



**Texas English Language Proficiency Assessment System**

**TELPAS Writing  
Scoring Guide  
Grades 10–12**

Constructed Response

Fall 2022

## **General Information**

This guide provides information about scoring of the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for grades 10–12. Items included in this guide are from the Spring 2022 TELPAS Writing Field Test.

The responses you see in this guide are student responses to a writing prompt administered online in the spring of 2022. 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 annotations focus on the specific responses. 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 are included in this guide for your reference.

## ELPS-TELPAS Proficiency Level Descriptors Grades 2-12 Writing

Beginning	Intermediate	Advanced	Advanced High
<p><b>Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</b></p>	<p><b>Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</b></p>	<p><b>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.</b></p>	<p><b>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.</b></p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• ability to label, list, and copy</li> <li>• 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</li> <li>• present tense used primarily</li> <li>• 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</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English</li> <li>• high-frequency vocabulary; academic writing often has an oral tone</li> <li>• loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning</li> <li>• repetition of ideas due to lack of vocabulary and language structures</li> <li>• present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies</li> <li>• descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas</li> <li>• primary language features and errors associated with second language acquisition may be frequent</li> <li>• 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</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns</li> <li>• emerging grade-appropriate vocabulary; academic writing has a more academic tone</li> <li>• use of a variety of common cohesive devices, although some redundancy may occur</li> <li>• 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</li> <li>• occasional second language acquisition errors</li> <li>• communications are usually understood by individuals not accustomed to the writing of ELs</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• occasional difficulty with naturalness of phrasing and expression</li> <li>• errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication</li> </ul>

## TELPAS Twelve-Point Writing Rubric

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

## **Grades 10–12 Writing Question and Scored Responses**

### **Prompt**

In many families, there are rules that children have to follow. For example, some children have to go to bed at a certain time. Some children have a limit on how much television they can watch.

- Describe what rules your family had when you were little.
- Explain why you liked or did not like those rules.
- Tell about a time when you wanted to break a family rule or when you did not follow a family rule. What did you do? What happened?
- Do you think it is important to have rules for children? Why or why not?

### Score Point 3

I remembered that a rule when I was little was that I had to be at bed by 8:00 P.M.  
I wanted to break that rule, but I was not able to break the rule.  
Its important for children to have rules so they can be safe.

#### Vocabulary – 1

This response consists of only simple and routine language. The writer demonstrates significant reliance on reappropriating prompt language throughout the response. The word choice is often repetitive (“rule,” “break”) due to the writer’s limited vocabulary and lacks any attempt at specificity. The response contains no notable spelling errors, but for this grade-level, that alone is not enough to elevate the score.

#### Usage – 1

The writer of this brief response uses a series of simple sentences to communicate the message. The response features repetitious structures (“I wanted to break that rule”; “I was not able to break the rule”) and does not present writing that is varied enough to demonstrate even a limited control of English grammar usage. Some errors, including an inappropriate preposition (“be at bed”), also interfere with comprehension.

#### Completeness – 1

The writer attempts to communicate a message intended by the prompt, but this response remains cursory and vague in its explanation. The writer adapts portions of the prompt (“that a rule when I was little”; “I wanted to break that rule”; “Its important for children to have rules”) to introduce vague details with insufficient expansion (“I had to be at bed by 8:00 PM”; “I was not able to break the rule”; “so they can be safe”). Overall, the student lacks the language necessary to align to the task with any degree of detail or specificity.

## Score Point 4

The only rul that I had when I was litte is that I have to sleep at 8:30 and in thee wekends at 9:30 or 10

I did not like those rules because I like to be out playing with my friends at the street

When it was a Thursday I was out with my friends telling horror stories and it was already 9 and my mom was mad at me.

Yes but no dramatic, you have to let childrens be happy, you only have to educate them and teach them was right and what not

### Vocabulary – 1

This response shows a reliance on routine and simple vocabulary that lacks specificity. The writer struggles to find appropriate words (“no dramatic”) when attempting to incorporate more specific and less familiar language. There are also some spelling errors (“rul,” “litte,” “thee,” “wekends”) that interfere with comprehension in places.

### Usage – 1

The writer demonstrates no consistent control over simple English grammar usage or simple tenses. While there are a few attempts at punctuation, sentences run together frequently, interfering with comprehension. The simple structures of the sentences are frequently repetitive, and structural errors (in thee weekends,” “to be out playing,” “at the street”) show possible interference from the writer’s primary language and interfere with the writing’s clarity.

### Completeness – 2

The writer demonstrates the ability to craft a limited message that is minimally effective at addressing the intended task. The response contains some phrases to provide a limited sequence to the writer’s explanation (“I did not like those rules,” “When it was a Thursday”) and uses separate sentences to address each point of the prompt. The writer’s shift to address the prompt’s final question is initially unclear (“Yes but no dramatic”) with word choice and structural issues affecting the clarity of the writing’s progression. Overall, the writer offers some limited detail and specificity in the descriptions.

## Score Point 5

In my house my mom have 3 rules. The firste rules is him focus in my class and my school. Is very important focus in my class because is depend my future and my university. The second rules is him my brothers and my clean the badroom/ the cload in the closet, the shoes in the closet, the instruments organizattoon and the other thing in your place. The lasyt rules is the time eat no phone in the desk. The time eat is the moment speaking in my day, school or how are you etc. In myopinion is very important to have rules for kids because help your education and comportamiento.

### Vocabulary – 2

The writer relies on a limited range of language throughout this response and includes repetition in the word choice (focus in my class . . . very important focus in my class). Often, the wording is vague (“thing in your place”). The response contains some misspellings (“firste,” “badroom,” “cload,” “organizattoon,” “lasyt”) that interfere somewhat with comprehensibility, and some spelling errors (“comportamiento”) show interference from the writer’s primary language.

### Usage – 1

The writer demonstrates no control over simple English grammar structures or simple tenses. While punctuation is used somewhat appropriately to break up thoughts, the sentences contain widespread agreement errors (“my mom have 3 rules”; “The firste rules is him focus in my class”) and structural issues (“Is very important focus in my class”; “The lasyt rules is the time eat no phone in the desk”; “The time eat is the moment speaking in my day”) that may stem from interference from the writer’s primary language. The high frequency of these errors interferes significantly with comprehensibility.

### Completeness – 2

The writer communicates a message that responds to the intended task in a limited way with some minimal expansion. The response makes use of some words and phrases to sequence their explanation, but these are simple and often repetitive (“In my house,” “The firste rules,” “The second rules,” “The lasyt rules,” “In myopinion”). The writer attempts to offer some explanation on rules that they had to follow when they were younger, but frequent usage errors affect the clarity of some of these details. The writer offers notably fewer attempts to address other aspects of the prompt. Responding to why it is important to have rules for kids, the writer only offers the sparse detail that it will “help your education and comportamiento.” Overall, the level of detail and specificity is lacking throughout the response and represents writing that addresses the prompt in only a limited way.



## Score Point 6

My parents have always been very strict on keeping our hose clean, so one of the main rules we had was to always clean up after or selves. I like this rule because it has helped me divelope habits that keep me organized and clean. Another rule we had was that we had to turn off the tv by 9 and go to sleep. One night I didn't want to go to sleep so I turn on the tv after my mom had alreadygone to bed, but it was a mistake. If I had followed the rules I would have not been tired to wake up for school that day. I think that rules are important bcause it set disiplin on the children and they divelope good habits.

### Vocabulary – 2

The writer mostly uses routine words and language with a limited variety to form the message. Attempts at more specific word choices remain rather general and vague (“organized,” “clean,” “good habits”) throughout the writing. The response contains some spelling errors (“hose,” “or selves,” “divelope,” “important,” “disiplin”) that occasionally interfere with ease of comprehension and may show some interference from the student’s primary language.

### Usage – 2

The writer demonstrates some control over simple tenses and grammar structures and employs punctuation somewhat effectively to break up sentences. There are still some structural issues within sentences (“I would have not been tired to wake up for school”; “it set disiplin on the children”) that interfere with comprehensibility in places.

### Completeness – 2

The writer communicates a message with minimal explanation that shows a limited effectiveness at responding to the task. The writer incorporates some phrases to slightly sequence events, but their use is repetitious (“so one of the main rules,” “I like this rule because,” “If I had followed the rules,” “I think that rules”). The writer offers a sentence in response to each point of the prompt, and the explanations offer some limited details (“clean up after or selves”; “divelope habits that keep me organized”; “I turn on the tv after my mom had alreadygone to bed”; “I would have not been tired to wake up for school”).

## Score Point 7

Some rules that my family had were that we weren't allowed to carry things that were heavy for us or things that could break easily. Well as a kid I didn't like them because it made me seem weak and that I wasn't careful. When I was a kid I actually ended up breaking something because I didn't care about the rule but once I broke it I cared then I was so scared of what my parents would do or tell me but when I broke it my older brother helped me clean it up and was telling me that this is why we have that rule and that I was gonna need to tell my parents what I did once I got home. When they got home I told them what I did and what happened they just asked what I broke and I told them and then they told me the same thing my brother did and said that it's okay to ask for help it doesn't show that your weak it just shows that sometimes your gonna need help and that help will always be a good thing. I think it is important to have rules for children because if they don't how are they gonna learn.

### Vocabulary – 2

This response features a limited range of language. The writer often resorts to repetitious word choices because of a limited vocabulary. When searching for more precise words, the writer often seems to struggle in efforts to find the most appropriate word (“and that I wasn’t careful” rather than the more concise “careless”). Overall, the language used lacks specificity as the writer describes things in rather vague terms (“something,” “it,” “good thing”). While the writing is free of spelling errors, this alone is not enough to elevate the vocabulary score. For this grade level, we expect to see a broader range of grade-appropriate vocabulary.

### Usage – 2

The writer demonstrates some control over simple English-grammar structures and tenses. There are some structural issues that occur as the student attempts to incorporate more expanded structures (“carry things that were heavy for us”; “I didn’t like them because it made me seem weak and that I wasn’t careful”). The writer uses some appropriate punctuation, but the response also contains two lengthy run-on sentences. These sentences require more appropriate punctuation to effectively break up the writer’s thoughts. As the ideas run together, they interfere significantly with comprehension.

### Completeness – 3

The writer communicates a message that is mostly effective at responding to the task. The response is organized into separate sentences that respond to each point of the prompt, but the lengthy nature of some of these sentences can sometimes affect the clarity of the writing’s progression. The writer includes some of the appropriate words and phrases needed to sequence parts of the descriptive and narrative sections (“Some rules,” “Well as a kid,” “When I was a kid,” “When they got home”). The writer provides explanations on some of the ideas. The description of a rule that the writer’s parents had and the explanation of why it is important for children to have rules are developed only briefly. However, the writer narrates a time when they broke their parents' rule with some significant detail including some feelings that they had (“I was so scared of what my parents would do”). Overall, the response features some uneven development but offers enough specificity to somewhat complete the task.

## Score Point 8

When I was little my family did have some rules which were Not to say bad words , not to listen to a stranger , we had to sleep early , We had to eat healthy , If we had to stay home alone with our big brothers we had to listen . I did kind of liked this rules because from a certain age I knew that in order to get what i wanted i needed to follow rules and to behave . There was one time My family and I had gone to visit some frinds of my mom and dad , and my brother back then was so hyperactive and he would only pick on me because Im the only brother he has , I didn't wanted to play with him and there was a ponit where I got hella mad and I said Like Five bad words to him and everyone at the moment started laughing but Once we got home they got after me bcause I was too Little to be saying those badwords. i think it is important to have rules with the small children because What you want is for them to be obedient and not to complain over things .

### Vocabulary – 3

The writer employs a range of appropriate language to deliver the message. Though the response shows more comfort with grade-appropriate social language, there is a slight decline when more academic language is required. The writer sometimes uses precise word choices (“bad words,” “hyperactive,” “obedient”), but the response lacks consistent specificity in its language use. There are some capitalization errors and minor misspellings throughout the response, but they do not significantly interfere with comprehensibility.

### Usage – 2

The writer demonstrates only a limited control over basic English grammar structures and tenses. The writer has trouble maintaining appropriate agreement throughout the response and produces many structural errors (“I did kind of liked this rules”; “I didn’t wanted to play”). The writer incorporates punctuation that is only minimally effective at appropriately breaking up sentences. The high frequency of these run-on sentences significantly affects the writing’s clarity and sometimes interferes with comprehension of the message.

### Completeness – 3

The writer communicates a message with some detail that is mostly effective at addressing the intended task. The response includes some use of appropriate words and phrases (“When I was little,” “I did kind of liked this rules,” “There was one time,” “at the moment,” “Once”) needed to sequence the progression of ideas. This language is employed less effectively during the narration about a time when the writer broke a rule as the thoughts tend to run together and detract from the clarity of the writing’s progression. The writer addresses the first question and expands on a variety of specific rules from childhood (“Not to say bad words,” “not to listen to a stranger,” “sleep early,” “eat healthy”). The writer’s response to the prompt’s second part is less expansive but does offer some specifics, noting that following rules as a way to get something one wanted. However, the writer offers no further specifics on those ideas. The narration of a time when the writer broke a rule offers some more significant explanation. The writer concludes with a somewhat specific response to the final point of the prompt, explaining only that it is important to have rules for children because “you want is for them to be obedient and not to complain over things.” Overall, the response features some uneven development, but the writer communicates a message that is mostly effective at responding to the prompt.

## Score Point 9

Some rules my family had when I was little was to sleep early during weekdays, always be kind with olders, always say please and thank you, never speak when someone else is speaking, always put away my stuff after using it, and etc. For me, I didn't really mind having rules since I've always followed them either way. One time I fell asleep really late at night that the next day I didn't want to go to school, since I was tired. My mom didn't really get mad at me for doing that but she did send me to school that day and that was my punishment. I think it's important for children to have rules because sometimes they need boundaires.

### Vocabulary – 3

The response contains a range of appropriate language. The writer does not struggle to find the correct words often but does so on occasion (“always be kind with olders”) and uses precise language at times (“sometimes they need boundaires”). Spelling errors are uncommon and do not interfere with understanding.

### Usage – 3

The writer demonstrates a developing ability to form complex sentences. The sentence structures throughout the response are clear and frequently feature multiple clauses without any real confusion. The writer primarily uses simple past tense throughout the response with occasional use of the present tense at times, demonstrating some ability to use multiple tenses correctly but not in an especially advanced manner. Grammatical errors are infrequent and do not impede understanding.

### Completeness – 3

The writer is mostly successful in responding to the task and explains the rules in some detail with a relevant example of not following the rules and the consequences of that action. The writer’s example is relatively well developed. It calls back to a rule mentioned earlier (“to sleep early during weekdays”), how the writer felt (“I didn’t want to go to school, since I was tired.”), and how the writer’s parents responded (“My mom didn’t really get mad . . . but she did send me to school”). The writer also successfully uses some appropriate words and phrases to sequence the response (“One time”).

## Score Point 10

When I was younger I had very strict rules with my parents. My bedtime was at 8pm i couldnt stay up and play video games or watch TV past that time. I couldnt eat large amounts of food before bed. I wasent allowed to shower and then sleep. They sound wrong but honestly in my opinion i agree with what they were doing. They wanted me to stay strong and healthy. I couldnt eat large amounts of food becuase i'd wake up sick to my stomach. I couldnt take a shower becuase having long wet hair could be dangerous and give me extreme headaches. Reason why they set my bedtime very early is so i wont be cranky and annoyed in the morning for having little hours of sleep. They did all of this because they care and they look out for me. I do remember being rebelious and going against my parents rules. I stayed up past my bedtime becuase I was playing my videogame. I really wanted to complete a quest I had. As soon as my parents found out they got very mad at me and took my gaming system away. Which is very understandable because it was a school night and i decided to stay up. Yes i do beleive so. Children need rules in order to keep them in shape and ready. I wouldnt say strict rules to make the child be anxious and hating the parents.

### Vocabulary – 3

In this response, the writer uses a variety of appropriate social language, though more sophisticated and academic language is lacking. At times the writer uses some evocative language (“sick to my stomach,” “extreme headaches”), but it is not consistently precise. Spelling errors are somewhat common, though they do not generally interfere with comprehensibility.

### Usage – 3

The writer shows some developing ability to write more complex sentences and does not struggle writing clear sentences even when they are longer. However, the writer uses the same structure repeatedly throughout (“I couldnt. . .”; “I wasent. . .”; “I stayed up. . .”). Errors in usage are not especially common, but the writer does occasionally omit words (“Reason why they set my bedtime”). While these errors do not interfere with comprehension, they can be distracting.

### Completeness – 4

The writer includes plentiful detail about both the rules (“I couldnt eat large amounts of food before bed”; “My bedtime was at 8pm”) and the reasons behind them (“because i’d wake up sick to my stomach”; “so i wont be cranky and annoyed”). The writer consistently attempts to remain analytical and understanding of the parents’ rationale for the various rules and expands on the rules that are laid out.



## Score Point 11

Some rules my family had for me to follow was not to swear, go and play outside when ever mom was cooking, have manners, and to do everything on my own. I both like and didn't like the rules because now that I think about it these rules only applied to me or an cousins who are female while the boys could do anything and was given evrything by hand. Maybe because I grew up with all boys in my life I tend to get in troudle a lot. I would hear my brothers and cousins swear and I would repeat the words at home and would get a punishment for it. The boys could have their feet on the table and once I did I would get yelled at well at least from my mom. When mom was not around I could do anything I "wanted" which would be fighting with my brothers, yell, and watch tv a little more than usual. I was a hardcore daddy's girl if I got in a fight with my mom when I was little for eat chocolate, I would wait all day outside until my dad came home to tell him what happen. But now that I understand what my mom was doing because I can do most of the things by myself while my brothers struggle in life because all their life they were use to getting everything handed to them until they realized that life isn't like that. So thank you mom.

### Vocabulary – 4

The writer uses a range and variety of language consistently throughout the response, and the vocabulary is usually precise. The writer is able to strike an appropriate and intentionally conversational tone through the usage of such phrases as “I was a hardcore daddy's girl” and “they were use to getting everything handed to them.” Spelling errors are infrequent and do not interfere with comprehensibility.

### Usage – 3

The writer demonstrates a developing ability to write complex sentences. While these sentences are sometimes longer than they need to be, they do not run together excessively or cause difficulty in comprehension. Errors in using the correct forms of words are somewhat common throughout the response (“when I was little for eat chocolate.”; “while the boys could do anything and was given evrything by hand”) along with other grammar errors. However, these errors can be somewhat distracting but usually do not interfere with understanding.

### Completeness – 4

The response contains plentiful and specific detail that helps to fully address the task. The writer has numerous examples of rules and times that she got in trouble for not following them. These examples all serve to support the writer’s main theme about the different rules she had to follow compared to her male relatives. This central idea helps to give the response focus and cohesion, aided by the sequencing of the response wherein the writer lays out the main theme in the beginning, supports it through the middle, and then returns to it and reexamines it in the end. Overall, the writer achieves her intended goals and fully responds to the task.

## Score Point 12

My mom has a very strict rule on keeping your room clean at all times. I always hated the rule. Why should I have to keep my room clean if no one else will occupy the space? My mom seemed to be the only person who cared about it and in my mind, she was choosing to be upset when my room inevitably would not stay clean. Also, it seemed hypocritical that I had the obligation of keeping my room clean when 95% of the time, my mom's room was the messiest room in the house!

However, my resistance to her rule wouldn't last forever. This was around the worst time of my life; I was stressed to the max because of school and keeping my room clean was the last thing on my mind. My mom for about a week had been nagging me to clean my room and I told her I would get to it, knowing I wouldn't anytime soon. One day, my mom came into my room, saw the mess, and decided she had had enough. She grabbed my most precious possession, my ukulele and smashed it over me. I was heartbroken. My very first instrument was broken and I was in pain. I yelled at her in retaliation and for my disrespect, I was grounded for months. Her punishment worked. I kept my room clean. But strict rules and punishment can tarnish a child and their parents relationship.

### Vocabulary – 4

The writer consistently uses a variety of both social and academic language throughout this response. Specific and sophisticated word choice is prevalent (“inevitably,” “obligation,” “hypocritical”) and is used effectively and correctly. Spelling errors are few and far between and do not interfere with comprehension. Overall, the writer is able to use vocabulary to produce a well written response.

### Usage – 4

The writer uses a wide range of sentence structures from short and simple to more complex and uses this variety of sentence structures effectively by writing longer sentences to add more information (“My mom for about a week had been nagging me to clean my room and I told her I would get to it, knowing I wouldn’t anytime soon”) and knowing when to use short, simple sentences to add emphasis (“Her punishment worked. I kept my room clean”). Additionally, the writer uses multiple and complex tenses effectively throughout the response.

### Completeness – 4

The writer fully addresses the task with specificity and detail, using varied words and phrases to sequence the response and to show the relationships between ideas. The use of “However” to open the second paragraph does a good job of differentiating the beginning explanatory portion of the response from the narrative portion to come. This skillful usage of a transition, along with others, helps to add cohesion to the writing. Additionally, the writer provides ample and specific detail to fully elaborate on and develop the points throughout the response.