . Sharks sense”; “They both swim . . . They both are”). Overall, the writer lacks the language that is needed to craft a more cohesive response.

Response 2

I lerned that turtels wear riptiles,I choce the shark and the picok, A fact about tha shark is that the weak part is the nose they got to rous of sharp teth sharks teth do pal aut, the picoks run fast and they can fly we they do the sound that they make it sound like a scriam, the similar thing is that the shark can swim fast and picokos run fast the diferens is that one lives in the osean and the other one on land.

Vocabulary – 2

The writer uses vocabulary that is limited in range and variety (“turtels,” “the weak part is the nose,” “sharp,” “run fast,” “fly,” “swim fast,” “on land”). The response contains some spelling errors that may interfere with comprehensibility (“riptides,” “picok,” “to rous,” “teth,” “scriam,” “picokos,” “diferens,” “osean”).

Usage – 2

While the writer provides attempts at writing compound sentences (“the picoks run fast and they can fly”; “the similar thing is that . . . and picokos run fast”; “the diferens is that one . . . and the other one on land”). The writer uses mostly simple sentences that use the present tense with other tenses used inaccurately (“I lerned that,” “I choce”). The response includes frequent grammar usage errors that sometimes interfere with comprehensibility (“turtels wear riptiles,” “they got to rous,” “we they do,” “it sound like”).

Completeness – 3

The writer is mostly effective in communicating the intended message, describing sharks and peacocks in some detail (“the weak part is the nose they got to rous of sharp teth”; “picoks run fast and they can fly”; “one lives in the osean and the other one on land”). However, there is some decline when ideas are more abstract (“we they do the sound that they make it sound like a scriam”).

Response 3

Butterfly has two wings and can fly,A butterfly can often lay babies and catpillers and can turn into a coccon and turn to a butterfly,A chicken in is a bird and can not fly like other birds but it can lay eggs and babie can hatch into baby chicks and can be in markets and stores , and they are similar because they can both lay eggs and kinda fly .

Vocabulary – 2

The writer uses vocabulary that is repetitive and limited in range and variety (“fly,” “butterfly,” “babies,” “lay eggs,” “hatch into baby chicks”). The response contains some spelling errors that may interfere with comprehensibility (“catpillers,” “coccon,” “chicken,” “babie”).

Usage – 3

The writer shows the emerging ability to use complex tenses (“can often lay,” “can hatch into,” “can be in”) and demonstrates the ability to write compound (“A butterfly can often lay babies . . . and turn to a butterfly”; “A chicken in is a bird and can not fly . . . but it can lay eggs”) and complex sentences (“they are similar because they can both lay eggs and kinda fly”).

Completeness – 2

The writer demonstrates limited effectiveness with the repeated use of “and” to show relationships between sentences and offers some explanation in a limited and repetitive way by adding a few repetitive details (“Butterfly . . . can fly”; “lay babies”; “A chicken . . . can not fly”; “it can lay eggs”, “they can both lay eggs and kinda fly”).

Response 4

I chose the fish that is yellow and the elephant the fish. The fish is yellow he can breath with her lungs in the water he can swim in water. And the elephant can atack he can breath in the outside of the waterhe is gray he as a big tromp and he is huge. The fish can not breath in air only im water an the elephant can not breath in water and the elephant is biger than the fish. I chose the fish because is cute and the elephant because is curious.

Vocabulary – 2

The writer uses vocabulary that is limited in range and variety and often repetitive (“yellow,” “elephant,” “gray,” “water”). The response contains some spelling errors that may interfere with comprehensibility and may reflect borrowing from the native language (“atack,” “outside,” “tromp,” “biger”).

Usage – 2

Although the writer attempts compound sentences, frequent and varied grammar usage errors that sometimes interfere with comprehensibility occur (“he can breath with her lungs”; “breath in the outside of the waterhe”; “can not breath in air only im water”; “because is cute”; “because is curious”).

Completeness – 3

The writer includes some of the appropriate words to show the relationship between sentences but does so with some repetition (“I chose the fish,” “The fish is,” “And the elephant can,” “The fish can,” “I chose the fish”). The writer explains in some detail about the fish and the elephant but shows a decline when topics are more academic (“The fish ... can breath with her lungs”; “The fish cannot breath in air only im water”).

Score Point 8

Response 1

that chart that's shown tells me information like different kind of species of animals and what they are like reptiles, insects, fish, birds and mammals mammals have hair birds have feathers fish have scales insects have some wings and other kind of things they have in their body and reptiles have scales like fish some animals eat other animals to live like mammals, reptiles birds and fish some fish eat each other to live in the water.

Vocabulary – 3

The writer generally employs a variety and range of vocabulary ("species," "feathers," "scales"). While the response contains occasional spelling errors ("other," "fish eat"), they do not significantly interfere with comprehensibility.

Usage – 2

The writer provides mainly simple sentences in the present tense ("that chart . . . tells me information"; "mammals have hair"; "some animals eat"), but grammar errors interfere with comprehensibility.

Completeness – 3

Communication of the intended message is mostly effective. The writer shows some specificity, but the degree of detail declines as the topic becomes more academic with a reliance on somewhat repetitive general ideas without specific explanation ("mammals have hair birds have feathers fish have scales"; "and other kind of things they have in their body"; "some animals eat other animals to live . . . some fish eat each other to live in the water").

Response 2

This picture describes different animals that do different things. Reptiles have scales while insects don't but insects can fly but reptiles can't. Alligators are sometimes green and so are grasshoppers, turtles have shells but bees don't.

Vocabulary – 2

The writer uses vocabulary that is limited in range incorporating some of their own words ("scales," "fly," "Alligators," "grasshoppers," "shells") but also relying on prompt language ("Reptiles," "insects"). The language employed remains basic overall.

Usage – 3

The writer demonstrates an emerging ability to write compound ("Alligators are sometimes green and so are grasshoppers"; "turtles have shells but bees don't") and complex sentences ("Reptiles have scales while insects don't").

Completeness – 3

The intended message is communicated effectively, for the most part. However, there are instances of repetition and some unnatural use of language ("but insects can fly but reptiles can't"; "turtles have shells but bees don't") in the words used to compare and contrast the animals.

Response 3

I can learn what groups are the animals in. A fish can swim and they have so many different colors, and a butterfly also has so many different colors and they can fly. They can both be different colors but the fish can swim and the butterfly can fly. I like the butterfly because they have different colors and they look pretty.

Vocabulary – 2

The writer uses vocabulary that is limited in range and variety (“swim,” “different colors,” “can fly,” “can swim,” “look pretty”). The language employed is somewhat repetitive and basic overall.

Usage – 3

The writer presents both simple and complex tenses (“can swim and they have”) and demonstrates an emerging ability to write compound (“A fish can swim and they have so many different colors”; “They can both be different colors but the fish can swim and the butterfly can fly”) and complex sentences (“I like the butterfly because . . . they look pretty”).

Completeness – 3

The writer is mostly effective in communicating the intended message. However, the response shows some unnaturalness and repetition with the words used to compare and contrast the animals (“A fish can swim . . . have so many different colors . . . a butterfly also has so many different colors . . . They can both be different colors but the fish can swim”).

Response 4

In the picture there's five different types of animals there's reptiles,insects,fish,birds, and mammals and there's tree animals in each group.I chose the orange fish and the butterfly.They both are the same because they both have the same colors and they are different because the fish can't fly but the butterfly can but the butterfly can't swim but the fish can swim.My favorite is the blue bird because there leaves are colorful and pretty.

Vocabulary – 2

The writer uses vocabulary that is limited in variety and range (“orange,” “same colors,” “fly,” “swim,” “colorful,” “pretty”). The response contains some spelling errors that interfere with comprehensibility (“butfly”).

Usage – 3

The writer demonstrates an emerging ability to write complex sentences (“They both are the same because they both . . .”; “My favorite is the blue bird because”). Although the response includes some grammar usage errors, these errors do not significantly interfere with comprehensibility (“there leaves”).

Completeness – 3

The writer is mostly effective in communicating the intended message and includes some of the appropriate words and phrases needed to show the relationship between sentences (“In the picture,” “I chose,” “They both are,” “My favorite is”). The writer explains in some detail about fish and butterflies, but there is a decline when trying to describe the blue bird (“because there leaves are colorful and pretty”).

Score Point 9

Response 1

What i lerarnd from the picture is that a butterfly is a insect. The butterfly and the fish the butterfly facts first it can fly it is a insect it can blend in. The fish facts it can live in water it has gills they stay in hords. How they are diffrent. The fish cant fly it cant stay in land and it dose not cacune. The butterly diffrent sis it cant stay in water i dosent have gills it cant swim.

The animole that a like is the tortol becuse it is slow you dont see them that muche and it fun to see them run.

Vocabulary – 3

The writer generally uses a variety of grade-appropriate vocabulary (“butterfly,” “water,” “land,” “slow”) and employs some language that is precise (“blend in,” “gills,” “cacune”). However, at times, the writer struggles with choosing the right words at a more academic level (“fish . . . stay in hords”). Additionally, the response contains some spelling errors (“lerarnd,” “dose,” “animole,” “tortol,” “muche”), but they do not significantly interfere with comprehensibility.

Usage – 3

The writer shows the ability to use simple tenses successfully along with the developing ability to use complex tenses (“it can fly,” “it dose not cacune,” “you dont see them”). While the response includes many simple sentences, the writer also demonstrates an emerging ability to create more complex sentence structures (“The animole that a like is the tortol becuse it is slow you dont see them that muche and it fun to see them run”).

Completeness – 3

The intended message is communicated effectively, for the most part. The writer provides some specific details, but the degree of detail declines as the topic becomes more academic with reliance on somewhat repetitive general ideas without further explanation (“it can live in water it has gills they stay in hords,” “it cant stay in water i dosent have gills it cant swim”).

Response 2

This picture shows us different groups of animals like reptiles, insects, fish, birds and mammals. From this picture you can learn all the different types of living things. Two animals that I like most are the clown fish and the chicken. Chickens usually live in farms and clown fishes live in corals at the sea. One thing that both have in common are that they both lay eggs and a difference is that the bird has feathers and the fish has lungs. My favorite animal is monarch butterfly because I like the way they look and how they migrate when a winter or a cold front is coming.

Vocabulary – 3

The writer uses a variety and range of vocabulary, including some precise vocabulary ("clown fish," "corals," "lay eggs," "migrate," "cold front"). However, the writer may not always have the right word for the task ("the fish has lungs").

Usage – 3

The writer demonstrates an emerging ability to write compound and complex sentences ("This picture shows us . . . "; "my favorite animal is monarch butterfly because I like the way they look and . . ."). There are some grammar usage errors, but these errors do not significantly interfere with comprehensibility.

Completeness – 3

The response is well organized, and the writer explains in some detail but lacks specificity and shows a decline when topics are more academic such as when addressing the prompt to compare the similarities and differences of the animals ("the fish has lungs").

Response 3

I learned from the picture the reptiles, insects, fish, birds, and mammals. I also learn that turtles are reptiles a butterfly is a insect a shark is a fish a chicken is a bird and elephant is a mammal.

One fact about a butterfly is that they have a lot of pretty colors and have wings. One fact about a bee is that they sting really bad and live in a honey house with a group of bees.

Fish and Sharks are similar because they are animals that live in a sea. The differences about Fish and Sharks is that a Shark is a predator and a Fish is a prey.

I like butterflies because they are colorful and happy and I like that they can fly.

Vocabulary – 3

The writer uses a variety and range of vocabulary (“butterfly,” “shark,” “chicken,” “elephant,” “pretty colors,” “sting,” “predator,” “prey”) but does not always have quite the right word for the task (“honey house”).

Usage – 3

The writer uses compound and complex sentences (“One fact about a bee is that they sting really bad and . . .”; “Fish and Sharks are similar because . . .”; “I like butterflies because . . .”). Although there are grammar usage errors, these errors are infrequent and do not interfere with comprehensibility.

Completeness – 3

The response is well organized, and the writer uses the appropriate words to show relationships between sentences (“I learned from the picture,” “I also learn,” “One fact about,” “I like butterflies because”). The writer explains in some detail but shows a bit of a decline when topics are more academic such as when addressing the prompt to tell some facts about the animals (“One fact about a bee is that they . . . live in a honey house with a group of bees”).

Response 4

After looking at the picture I can see that this picture is showing animals and their category. 2 different animals I see is a shark and a chicken the shark is underwater and the chicken is on land but they are similar because they both breath. If i were to choose an animal here it would have to be the turtle, the turtle has many unique talents and its very old.

Vocabulary – 3

The writer generally uses a variety and range of grade-appropriate language (“After looking at,” “category,” “shark,” “chicken,” “underwater,” “turtle,” “unique talents,” “very old”). The writer uses mostly correct spelling throughout the response.

Usage – 3

The writer demonstrates an emerging ability to use complex verb tenses (“After looking at,” “i were to choose,” “would have to be”) and an emerging ability to write compound (“the shark is underwater and the chicken is on land”) and complex sentences (“they are similar because they both breath”; “If i were to choose . . . it would have to be the turtle”).

Completeness – 3

The response is well organized, and the writer explains in some detail about sharks, chickens, and turtles, (“the shark is underwater and the chicken is on land,” “they are similar because they both breath”) but more specificity is needed to earn a higher score.

Score Point 10

Response 1

I learn that the aligator when he bits you he is gonna start spinnig in circols to breack your arm so your gonna have to spin with the alagator.

I also learnd that teruls have strong shells so when a prtetor it can hide in its shells.

a butterfile wings patern is used to either to help them camoflaze or to help them maigreat faster to hormer places.

bees can produs honey just by geting polen from a flower.

a fish and a shark are like friends a cool thing is that a fish can clean the mouth of a sark .

if a gose is sad then the gose will die of heartbreak and thats sad .

a chicken can not do its morning song if its a woman only a roster can do the mornig song .

did you konw that an elephant is the largest mammal thats why ther so big we meet the largest/bigest mammal in earth.

a cow can produce milk and pepole say that back then they had hornes .

i like the rateling snak a lot i just like it because its tail makes a beatiful sound.

Vocabulary – 3

The writer generally employs a variety and range of vocabulary (“spin,” “strong shells,” “honey,” “heartbreak,” “morning song,” “produce milk”) but sometimes uses vocabulary that is not precise or not the right word for the task (“chicken can not . . . if its a woman”; “rateling snak”). While the response contains some spelling errors (“alagator,” “he bits you,” “gose,” “roster”), the errors do not significantly interfere with comprehensibility and do not represent a significant level of interference from the native language.

Usage – 3

The writer demonstrates an emerging ability to use compound (“a butterfly wings . . . or to help them . . .”; “a cow can . . . and people say . . .”) and complex sentences (“i just like it because its tail . . .”). Although the response includes some grammar usage errors, these errors do not significantly interfere with comprehensibility (“when a prtetor it can,” “to either to help them,” “thats why ther so big,” “back then they had hornes”).

Completeness – 4

The writer addresses the task with a strong degree of specificity and detail and uses the appropriate words and phrases to connect ideas, including internal sequencing to show the relationship between sentences (“Ilearn that,” “I also learnd,” “a butterfly wings,” “bees can,” “a fish and a shark are,” “did you konw”).

Response 2

I can learn which animals are mammals, birds, fish, insect and reptiles. Snakes are reptiles they don't have legs they move fast or slow they can eat eggs or other snakes. Sharks are fast swimmers they have to cath seals or other types of animals. Snakes and shark are similar at going fast or slow they both eat other animals. Some differents are that snakes live in the surface and sharks live in water. I like shark because they move fast and they look fantastic in the water, they have great theet.

Vocabulary – 3

The writer generally employs a variety and range of grade-appropriate language (“snakes,” “eat eggs,” “sharks,” “fast swimmers,” “seals,” “surface,” “fantastic”). While the response contains occasional spelling errors (“swimmers,” “differents,”), the errors do not significantly interfere with comprehensibility.

Usage – 3

The writer demonstrates an emerging ability to write compound (“Some differents are that snakes live in the surface and sharks live in water”) and complex sentences (“I like shark because they move fast and they look fantastic in the water”). The response includes some grammar usage errors (“Snakes and shark,” “live in the surface,” “I like shark because they”), but the errors do not significantly interfere with comprehensibility.

Completeness – 4

The writer includes appropriate words and phrases to relate ideas together (“I can learn,” “Snakes and shark are similar,” “Some differents are,” “I like shark because”), and overall, although the response is concise, the writer provides the degree of specificity and detail needed to earn a score point 4.

Response 3

I learned that a alligator is a reptile and i see different type and kinds of animals in different order and organized. A chicken is a type of bird that has wigs but cant really fly good like flying tto high places. And a fact that chickens can lay eggs of different colors white,brown,and blue are colors egg they can have.

A butterfly is a type of insect that has a simple life cycle that you can think of and it has wings. Butterflies are really pretty when they get their wings. they have a four step life cycle. it starts as a egg then when is hatches is a wrom called carapitlar. The carapitlar eats leaves then it goes on a tree and becomes a larva. A larva is like a cast for the carapitlar it stays there for a long time. When it opens is a butterfly then it flies off eats from flowers and then lays eggs then the life cycle starts again. there is alots of different kinds of butter flies with different colors.

A chicken and a butterfly similaries is that both of them lay eggs and have wigs to fly and have their own lifecycle the are different by the eggs the chicken lays big eggs and is a bird a butterfly lays smaller eggs and is a insect

I like the snake because i always wanted to have a snake and can be protactive

Vocabulary – 3

The writer generally employs a variety and range of grade-appropriate language (“alligator,” “organized,” “hatches,” “butterfly,” “lays eggs”), including some academic language (“simple life cycle,” “larva,” “cast”). While the response contains occasional spelling errors (“carapitlar,” “protactive”), these errors do not significantly interfere with comprehensibility.

Usage – 3

The writer demonstrates an emerging ability to write compound (“I learned that a alligator is a reptile and i see different type and kinds of animals . . .”; “A chicken is a type of bird that has wigs but cant really fly good . . .”) and complex sentences (“When it opens is a butterfly then it flys off eats from flowers and then lays eggs”; “I like the snake because i always wanted to have a snake . . .”). The response includes some grammar usage errors (“a alligator,” “When it opens is a butterfly,” “it flys off,” “there is alots,” “the are different by the eggs,” “is a insect,” “and can be protactive”), but they do not significantly interfere with comprehensibility.

Completeness – 4

The writer addresses the task completely with a strong degree of specificity and detail (“chickens can lay eggs of different colors white,brown,and blue,” “they have a four step life cycle,” “The carapitlar eats leaves then...becomes a larva”). The response includes the appropriate words and phrases needed to show the relationship between sentences (“I learned that,” “A chicken is,” “A butterfly is,” “A chicken and a butterfly similariies is,” “I like the snake because”).

Response 4

What ia can describe from the picture is that it shows you a group of animals that are alike .

A crokidile has alot of theath and they also have spikes and have a layer of armor they also have a tail that helps them swim.

A shark also has alot of theath it has fins to help them swim and has a tail to push them foarward.

They both are alike because do have sharp teeth that help them bite other animals and both have tails to swim.

A animal thst I like is the snake the snakes have two sharp teeth when they bite a animal the poison thats inside it goes in the animal the snakes are fast when they move.

Vocabulary – 3

The writer generally uses a variety and range of grade-appropriate language (“spikes,” “layer of armor,” “a tail that helps them swim,” “fins to help them swim,” “sharp teeth,” “poison”). While the response contains occasional spelling errors (“crokidile,” “theath”), these errors do not significantly interfere with comprehensibility.

Usage – 3

The writer demonstrates an emerging ability to write compound (“A crokidile has alot of theath and they also have spikes”; “it has fins to help them swim and has a tail to push them foarward”) and complex sentences (“They both are alike because do have sharp teeth . . .”). The response includes some grammar usage errors (“it has fins to help them swim”; “because do have”, “A animal”), but these errors do not significantly interfere with comprehensibility.

Completeness – 4

The writer addresses the task completely with a degree of specificity and detail (“have spikes and have a layer of armor”; “has fins to help them swim and has a tail to push them foarward”; “snakes have two sharp teeth”). The response contains the appropriate words and phrases to connect ideas and the relationship between sentences is shown by the writer by using internal sequencing (“What ia can describe,” “A crokidile has,” “A shark also has,” “They both are alike because”).

Score Point 11

Response 1

I think this picture is about the type of animals they are and they are separated with their section with other animals that also look like them and live with them. The chicken and butterfly are different but both have wings but the chicken can't fly but the butterfly can fly. The chicken and butterfly are animals but they are in different sections the chicken is on the birds section and the butterfly is in the insects section. I like this animals because they are both animals and I love animals. I like the chicken because they hatch eggs and I like eggs and sometimes they hatch baby's inside the eggs and they are so cute. I like the butterfly because they they hatch little eggs with their baby's inside and I also like them because they are of different colors. I like butterflies because we can have them as pets.

Vocabulary – 4

The writer consistently uses a variety and range of grade-appropriate language (“separated,” “chicken,” “wings,” “hatch eggs,” “hatch baby’s inside the eggs,” “so cute,” “butterflies,” “pets”), and the response contains infrequent spelling errors that do not interfere with comprehension.

Usage – 3

The writer demonstrates an emerging ability to write compound (“The chicken and the butterfly are animals but they are in different sections”; “I like the chicken because they hatch eggs and I like eggs”) and complex sentences (“I like butterflies because we can have them as pets”). The response includes some usage errors, but these errors do not significantly interfere with comprehensibility (“I like this animals because”; “I also like them because they are of different colors”).

Completeness – 4

The writer includes appropriate words and phrases to relate ideas together (“I think this picture is about”; “The chicken and butterfly are different but both have”; “I like the butterfly because . . . I also like them because”) and offers the specificity and detail needed to complete the task.

Response 2

1: What we can learn in the picture is which animals are in the groups and what kind of animals they are, and what group the animals are supposed to belong to.

2: The Turtles walk slow and they can't go that much fast and they hide themselves in their shell when they are in danger or they get scared but their shell is really hard and it feels rocky. The clownfish is name like that because they really seem like some clowns and they can get atleast many eggs the can atleast lay 1,0000 eggs or more!

3: The Turtle and the Clownfish are similar because they both can depend their protection with non-living and living things, like the turtle protects itself by his shell that he has on his body from the predators; mean while the clownfish depends on a plant on the sea where he can hide and protect itself. But they are different because they both live on different enviroments on depends on itself while the other one depends on somrthing else and they eat different things.

4: The animal from the picture that I like is the Butterfly I like it because they are interesting. And how the are catterpillars and how they they sleep they and when they wake up and come out the and beatiful Butterflies.

Vocabulary – 4

The writer consistently uses a wide variety and range of grade-appropriate academic and social language (“hide themselves in their shell,” “danger,” “feels rocky,” “non-living,” “protects itself,” “predators”), and the response contains infrequent spelling errors that do not interfere with comprehension.

Usage – 3

The writer demonstrates an emerging ability to write compound (“The Turtles walk slow and they can’t . . .”) and complex sentences (“The clownfish is name like that because they . . .”; “The Turtle and the Clownfish are similar because they both . . .”; “But they are different because . . .”). The response includes some usage errors, but these errors do not significantly interfere with comprehensibility (“is name like that,” “the can atleast lay,” “can depend their protection with,” “protects itself by his shell,” “on the sea”).

Completeness – 4

The writer includes appropriate words and phrases to relate ideas together (“What we can learn”; “The Turtle and the Clownfish are similar because”) and provides a strong level of specificity and detail in the description of the animals chosen (“they hide themselves in their shell when they are in danger”; “can atleast lay 1,0000 eggs or more”; “the clownfish depends on a plant on the sea where he can hide and protect itself”).

Response 3

I can learn from the picture that it is organized into groups like the reptiles the snake alligator, and turtles they all are organized into groups and the insects are the bees, butterflies, grasshopper. and the fishes, they are organized into groups like the fishes and sharks, the birds are into groups as well like the hen, swan, peacock. and last but not least is the Mammals they are organized like a snunk, elephant, and a bull. The butterfly and the bee are kind of similar because they have the same aspects and they both have wings. they fly on flowers and trees. Did you know that peacocks dance in the rain in india?. and did you know that elephants are actually not that huge in real life they just look big!?. I like the swan in the picture becasue it swims in the ocean. I like to swim in a pool, and i stays in the water like i do too. The swan is nice and it has good personality traits.

Vocabulary – 4

The writer consistently uses a wide variety and range of grade-appropriate academic and social language (“alligator,” “grasshopper,” “hen,” “swan,” “elephant,” “bull,” “dance in the rain,” “good personality traits”), and the response contains infrequent spelling errors that do not interfere with comprehension.

Usage – 3

The writer demonstrates an emerging ability to write compound (“The swan is nice and it has . . .”) and complex sentences (“The butterfly and the bee are kind of similar because . . .”; “I like the swan in the picture becasue . . .”). However, the response includes some usage errors, but these errors do not significantly interfere with comprehensibility (“i stays in the water”).

Completeness – 4

The writer provides the appropriate words and phrases to relate ideas together and uses some internal sequencing that shows the relationship between sentences (“I can learn from the picture”; “The butterfly and the bee are kind of similar”; “Did you know”; “and did you know”; “I like the swan”). Overall, the response contains the degree of specificity and detail needed to successfully complete the task.

Response 4

I will learn about how the animals are different, Reptiles: I choose the alligator and the turtle, the alligator is carnivore because he eats meat and other animals, are two types of turtles that I know one is the turtle that lives in the water and the other one lives outside the water. Insects: I will choose the cricket and the butterfly, the butterfly has a life cycle, that the cricket does a sound that you can hear in the night. Fish: I will choose the shark and the yellow fish, the shark is carnivore and that he only lives in the oceans. Birds: I will choose the chicken and the white bird, the white bird has a long neck and that he lives where are like lakes, the chicken it can maybe be classify like omnivore because he eats like beans. Mammals: I choose the elephant and the black and white animal, the black and white animal deffends himself by farting, the elephant likes the water and the mud like the pig. The shark and the alligator are similar by they both carnivores but the alligator can get out of the water and nothing will happen to him but if the shark goes out the water dies. I like tha alligator because he can lives in the water and outside of the ocean.

Vocabulary – 4

The writer displays a range and variety of academic and social language (“alligator,” “carnivore,” “cricket,” “butterfly has a life cycle,” “long neck,” “omnivore”). The response is mostly free of spelling errors and the errors that are present do not interfere with the comprehensibility.

Usage – 3

The writer presents several compound and complex sentences. However, there are a number of grammar usage errors (“the alligator is carnivore”; “. . . and other animals, are two types . . .”; “he lives where are like lakes”; “if the shark goes out the water dies”) that are found throughout the response, but these errors do not significantly interfere with comprehensibility.

Completeness – 4

The response has good organization, and the descriptions the writer gives for each of the animals contain a good degree of specificity and detail (“the butterfly has a life cycle”; “the shark is carnivore . . . he only lives in the oceans”; “the elephant likes the water and the mud like the pig”).

Score Point 12

Response 1

Did you know that if a shark ever stops swimming they could die? Sharks cant stop swimming because if they do,their gills would close up and stop working. And, did you know that a tortoise or turtles shell is actually one of their bones! That means the shell is a part of them! The difference between turtles and tortoises is that a turtle needs to live in water to survive but, a tortoise lives on land so it doesnt need water. One of the animals that I like is a snake. I like snakes because even though it doesnt have arms or legs, they survive in the harsh conditions that are thrown at them every day in their life.

Vocabulary – 4

The writer consistently uses a variety and range of grade-appropriate social language (“Did you know that if a shark ever stops swimming they could die”; “And, did you know that a tortoise or turtles shell is actually one of their bones!”) and precise vocabulary (“gills,” “tortoise or turtles shell,” “bones,” “survive”) successfully. The response does not contain any spelling errors that interfere with comprehensibility.

Usage – 4

The writer consistently demonstrates the ability to use different tenses correctly. The writer also includes expanded compound (“The difference between turtles and tortoises is that a turtle needs to live in water to survive but, a tortoise lives on land so it doesnt need water”) and complex sentences (“Sharks cant stop swimming because if they do,their gills would close up and stop working”). In addition, the response includes infrequent grammar usage errors that do not interfere with comprehension.

Completeness – 4

The writer addresses the task completely with a strong degree of specificity and detail. The response contains the appropriate words and phrases to connect ideas and shows clear examples of internal sequencing, which shows the relationship between sentences (“And, did you know that . . .That means the shell is”; “One of the animals that I like is . . . I like snakes because”).

Response 2

In this picture there is a classification of animals. There are different kind of animals. I could learn about this picture some animals that are reptiles, insects, fish, birds and mammals. In reptiles, the turtle moves slowly and it has a shell for protection. A snake has a rattle to worn or/and scare predators away. Snakes mostly eat rats. In insects, a bee makes honey and could sting people. Crickets are small but they can still jump high. They live mostly in the grass. In fish, the shark is also a type of fish but it also eats other fish. Some sharks are really big. The clownfish has gills and it swims underwater. The peackoce has feathers that scarfe predators away. A chicken lays eggs that you could eat or wait for another chick. The elephant is so big that it doesnt even need claws. The elephant has big ears. A cow makes milk and cows could have different colors and patterns. A turtle is quiet and a snake is loud. They could both be green. A cricket and a bee both make noise. Only a bee can fly. A shark is big and a clownfish is smaller. They both swim underwater. A peackoce has a bigger beak that the chicken. They both have wings. Both an elephant and a cow have tails. The elephant has bigger ears.

Vocabulary – 4

The writer consistently uses a variety and range of precise grade-appropriate language (“classification,” “shell for protection,” “rattle to . . . scare predators,”). Although the response contains some spelling errors (“worn,” “peackoce,” “scarfe”), they do not interfere with the reader’s comprehension of the writing.

Usage – 4

The writer demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers. The response contains correctly used simple and complex tenses (“Crickets are small but they can still jump high”; “a bee makes honey and could sting people”), and infrequent usage errors do not interfere with comprehensibility.

Completeness – 4

The writer addresses the task completely with a strong degree of specificity and detail. In addition, the response contains the appropriate words and phrases to relate ideas together, showing comparisons and contrasts between the animals (“A turtle is . . . and a snake is . . . They could both”; “A cricket and a bee both . . . Only a bee can”; “A peackoce has a bigger beak that the chicken”).

Response 3

An elephant is a very big animal. These animals use their trunks to get water in the mouth to drink water and they also use them as tubes to swim in deep lakes. They also use their big ears to look bigger when they feel danger, and also make loud noises, they use this so the predator would be frightened and run a way.

A turtle is a very slow reptile. If you wonder why they are so slow it could be because they have a heavy shell on their back. They need this shell so that when they hear or see their predators they hide inside their shell. Also when they are scared they hide in their shell. And some turtles can swim and are faster in water but tortoises aren't usually in water.

These animals are similar because they both don't eat meat they eat plants. And they also have a way of defense to be safe from predators. They are different because an elephant is a mammal they don't have to wait for the baby to hatch from its egg but the turtle is a reptile they have to wait for the baby to hatch.

My favorite animal would be the shark even though I'm scared of them but I like them because I've been reading about them and I think some of them are interesting. There are like sand sharks, tiger shark, Nurse shark, sand tiger shark and much more!

Vocabulary – 4

The writer consistently uses a variety and range of precise grade-appropriate language (“deep lakes,” “to look bigger when they feel danger,” “frightened,” “heavy shell,” “hide inside their shell,” “tiger shark,” “Nurse shark”). Although the response contains a few spelling errors (“predator,” “tortosises”), they do not interfere with comprehension.

Usage – 4

The writer uses both simple and complex tenses (“would be frightened,” “would be,” “I've been reading”) and some expanded complex sentences (“If you wonder why they are so slow it could be because they have a heavy shell on their back”; “My favorite animal would be the shark even though I'm scared of them but I like them because . . .”). The response includes infrequent grammar usage errors which do not interfere with comprehensibility, are limited to complex grammar structures, and may be similar to those made by native English-speaking peers.

Completeness – 4

The writer addresses the task completely with a strong degree of specificity and detail (“use their big ears to look bigger when they feel danger”; “they have a heavy shell on their back”; “tortosises aren’t usually in water”; “both dont eat meat they eat plants”). The response contains the appropriate words and phrases to connect ideas and shows the relationship between sentences by using internal sequencing.

Response 4

In this picture I notice that all the animals are sorted into different groups or categories. I can learn that most insects are small and most mammals are large. I can also learn that all fish live underwater and that most mammals live on land. I know that the chicken can lay eggs and has wings. I also know that the chicken does not fly very much and usually lives on farms. I know that the bee has a stinger, collects pollen, and makes honey. I also know that they mostly come in groups with queen or king bees and also sometimes come from farms. I also know that they are very hardworking and rarely sting people. One way that the chicken and the bee are similar is that they both have wings and they both can come from farms. One way that they are different is that the bee spends most of the time flying in the air while the chicken is usually on land. Another way that they are different is that chickens make eggs while bees make honey. One of the animals from this picture that I like is the bee because they can make honey and some fruits that I like to eat. They also do not sting people very often unless someone disrupts them. I also like them because of their black stripes, yellow body, and unique wings.

Vocabulary – 4

The writer consistently uses a variety and range of precise grade-appropriate language (“categories,” “underwater,” “usually lives on farms,” “stinger,” “collects pollen,” “unique wings”) and displays spelling that is overall very accurate throughout the response.

Usage – 4

The writer uses some expanded complex sentences (“One way that they are different is that the bee spends most of the time flying in the air while the chicken is usually on land”; “One of the animals from this picture that I like is the bee because they can make honey and some fruits that I like to eat”) and demonstrates grammar usage that is advanced, generally correct, and comparable to that of their grade-level native English-speaking peers.

Completeness – 4

The writer addresses the task completely with a strong degree of specificity and detail (“the bee has a stinger, collects pollen, and makes honey”; “they are very hardworking and rarely sting people”). The response contains the appropriate words and phrases to relate ideas together and the writer uses internal sequencing that shows the relationship between sentences.