



Texas English Language Proficiency Assessment System

**TEL PAS Writing
Scoring Guide
Grades 8-9**

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 8-9. 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

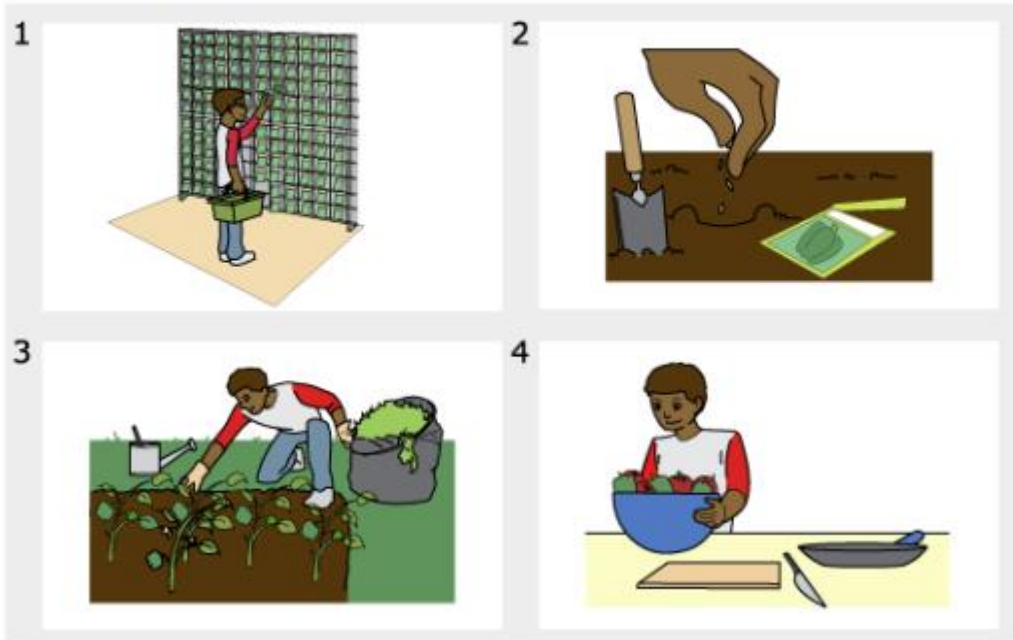
As part of the TELPAS writing assessment, rubrics were developed to determine the score points that should be ascribed to a student's response based on their performance on a particular item. The rubrics demonstrate the possible number of score points that students can achieve on each writing test item. 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 8-9 Writing Questions and Scored Responses

Question 26

Look at the pictures. Use the pictures to write a story. Your story should have a beginning, a middle, and an end. Write about each picture in order. Include as many details as you can.



Prompt

- Tell who the person is, where the person went, what the person did, and why.
- Explain what the person saw, what the person thought, and how the person felt.

Score Point 3

Response 1

The person in 1 he is baying seed for hes form and the pant
gunw and he got veglvos

Vocabulary – 1

The writer relies on high-frequency words ("baying," "hes," "form," "pant"), and many words are misspelled ("gunw," "veglvos"), interfering with the reader's understanding.

Usage – 1

The writer makes grammar usage errors that interfere with comprehensibility ("person in 1 he," "hes form"), and the response consists of only a couple of thoughts.

Completeness – 1

Beyond identifying picture one in the stimulus, the writer connects ideas with "and," and provides little detail to the story, reflecting a minimally effective attempt to tell a story.

Response 2

the boy want to nowk the and thing he went to see a plant and
they he was the totolars

Vocabulary – 1

The response consists of high-frequency words, and spelling errors frequently interfere with understanding ("nowk," "totolars").

Usage – 1

The response is one sentence in the past tense with a usage error ("the boy want to"), and the error interferes with comprehensibility.

Completeness – 1

The response lacks detail, and the writer displays little ability to sequence events ("and they he was the totolars") and is only minimally effective in communicating the intended message.

Score Point 4

Response 1

the boy is buying seeds and goes to plant they and the plants
stared growing and whom are grown he to the plant AND
NOW HE IS CUTING

Vocabulary – 1

The writer demonstrates knowledge of routine words (“buying seeds,” “plants,” “growing,” “CUTING”) but misuses words in places (“they” used for them).

Usage – 1

Although the writer uses a gerund (“buying”) and compound clauses (“and”), grammar errors often interfere with understanding (“whom are grown he to the plant”). Verb tenses are used inconsistently.

Completeness – 2

The writer describes several events in logical order, demonstrating a limited ability to sequence events (“and goes . . . plants stared growing . . . AND NOW”); details are limited as well.

Response 2

firs he go get seds to grow then he put them it mod then he
colect all the frut the he go to the quichen.....

Vocabulary – 1

The language is repetitive, and the writer uses high-frequency words. There are widespread spelling errors, (“firs,” “seds,” “mod,” “quichen”) that impede comprehension. In addition, the spelling of kitchen (“quichen”) reflects borrowing from the student’s native language.

Usage – 1

There are grammar usage errors (“firs he go get seds”) that could impede understanding.

Completeness – 2

Cohesive words and phrases are limited (“firs,” “then,” “then”) along with few details to align to the task. The writer demonstrates a limited effectiveness in communicating the intended message.

Score Point 5

Response 1

The person is garden and he went to market to buy same plant and then he went to gard to push them in the soil next take water for them and after few week they grow it and he take them for cooking ..

Vocabulary – 2

The writer uses vocabulary that is limited in range and variety. Misspelled words could interfere with comprehension (“same,” “gard”).

Usage – 1

The sentences are mostly simple, and the writer uses “and” frequently to tell the story. Verb tenses are inconsistent throughout the response. There are grammar usage errors that interfere with comprehensibility (“is garden,” “next take water”).

Completeness – 2

There are few details that align to the task, and cohesive words are limited as well (“then,” “next,” “after few week”). Overall, the writer demonstrates limited effectiveness in communicating the intended message.

Response 2

One boy will going in the store so he getting seed. He starting put seed in his garden and he pour water on garden. He pick up on plant then get plant in his home because he starting knife on plant for ready the food.

Vocabulary – 2

The writer uses vocabulary that is limited in range and variety (“store,” “seed,” “plant”), and spelling is controlled throughout the response.

Usage – 1

The writer makes significant grammar usage errors, including verb usage and dropped words that interfere with comprehensibility (“One boy will going in the store so he getting seed”). There is also some confusing wording (“he starting knife on plant for ready the food”).

Completeness – 2

There are few details to align to the task (“put seed in his garden,” “pour water on garden”), and cohesive words are limited as well (“He starting,” “then”). Overall, the writer demonstrates limited effectiveness in communicating the intended message.

Score Point 6

Response 1

Theres a little kid who went to shop for plants likr flowers or the fruit plants and he went to do that because he like things to do with plants or fruits or vegables and he got home and planted his food and then he waited weeks for it to grow and when it it he got the jalapellos that the planted and after he washed them he is going to cut them to make food

Vocabulary – 2

The writer uses a limited range of vocabulary (“planted his food,” “grow,” “make food”), and a few misspellings that may impede comprehension.

Usage – 2

The sentences are more simplistic, and verb tenses are used inconsistently (“after he washed them he is going to cut them”). In addition, several grammar errors may interfere with understanding (“because he like things”).

Completeness – 2

The writer provides some limited sequencing of events (“then,” “when,” “after”) and offers a few details for the story (“fruits or vegables,” “jalapellos”).

Response 2

1. The guy went to a store to buy pepper seeds to plant. 2. The guy is planting his pepper seeds. 3. the guy is cultivagting his peppers. 3. The guy is going to cut his peppers.

Vocabulary – 2

The writer presents a limited range and variety of vocabulary and uses repetitive words and phrases (“The guy”). Spelling throughout the response is generally correct with one error (“cultivagting”).

Usage – 2

The writing consists of simple sentences with no attempts at more complex structures, and although buying seeds is in the past tense, the rest of the response is written in the present tense.

Completeness – 2

The writer organizes the story based on the pictures in the stimulus. However, only a few details are provided (“peppers”). Overall, the writer shows limited effectiveness in communicating the intended message.

Response 3

2 weeks ago I wen to the store to buy a chili seed to plant I bought them when I got home bi plant or them after 2 weeks they were borm took them out of the bush and I am cooking them

Vocabulary – 2

The writer uses vocabulary that is limited in range and struggles to use words correctly at one point (“when I got home bi plant or them”). A few spelling errors (“wen,” “borm”) could impede comprehension.

Usage – 2

The response includes mostly simple sentences with an attempt at a more complex sentence structure (“when I got home . . .”). There is a tense shift from past to present in the last sentence (“took them out of the bush and I am cooking them”).

Completeness – 2

The story contains a few details to align to the writing task, and cohesive phrases are limited as well (“2 weeks ago,” “after 2 weeks”). The writer demonstrates limited effectiveness in communicating the intended message.

Response 4

fist he goes and pick up some seeds then he puts them on the ground so they can grow out then he comes back it was redy he picked it up the he made some egreds with the plant he did a meale then he ate it.

Vocabulary – 2

While there is an attempt to use a wider range of vocabulary, spelling errors interfere with comprehensibility (“redy,” “egreds,” “meale”).

Usage – 2

The sentences are mostly simple, but a compound sentence can be found (“he puts them on the ground so they can grow”). There are usage errors (“he goes and pick up some seeds”), including plural vs singular errors (“so they can grow. . . it was redy”). Tenses are used inconsistently as well (“he puts them on the ground,” “he picked it up”).

Completeness – 2

The writer provides limited sequencing words (“fist,” “then,” “then,” “then”) and only a few details to align to the task, demonstrating limited effectiveness in communicating the intended message.

Score Point 7

Response 1

Jeremy was a kid who saw a ig plant out on his neighbor house, he decide to grow one, just like the one of his neighbor. He ask his mom to drop him on a store so he can buy the seeds, he buy many seed of many types of plants, when he get home, he start digging some holes to plans the seeds. Jeremy have finish all the holes, and he start puttion on all the seeds, after finish he drop the water over the seeds, he wait, until the plants grow enough, he notice that he can use the vegetables he crop and use them to cook. jeremy take all his vegetables, he wash them and he make him self a soop!

Vocabulary – 2

The vocabulary reflects a limited range and variety of word choice (“He ask his mom to drop him on a store”), and several misspellings (“ig,” “puttion,” “soop”) may interfere with comprehension. There is also evidence of struggling to find the right words in English (“he drop the water over the seeds”).

Usage – 2

The writer makes frequent sentence-formation and grammar usage errors (“he decide,” “drop him on a store”) and goes between the past (“saw”) tense and the present tense (“ask”).

Completeness – 3

The writer provides a narrative with some detail and sequencing of events, including a beginning (“saw a ig plant”), middle (“he start digging some holes”), and end (“he wash them”). This story reflects a mostly effective effort to communicate the intended message.

Response 2

Pedro went to the store and grabed seeds to plant his tomatoes because he wanted to eat tomatoes, after he planted his tomatoes they grew up and he felt happy because he did a good joob.

Vocabulary – 2

The vocabulary is limited in range and variety with some repetition (“plant his tomatoes . . . planted his tomatoes”), and a few words are misspelled (“grabed,” “joob”).

Usage – 3

The writer demonstrates an emerging ability to write more complex sentences (after he planted his tomatoes they grew up and he felt happy because he did a good joob”), and infrequent grammar usage errors do not interfere with the reader’s understanding of the writing.

Completeness – 2

The writer’s use of sequencing words is limited (“because,” “after”), and the relationships between ideas are not always clear. The writer offers few details and narration to add clarity to the story and demonstrates limited effectiveness in communicating the intended message.

Response 3

First the kid go to the stor and he go to de seeds and he get the seeds that he is going to tack. Then he go home and he go to hes graden and plant the seeds that he may from the stor. Then days pass and he whent to go check hes graden and he cleands it he takes the dead leaves and he water the plants .
Then he when to go take the papers that are good and he takes then home and hes ready to it them .

Vocabulary – 2

The writer’s use of vocabulary is limited in range and variety, and several words are not spelled correctly (“stor,” “graden,” “whent”) that may interfere with comprehensibility.

Usage – 2

The sentences are mostly simple, and the writer switches between the present tense (“go,” “plant,” “takes”) and the past tense (“days pass and he whent”). Errors in English grammar, such as verb usage (“kid go,” “he water”) and possessives (“hes”) occur throughout the response and sometimes interfere with comprehensibility.

Completeness – 3

The writer provides a narrative with sequencing of events using cohesive words and phrases (“First,” “Then he go home”) and offers some detail (“takes the dead leaves,” “water the plants”). Overall, the writer is mostly effective in communicating the intended message.

Response 4

This person probably was shopping for something he needed, he felt like going to the seed area he saw green peper seeds he decided to grab some since he felt the it was maybe easier to plat some and that it was that time of the year to plant any kind of seeds, instead of buying green peper he plan some he started to shouble out the dirt pour in the seeds add water to it let it sit for a dew days or weeks when a few weeks pass he decided to go out and check them he saw the leafes already growing after time already passed the green peper was done that he was able to cut it from its steam.

Vocabulary – 2

The writing consists of vocabulary that is limited in range and variety and repetitive at times. Numerous misspellings of routine words could interfere with comprehension (“shouble,” “dew,” “leafes,” “steam”).

Usage – 2

The sentences are mostly simple, and the tense is inconsistent (“when a few weeks pass he decided to go out”). There is some awkward wording as well as a few usage errors (“the green peper was done that he was able to cut it from its steam”).

Completeness – 3

The writer provides a narrative with some detail and sequencing of events using cohesive words and phrases to clarify relationships (“he started to,” “when a few weeks pass,” “after time already passed”). The narrative is explained in some detail, and the writer is mostly effective in communicating the intended message. However, the response lacks the specificity needed to complete the writing task and earn a higher score.

Score Point 8

Response 1

A kid name George goes to the store to buy some plants seeds to start a garden when he gets home George starts to plant the seeds in his back yard and cleaning it. When the months pass hes seed grew in tomatos so he picks them up to prepare them for food.

Vocabulary – 3

The writer uses a variety and range of language (“back yard,” “cleaning it,” “picks them up”), and a few misspellings (“hes,” “tomatos”) do not impede the reader’s understanding of the story.

Usage – 2

Sentences are mostly simple with an attempt at a more complex structure (“when he gets home George starts . . .”), and the tenses are used inconsistently (“hes seed grew in tomatos so he picks them up”), possibly interfering with the reader’s understanding. In addition, the writer makes a few usage errors (“kid name George,” “to buy some plants seeds”).

Completeness – 3

The writer uses some cohesive words and phrases to sequence events (“when he gets home,” “When the months pass”) and presents some details, making the narrative mostly effective in conveying the intended message.

Response 2

The little boy had bought big pepper seeds. He had planted them months before the vegetables started growing. The boy had been taking care of his vegetables he was picking up the the dead leafs that the plant contained over it period of growing. The buy looked once the big red and green peppers had finally grew . The boy was ready to chop them and to cooked them.

Vocabulary – 3

The writer provides a variety and range of language, which is sometimes precise (“big pepper seeds,” “months before,” “dead leafs”). A few misspellings (“vegetables,” “leafs,”) only minimally interfere with comprehension.

Usage – 2

The sentences are mostly simple, and the tenses are sometimes used inconsistently. There are a couple of usage errors that could impede comprehension (“had finally grew,” “to chop them and to cooked them”).

Completeness – 3

The writer uses some appropriate words and phrases to sequence events (“months before,” “started growing”) and presents a mostly effective narrative in some detail in response to the prompt.

Response 3

First theres a kid, he went to the store to buy some pepper seeds. After he left the store he went home and he planted the seeds. He would take care of them everyday and when they grew he cut them. Finally he went and cut some peppers and he cooked them.

Vocabulary – 2

The writer features a limited range of vocabulary with a lot of high-frequency and simple words. There is only one misspelling (“theres”) in this response.

Usage – 3

The writer demonstrates an emerging ability to write more complex sentence structures, displaying complex and compound sentence structures. Excluding the introductory clause (“First theres a kid”), the past tense is maintained correctly throughout the response. The adjective “everyday” is used instead of the adverb “every day,” but this does not interfere with comprehension.

Completeness – 3

The writer uses the appropriate words and phrases to sequence events (“First,” “After,” “everyday,” “when,” “Finally”) and offers some detail to describe what happens in the story.

Response 4

Once upon a time there was a boy called Jareth, Jareth went to the store to buy seeds, he feels happy because he loves to plant seeds on his garden, he bought 4 little packegs of different seeds.

When he got home he went directly to his little garden that he has on his back yard, he started putting some seeds on the dirt, then he covered them, and then he added water.

He started picking up some vegetables that wer ready to use.

He brought theme inside, he washed theme and then he made a deliciouse salad.

Vocabulary – 2

The writer features vocabulary that is limited in range and repetitive (“buy seeds,” “plant seeds,” “different seeds,” “some seeds”). There is evidence of struggling to find the right words at times (“he started putting some seeds on the dirt”). There are several misspellings in this response as well (“packegs,” “wer,” “deliciouse”).

Usage – 3

The writer demonstrates an emerging ability to write more complex sentence structures. Although there is a tense shift (“Jareth went to the store to buy seeds, he feels happy because he loves to plant seeds”), the past tense is maintained throughout the remainder of the response, and grammar usage errors do not significantly interfere with comprehension.

Completeness – 3

The writer offers some linking words and phrases used to sequence events (“When he got home,” “then,” “He started”) and presents a mostly effective narrative in some detail (“4 little packegs of different seeds”).

Score Point 9

Response 1

A little boy went to I would assume a plant shop and bought green and red pepper seeds. He then went home and planted the seeds time passes allwing the plants to grow and he picks the peppers that were fully grown. Lastly he takes them inside of his home to cook.

Vocabulary – 3

The writer uses a variety and range of grade-appropriate social language and uses some precise vocabulary (“assume,” “allowing”). Correct spelling is maintained throughout the response.

Usage – 3

The sentences are mostly simple, but the writer demonstrates an emerging ability to write more complex sentence structures (“A little boy went to I would assume a plant shop and bought green and red pepper seeds”). Tense and grammar are correctly maintained throughout the response.

Completeness – 3

The writer presents a clear narrative in response to the writing task, although details are not always specific (“planted the seeds . . . picks the peppers”). Cohesive devices help to sequence events and clarify relationships between ideas (“then,” “time passes,” “Lastly”).

Response 2

Jeff was interested in gowing plants so he thought of buying himself some seeds to grow for himself. he went to the closes plant shop to buy himself pepper seeds and tomato seeds. As he got home he started to dig and plant the seed. As days go by he starts to see results and when he finally saw the lenght he wanted he started to gather them. After he cut and washed the veggies he started to cook, nd after his meal he was amazed on how the vegetables came out.

Vocabulary – 3

The writer displays a variety and range of language (“interested in gowing plants,” “closes plant shop”), and a few misspelled words do not significantly interfere with comprehensibility.

Usage – 3

The writer demonstrates an emerging ability to craft more complex sentence structures, constructing both compound and complex sentences. There are a couple of shifts between the past and present tense, and grammar usage errors do not interfere with the reader’s understanding of the writing.

Completeness – 3

The writer presents a mostly effective narrative with a clear beginning, middle, and end in response to the task. Cohesive devices help to sequence events and clarify relationships between ideas (“As he got home,” “As days go by,” “finally,” “After”), and some details (“pepper seeds and tomato seeds”) help the writer mostly communicate the intended message.

Response 3

Nice little boy went to the plant store, in wich he bought some fertile soil. The nice boy's hand carefully grabed some seed to plant them inn some gardening holes he had previously made with a small shovel. Over time he watered the seed to a point where the seed became vegetables. He grabed the vegetables and put them inside a big bag. He then put some of the vegetables he had inside a nig deep plate, aside from it he had a cutting board, a kitchen knife, and a pan. He will prepare the vegetables and cut them in peaces to cook them and eat it.

Vocabulary – 3

The writer shows a variety and range of language, and some of it is precise (“fertile soil,” “carefully grabed some seed”). Occasional spelling errors do not significantly impact the reader’s understanding of the story.

Usage – 3

The writer demonstrates an emerging ability to use more complex sentence structures. There is a tense shift as well as a few grammar usage errors (“to cook them and eat it”), but these errors do not significantly impede understanding the story.

Completeness – 3

The writer presents a clear narrative in response to the task and uses cohesive devices to sequence events and show the relationship between ideas (“in wich,” “previously,” “Over time,” “then,” “He will”). The inclusion of some detail (“a cutting board, a kitchen knife, and a pan”) helps the writer mostly communicate the intended message.

Response 4

The boy was deciding what seeds in he should get the plant and harvest. The little boy had decide on what to plant he headed back home. He had arrived home and gather his materials needed to plant. He made a hole and opened the plastic that had the seeds in. Few weeks has passed and the plants have already grown, The boy with joy harvested the vegetables and headed inside. As headed inside he thought of what to make with the vegetables.

Vocabulary – 3

The writer generally uses a variety and range of vocabulary although some of the word choice could be more precise (“plastic that had the seeds in” instead of “packet of seeds”). In the first sentence, selecting seeds was discussed (“was deciding what seeds in he should get”), allowing the writer the opportunity to select more precise vocabulary in reference to the plant he selected. In addition, there are no spelling errors.

Usage – 3

While there is some emerging ability with more complex usage and sentence structure, there is inconsistent use of tenses and awkward phrasing (“had decide on,” “Few weeks has passed”). These errors do not significantly interfere with comprehensibility.

Completeness – 3

The writer presents a clear narrative with cohesive devices to help sequence events and clarify the relationships between ideas (“He had arrived home,” “Few weeks has passed,” “headed inside”). The story has some details (“with joy harvested”) which help the writer to mostly communicate the intended message.

Score Point 10

Response 1

mikey wanted to make his mom a dinner with their family's special recipe. She was sick and he thought he would make her happy. He went to the seed plant store and got some seeds. He went to pay then went home and planted them in his backyard. Quickly they grew he knew he wouldbe able to make his mom that soup anytime. The grew,he picked them out and washed them. He gathered them in a bowl and mega to cut the veggies. As soon as they were done we went up stairs and gave her the soup in her bed. She felt so much better the next day. He felt proud.

Vocabulary – 3

The writer mostly includes a variety and range of age-appropriate vocabulary that is sometimes precise with some specific details (“family’s special recipe,” “seed plant store,” “gathered them in a bowl”). A few misspelled words appear throughout the response.

Usage – 3

The sentences in this response are mostly clear and demonstrate an emerging ability to write more complex structures. The correct tense is maintained throughout the response, but complex tenses are not attempted. The writer includes some grammar usage errors (“The grew,he picked;” “bowl and mega to cut;” “as they were done we went up”) which do not significantly interfere with the reader’s understanding.

Completeness – 4

Appropriate words and phrases are used to sequence the writing and show relationships between events (“then,” “As soon as,” “the next day”), enhancing the cohesiveness of the response. The writer exhibits a degree of specificity and sufficient details to establish the context and communicate the intended message.

Response 2

A boy named Clark was manting his garden. Clark was grabing a packet of seeds. The seas were blueberry and starberry. clark went to his garden and grabbed gloves to clear up any dead fruit or plants so he could plant his currents seeds. Once he was done Clark started to plant his seeds in the garden. the graden had four rows avalible to him. He grabbed a tiny shovel and cover his freshly planted seeds then went to go grab a water gardener to water his seeds. Clark waited about 2 month and went outside one moring to find his seeds turned into fruits. Clark was excited to see the result and grabbed his gloves and a bagg to put his fruit in. once he grabbed all his fruits he went in his kitchen to wash and cut them. he cut the stem of the fruits then put the fruits to big chopped bits then put them in the plastic container then put them in the refregrater.

Vocabulary – 3

This story includes a variety and range of language that is sometimes precise (“blueberry and starberry,” “four rows available,” “freshly planted seeds”). However, there is evidence of struggling to find the right wording at times (“water gardener,” “then put the fruits to big chopped bits”). Occasional misspelled words do not significantly interfere with comprehensibility.

Usage – 3

The sentences in this response are mostly clear and represent the writer’s emerging ability to craft more complex structures. The past tense is maintained throughout the response, and a few usage errors (“cover,” “2 month,” “put the fruits to big chopped bits”) do not greatly detract from the overall presentation.

Completeness – 4

The writer is very specific about all the steps taken, and appropriate words and phrases are used to sequence the writing (“Once,” “then”) and show relationships between events, adding to the cohesiveness of the response. The writer provides a degree of specificity and sufficient details to successfully communicate the intended message.

Response 3

while at the store the little boy was looking at these packets of plant seeds at the and he thought that it was a grate idea to plant some plant seeds in his backyard. so then later that day when he got to his house he quickly grabbed the packet of seeds from the store with a shovel and some water. so then the little boy quickly ran into his backyard and ripped open the packet of seeds reviling a lot of seeds and so the little boy grabed some seeds from the packet and started planting some seeds into the soil. Then days after days of helping the plants grow he stated to see some improvment live the plants stated to have leaves. The little boy also noticed that there were weeds in the garden so he quickly ran tp go get a trash bag so that he can pull them out and put it in the trash bag. Then when the little boy waterd the plants so that they can grow more. So then a few days later the little boy saw that the fruit frome that plants were all ready to eat and so then he grabbed a big bowl from the kitchen and quickly ran outside to put the fruit into the big bowl so that they are ready to get washed and ready to eat. The little boy quickly ran inside making sure that none of the fruit dropped. The little boy felt so happy for himself.

Vocabulary – 3

The writer includes a variety of grade-appropriate social language that is sometimes precise (“shovel,” “packet of seeds reviling a lot of seeds,” “big bowl”). While there are occasional misspelled words, these errors do not greatly impede the reader’s understanding of the story.

Usage – 3

The sentences in this response are mostly clear and demonstrate an emerging ability to craft more complex structures. The past tense is mostly maintained throughout the response. However, there is a tense shift as well as a few usage errors (“so that he can pull them out and put it in the trash bag”). These errors do not significantly interfere with comprehensibility.

Completeness – 4

Appropriate words and phrases are used to sequence the writing and show relationships, enhancing the cohesiveness of the response (“while at the store,” “then later that day,” “Then days after”). The writer provides a degree of specificity and sufficient details to establish the context and communicate the intended message.

Response 4

James went to the store to buy some plant seeds. Once he bought the seeds he went to his garden. James planted the seeds in hopes to grow a green chili plant. Time passes by and James goes to the garden and starts to pick the chili plant. Once he has picked the ones he has needed he goes inside into his kitchen. There he has a bowl full of chili and starts to decide on what to make.

Vocabulary – 3

This writer includes a variety and range of language that is sometimes precise with some specific details (“green chili plant,” “bowl full of chili”), and spelling is maintained throughout the response.

Usage – 3

The sentences in this response are clear, and the writer demonstrates an emerging ability to craft more complex sentence structures and use more complex tenses. However, there is a tense shift (“Time passes by and James goes to the garden and starts to pick the chili plant. Once he has picked the ones . . .”) that does not impede the reader’s understanding, and grammar usage is generally correct.

Completeness – 4

Appropriate words and phrases are used to sequence the writing and show relationships between events, enhancing the cohesiveness of the response (“Once,” “Time passes by”). The writer provides a degree of specificity and sufficient details to tell a complete story.

Score Point 11

Response 1

The person went to a shelf of seeds to find the seeds they were looking for. They found the seeds they were looking for and they got the seeds. They got the seeds they needed so they left. They then went on to plant them in their garden, so they could grow some vegetables. The person then waited for the seeds to sprout so that they are able to grow the vegetables. Then the vegetables were ripe and ready to eat, he was proud of himself for being able to grow the vegetables. He felt really good about himself for being able to grow the vegetables and how they came out looking so good. He then picked all the vegetables he had grown and went to the kitchen so he could cook with them. He made a salad and it tasted very good, since the vegetables were fresh from the garden. He thought that there was no way that home vegetables could be so good, but they exceeded his expectations in flavors and the richness that the home grown vegetables had.

Vocabulary – 4

The writing is comparable with grade-level peers, using a wide range and variety of academic and social language throughout the response with very precise word choices (“sprout,” “felt really good about himself,” “how they came out,” “flavors and the richness”). There are a few spelling errors, but they do not interfere with comprehensibility.

Usage – 3

The writer has some repetition in sentence structure (“They found,” “They got,” “They then”) and uses many simple sentences although complex and compound sentences are also present (“He then picked all the vegetables he had grown and went to the kitchen so he could cook with them”).

Completeness – 4

The writer offers a clear narrative that contains details with a degree of specificity (“ripe and ready to eat,” “fresh from the garden”). The events are logically sequenced, and cohesive devices and phrases clarify the relationships between ideas (“He then picked,” “and went to”), successfully communicating the intended message.

Response 2

Bob one day decided to start planting vegetables so he decided to go to a store where they sell seeds. When Bob got there to the seed store he had a lot of options to choose from and deciding with his mind he went with peppers. As soon as he got home he started to plant the seeds at his garden ready for good outcomes. As time goes on and taking good care of the seeds and growing into plants. He waters them and make sures that the plant is growing the proper way. After a while he starts to pick the peppers and places them in a blue bowl and ready to cook them up and place them on a hot pan to cook them.

He thought it was a good idea to grow his own vegetables one day and he knew that it was going good whenever he started seeing the process of the vegatbles. He felt happy and excited knowing that he could pick his vegetables knowing he spent plenty of time on them and he would more than likely grow them again.

Vocabulary – 4

The writer presents a range and variety of grade-appropriate social and academic language. There is some precise and descriptive language as well (“options to choose from,” “good outcomes,” “proper way,” “on a hot pan”). A few misspelled words do not interfere with the reader’s understanding of the story.

Usage – 3

While there is an emerging ability to write compound and complex sentences, the writer makes grammar errors which could interfere with comprehensibility (“He waters them and make sures that the plant is growing”; “it was going good”) along with including a sentence fragment (“As time goes on and taking good care of the seeds and growing into plants”). In addition, the past tense is mostly maintained throughout the response.

Completeness – 4

The writer uses appropriate words and phrases to sequence events and show relationships between ideas (“As soon as,” “As time goes on,” “After a while”), enhancing the cohesiveness of the writing. This narrative contains a degree of specificity and sufficient details to allow the writer to communicate the intended message.

Response 3

A boy was at the store to buy some seeds to plant outside. There were many option, but the boy knew what he was there for. He got the seeds he needed from the store and placed his picked items in a green basket for storage. He wanted the seeds to plant in his garden. The boy went home and planted the seeds he bought from the store. He used a shovel to dig up the dirt amd put the seeds in the newly formed hole. The ones he was planting was a green pepper. He was thinking on how it would all be worth it when the crops grew and he was able to use them. Later on, his plants grew after so much care and they grew tall. Oh what joy! The boy felt happy that he was able to carry out growing and tending to plants. He made sure the garden was tidy and pulled out any weeds that'll mess up the plants he had worked so hard for. He put the weeds in a big black bag and disposed of it afterwards. Since he was already there, he watered his plants with a grey watering can. Once his crops finally grew and gave fruits, you can now know that he grew green AND red peppers. He had them all in a bowl washed up and was preparing to cut them up in his cutting board. The knife was ready and sharp to use and he was glad to finally taste what his hard work was like.

Vocabulary – 4

The writer presents a wide range and variety of grade-appropriate social and academic language. There is some precise and descriptive language as well (“green basket for storage,” “newly formed hole,” “disposed of it”).

Usage – 3

The sentences are mostly clear, but there is some repetition in sentence structure (“He got,” “He wanted,” “He used,” “He was”) and some grammar usage errors (“The ones he was planting was a green pepper”). In addition, the past tense is mostly maintained throughout the response.

Completeness – 4

Appropriate words and phrases sequence events and show relationships between ideas (“Later on,” “Since,” “Once”), enhancing the cohesiveness of the writing. The writer crafts a clear narrative that has a degree of specificity and sufficient details to successfully communicate the intended message.

Response 4

tommy woke up on a beautiful sunny day and decided to go buy seed to grow vegetables.he went too the store and was choosing out some seeds for his garden he choose many good options that will make his garden look healthy.Once tommy left the store he headed home with a big smile in his face ,he was excited to plant his seeds .rushing out of his truck tommy went straigh to his harden grabbed hsi tools and started getting everything ready to put thr seeds in the soil .he chossed many diffrent type of vegetables tomatoes,green peppers ,jalapenos .Time passed by and everything grew perfectly he had so many vegetables too eat ,tommy dicided too make a meel the very same day his vegetables where fully grown .

Vocabulary – 3

The writer displays a range and variety in word choice, but misspellings of some words weaken the presentation (“straigh,” “harden,” “hsi,” “dicided,” “meel”) and may interfere with understanding.

Usage – 4

The sentences are clear with some compound and complex structures. The past tense is mostly maintained, but there is a tense shift (“he choose many good options that will make his garden look healthy”) that does not significantly impact the response. In addition, grammar usage is consistent throughout the response.

Completeness – 4

The writer uses cohesive words and phrases to sequence events and clarify relationships (“Once tommy left the store,” “rushing out of his truck,” “Time passed by”) and provides a degree of specificity and sufficient details to successfully tell a complete story.

Score Point 12

Response 1

John was just doing his usual daily groceries shopping before and he stumbled across the gardeing aisle of the store. "It's almost summer" John thought so he grabbed himself a few bag of seeds for himself. He planted in his garden with plenty of seeds such as tomatoes and bell pepper. It was quite tedious having to care his garden every day but was very determined to harvest his fresh vegatables. The seeds slowly but surely sprouted little stem. John was simply overjoyed to see these sprouts emerges, knowing his effort was not wasted. He was more determined than ever to water and fertilized his plants and as they grow taller and taller, John became more spirited. Soon enough, his garden was filled with color coming from his ripped tomatoes an bell pepper. John harvested with a smile in his face, knowing that he can finally enjoy his fruits of labor.

Vocabulary – 4

The writer uses a broad range of language, including precise academic and social vocabulary ("tedious," "determined to harvest," "sprouted little stem") along with an attempt at an idiomatic expression ("his fruits of labor"). Although a few words are misspelled, these spelling errors do not impede the reader's understanding of the story.

Usage – 4

The writer uses expanded compound and complex sentences consistently, and a few usage errors do not impair understanding and are comparable to errors made by native English-speaking peers ("sprouted little stem," "to water and fertilized"). The past tense is maintained throughout the response except when shifting to the thought of the main character in the present tense ("It's almost summer' John thought").

Completeness – 4

The writer maintains control of the narrative by thoughtfully sequencing events and using cohesive devices ("before," "every day," "as they grow," "finally"), and the story attains the degree of specificity and detail needed to address the writing task completely ("quite tedious," "determined to harvest," "more spirited," "with a smile in his face"), allowing the writer to successfully communicate the intended message.

Response 2

Jason is a gardening type of person. He loves to plant and cook. One day, Jason needed some bellpeppers but he didn't have any, he decided to go buy some bellpepper seeds to plant them in this greenhouse that's for the community. He went in the greenhouse and planted the seeds, he made sure he made space and put the correct amount of seeds in each hole, he was also very careful. He then poured some water on the seeds and wen back home. Jason waited patiently for the plants to grow, he went to check up on the plants to see if they were doing okay and to water them. He sometimes found some weeds around his plants and needed to take them off the plants he was growing so they could have space to grow. When the bellpeppers grew, Jason checked the bellpeppers that were ready to pic. He then got the bellpeppers that were ready and he decided to cook something with them. He had a nice healthy dish.

Vocabulary – 4

The writer employs a full range and variety of language which is consistently precise (“community,” “patiently,” “healthy”). Spelling errors are infrequent and do not interfere with the reader’s understanding of the story.

Usage – 4

The correct tenses are used throughout the response, and grammar usage is generally correct and comparable to native English-speaking peers. In addition, compound and complex sentence structures are used consistently throughout the response.

Completeness – 4

The writer makes use of cohesive phrases and devices to sequence events and clarify relationships between ideas (“One day,” “so,” “He then”). The story is clearly aligned to the writing task, and the writer achieves the intended goal and communicates the intended message with a degree of detail and specificity.

Response 3

Diego went to Lowes one day to get some seed's to plant some vegestables. He bought a packet of bell pepper seed's. After Diego bought the seed's he went home and began to plant the seed's. As the days went by Diego contineud to take care of the plants. Weeks had gone by and the plants keppt gettin bigger and bigger. And one day the plants had fully grown and were ready to be picked. Once Diego picked the bell peppers he took them inside and washed them. He cut the bell peppers so that he could put them in his carne asada for seasoning. and once Diego finished his carne asada he ate it and it was delicious he was so happy on how it came out.

Vocabulary – 4

The writer uses a full range and variety of precise academic and grade-appropriate social language throughout the response (“Lowes,” “packet of bell pepper seed’s,” “carne asada for seasoning”). A few spelling errors do not impede understanding the story.

Usage – 4

The writer makes a few tense errors that are consistent with native English-speaking peers, and complex tenses are used effectively. Grammar usage is generally applied correctly, and compound and complex sentence structures are used consistently and effectively throughout the response (“He cut the bell peppers so that he could put them in his carne asada for seasoning”).

Completeness – 4

The writer uses cohesive words and phrases to sequence events and help clarify the relationships between ideas (“After,” “As the days went by,” “Weeks had gone by,” “And one day”). The response is clearly aligned to the task, and the writer delivers the intended message with a high degree of detail and specificity.

Response 4

Pablo wants to try a new hobby that his grandmother had recommended him. He went to the store to buy some seeds, there was many seeds to pick from, after looking at all the options he decided to buy pepper seeds. As soon as he got home from the store he got his equipment and started planting. After a couple of weeks the peppers started to grow but some leafs were dying and made the plant look ugly ,so he decided to pick up the dead leafs and put them in a black trash bag to throw away once he was done. After a couple of months the plants finnaly grew some peppers so Pablo collected the good ones and put them in a blue bowl. The blue bowl was filled and overflowing with red and green peppers. He took them to the kitchen and washed them. Pablo is now desiding wether to keep them in the fridge or cook and make something with the fresh peppers for his family.

Vocabulary – 4

The writer uses a broad range and variety of precise academic and age-appropriate social vocabulary throughout the response (“recommended,” “options,” “equipment,” “filled and overflowing”). A few spelling errors do not impede the reader’s understanding of the language.

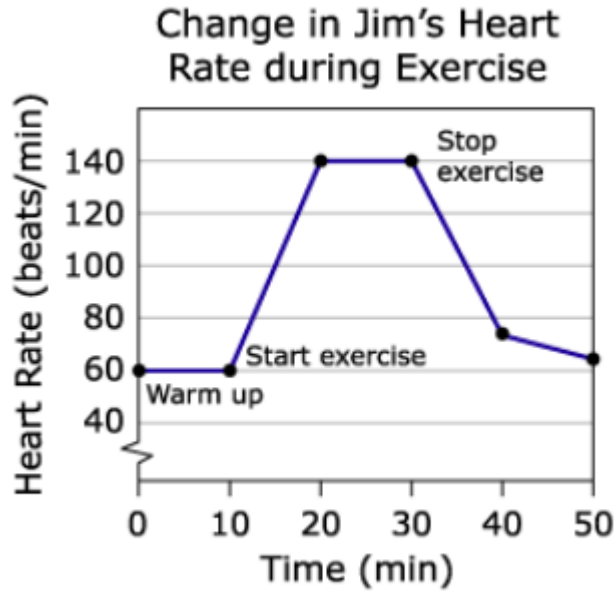
Usage – 4

Verb tense is maintained correctly throughout the response. Grammar usage errors are infrequent, but when one occurs (“there was many seeds”), the error has little impact on the understanding of the story. In addition, compound and complex sentences are used consistently throughout the response.

Completeness – 4

The writer uses cohesive phrases and devices to sequence events and help to clarify relationships between ideas (“As soon as,” “After a couple of weeks,” “After a couple of months”). The writer achieves the intended goal and delivers the intended message with extensive detail and specificity.

Question 20



Prompt

- Describe what is happening in the line graph.
- Why do you think that Jim's heart rate stayed the same for 10 minutes?
- What other conclusions have you come to after looking at the graph?
- Write about a time when you looked at or made a line graph like this one. What was it for?

Score Point 3

Response 1

60 in te lain warm up time 10 (min) inthe estart exercise
and heart rate 140 stop exercise in the small 50 (min).

Vocabulary - 1

Although the response does not contain vocabulary from the writer’s own native language, the writer uses mostly high-frequency English words and phrases (“inthe,” “and,” “small”) and makes significant spelling errors that interfere with comprehensibility (“te lain,” “estart”).

Usage - 1

The writer includes significant grammar usage errors that interfere with comprehensibility (“stop exercise in the small”), and the response does not include complete sentences in present tense or other tenses.

Completeness - 1

The writer copies parts of the prompt (“warm up,” “heart rate,” “stop exercise”) and employs simple statements lacking in detail, reflecting minimal effectiveness in communicating the intended message.

Response 2

How his heart rate chanes to one speed do the next.

Vocabulary – 1

While the response does not contain vocabulary from the writer’s own native language, the writer employs mostly high-frequency words and phrases (“How his,” “speed”), demonstrating a minimal ability to use a range of vocabulary.

Usage – 1

The writer uses only the present tense and includes significant grammar usage errors that interfere with comprehensibility (“speed do the next”).

Completeness – 1

The writer copies parts of the prompt (“heart rate chanes”) into a simple sentence lacking in detail and is minimally effective in communicating the intended message.

Score Point 4

Response 1

Jim's heart was find but then when he start to do the exercise his heart was going fast .

Vocabulary – 1

The writer uses mostly high-frequency words and phrases (“going fast”) and makes a spelling error (“find”).

Usage – 2

The writer does not use only simple sentences in present tense but instead, includes a complex verb tense (“was going fast”). The response contains a single sentence, but the structure is mostly correct and reflects the limited ability to link clauses (“but then when”). A shift in verb tense (“he start”) does not impair comprehension nor do occasional grammar errors (“he start to do”).

Completeness – 1

The writer copies parts of the prompt (“heart,” “start,” “exercise”), and the minimal details in the response come from the prompt. Overall, the response lacks detail, and the writer is minimally effective in communicating the intended message.

Response 2

There is chart explaining the rate of jim's heart from where it starts and from where it ends.

Vocabulary - 1

The writer uses some words from the prompt (“heart,” “start”) with little original phrasing. The remainder of the response contains high-frequency social language.

Usage - 2

The writer provides only a single sentence written in the present tense, but the response contains a grammar error (“There is chart”).

Completeness - 1

The writer copies parts of the prompt (“rate of jim’s heart”) to provide a response which is lacking in detail. The minimal details are from the prompt. The writer has not demonstrated the ability to expand ideas in detail and is minimally effective in communicating the intended message.

Score Point 5

Response 1

so the person coms wit a normal heart rate and then the
bode warm us then the heart rait gous up the he stops warm
up the heart rait gous normal

Vocabulary - 1

The writer makes frequent spelling errors ("coms wit," "bode," "rait gous") and uses mostly high-frequency words ("person," "then," "the").

Usage - 2

Although the response includes only minor grammar usage errors ("he stops warm up"), the writer uses only present tense and unsuccessfully attempts to create a compound sentence ("and then the bode warm us").

Completeness - 2

The writer uses a limited range of words to sequence events and to show the relationships between sentences ("and then") and provides few details, demonstrating a limited effectiveness in communicating the intended message.

Response 2

in the line graph i observe that it risses when they start
exercising and stops when they stop exercising.

Vocabulary - 2

The writer employs vocabulary that is limited in range and variety and makes one spelling error ("risses").

Usage - 2

The writer of this one sentence response includes only the present tense.

Completeness - 1

Although there is little sequencing ("it risses when . . . and stops when"), the writer provides few details, reflecting a minimal ability to communicate the intended message.

Score Point 6

Response 1

Jim heart rate went up because he started doing his exercise, an when he stopet his heart rate went down again.

I remember making a graph identicle like this one in math class

Vocabulary - 2

Although the response includes mostly simple vocabulary, some attempts are made to include more advanced words ("remember," "identicle"). The writer makes some spelling errors which may interfere with comprehensibility ("an," "stopet").

Usage - 2

The response does not include frequent grammar usage errors, although a few minor errors are present ("identicle like this one"). The writer demonstrates the emerging ability to construct a compound-complex sentence ("Jim heart rate went up because . . . an when he stopet his heart rate went down again").

Completeness - 2

The response includes a limited range of words to sequence events and to show the relationships between sentences ("doing his exercise," "when he stopet"), and the writer provides few details, demonstrating a limited effectiveness in communicating the intended message.

Response 2

Jim's heart rate was the same because it was his warm up.
His heart rate starts when he is doing his exercise. One time
i made a line graph was when i wanted to see how fast i can
run

Vocabulary - 2

The response includes a limited range of vocabulary with significant borrowing from the prompt. Spelling throughout the response is generally correct, and any spelling errors (“exercise”) do not interfere with comprehensibility.

Usage - 2

The writer uses some complex and simple sentences, and these sentences include effective use of the present (starts) and past tense (“it was”). The response does not include frequent grammar usage errors other than a minor error in tense (“One time i made a line graph was when i wanted to see how fast i can run”).

Completeness - 2

The response includes a limited range of words to sequence events and to show the relationships between sentences (“when,” “One time”). The writer provides few details and demonstrates an overall limited effectiveness in communicating the intended meaning.

Response 3

Jim's heart rate starts to raise & then lowers down.

After his exercise, Jims eart rate will rise from te excises he is doing then soon causing him to get tired.

A time i made a graph like this was me running on track as an exercise.

Vocabulary - 2

The writer employs a limited range and variety of vocabulary ("raise," "lowers down"). The response includes some spelling errors which may interfere with comprehensibility ("eart," "te").

Usage - 2

The writer uses mostly simple sentences with present and past tense and includes a complex sentence with the future tense ("will rise"), demonstrating an attempt at a more complex sentence structure but ending up with a run-on sentence by adding another thought ("soon causing him to get tired"). In addition, the writer makes frequent grammar usage errors that sometimes interfere with comprehensibility ("then soon causing him to get tired").

Completeness - 2

The writer includes a limited range of words to sequence events and to show the relationships between sentences ("& then," "from," "as") and offers few details, demonstrating limited effectiveness in communicating the intended message.

Response 4

what i think is happeing is that it is show how much it has
exercise.
i think it stayed like that because he was calm and not
moving around alot.
i had made one yesterday and it was for the same thing.

Vocabulary - 2

The response reflects a limited range and variety of vocabulary ("show how much," "calm," "moving"). The writer makes some spelling errors ("happeing") although these do not interfere with comprehensibility, and one error is common among native English speakers ("alot").

Usage - 2

The writer uses a variety of sentences but uses tenses inaccurately ("what i think is happeing is that it is show how much it has exercise"). The response contains occasional grammar errors ("it is show how much it has") that do not interfere much with comprehensibility.

Completeness - 2

The writer provides a few words to sequence events and to show the relationships between sentences ("because he was calm") and offers few details, relying on wording that lacks specificity ("same thing"). The response reflects a limited effectiveness in communicating the intended meaning.

Score Point 7

Response 1

In the picture we can see the change in Jim's heart rate , we can see that is the same until it goes higher and then stay the same , maybe because he stay the same for 10 min , we can also see if he is nervous or is he doing some exercise , this graph can be used for people who has heart problems or simply to know how is their heart

Vocabulary - 2

The writer uses a limited range of vocabulary, including some repetitive language (“we can see,” “we can also see”) and some borrowing from the prompt (“is the same,” “stay the same”).

Usage - 2

The writer uses only the present tense but shows some complexity in constructing sentences (“maybe because,” “see if . . . or,” “or simply to know”). The response includes frequent grammar usage errors that sometimes interfere with comprehensibility (“it goes higher and then stay the same,” “people who has,” “how is their heart”).

Completeness - 3

The response includes some appropriate words and phrases to sequence events and to show the relationships between sentences. The writer offers descriptions with some detail, including speculation about Jim’s heart (“maybe because . . . if he is nervous . . . people who has heart problems”) and is mostly effective in communicating the intended message.

Response 2

jim's heart stayed the same for 10 minutes because, he had to warm up after he started exercising , he took more time on starting the exercising, then he stoped at the next few minutes he got left.

I remember one time when I saw at a line graph about a student , that she made about testing it was a real test with alot of questions , so as well the line graph looked really long, she started with starting time and ended the time she took to finish the test .

Vocabulary - 2

The response contains vocabulary that is limited in variety ("took more time," "really long"), and the writer sometimes struggles to use words correctly ("ended the time she took"). The response includes some spelling errors ("stoped"), and one that is common among native English speakers ("alot").

Usage - 2

In addition to simple sentences in the present tense, the writer uses complex and compound sentence structures. However, the response contains frequent grammar usage errors that sometimes interfere with comprehensibility ("on starting," "at the next few," "got left").

Completeness - 3

The writer includes some appropriate words and phrases to sequence events and to show the relationships between sentences ("then," "I remember one time," "so as well"). The descriptions have some detail ("alot of questions," "looked really long"), and the writer is mostly effective in communicating the intended meaning.

Response 3

What i think is happening is that, there exercising ,and the graph represents the heart rate,hHer heart rate probobly stayed the same becuase she probobly is resting.She is probobly bearly starting to work out and her heart rate will be high untill she gets used to runnung every day.The time i made a graph was the bigging of thos year because,it was for test scored and mine did the same of being good at first and than going down like very other studnet it was not just me.

Vocabulary - 2

The writer uses a limited range of vocabulary and does not seem to struggle to use words correctly, but some spelling errors may interfere with comprehensibility ("probobly," "bearly," "runnung").

Usage - 2

The response does not contain only simple sentences in present tense but also includes complex ("becuase," "untill") and compound ("out and her heart rate") sentence structures. The writer makes frequent grammar usage errors that sometimes interfere with comprehensibility ("mine did the same of being good at first"), and there are some verb-tense errors ("stayed . . . is resting") as well.

Completeness - 3

The writer includes some appropriate words and phrases to sequence events and to show the relationships between sentences ("untill she gets used to runnung," "like very other studnet"). The response includes descriptions with some detail ("it was not just me"), and the writer is mostly effective in communicating the intended meaning.

Response 4

To begin with the heart of jim stayed the same like for about ten minets was because he was warming up so he isn't doing the hard work. After jim did his warm ups he bing doing his exercise in thweny minets his heart rate was about one hundred foury he stoped doing his exercise for the day in the graph show that his heart rate was going to its normal rate. to be honset i have never made a line graph for myself but made one day i will try to make one of myself.

Vocabulary - 2

The response contains a range of vocabulary that is limited in variety ("hard work," "myself"). The writer makes some spelling errors which may interfere with comprehensibility ("minets," "bing," "thweny," "foury").

Usage - 2

The writer displays the ability to use complex ("was because he was") and compound ("warming up so he isn't") sentence structures and uses some complex verb tenses ("he was warming up," "was going"). However, the response includes frequent grammar usage errors that sometimes interfere with comprehensibility ("was because," "he bing doing his exercise").

Completeness - 3

The response contains some appropriate words and phrases to sequence events and to show the relationships between sentences ("After jim did his warm ups") along with descriptions with some detail ("he isn't doing the hard work," "in thweny minets," "about one hundred foury"). The writer is mostly effective in communicating the intended message.

Score Point 8

Response 1

It shows a steady line going up wend jim starts to excercise then It goes down wend he stops to excercise.
Jims heart rate probably stayed the same for 10 minutes probably because he was still excercising at the same rate. Some other conclusions I have realized was that the graph shows up to 50 minutes and also that the heartbeat went to around 63 after he stopped which befoe it was on 60.
Another graph I have seen was about the speed a car can go in minutes.

Vocabulary - 2

The writer mostly uses vocabulary that is limited in variety, relying largely upon prompt language ("starts," "stops," "minutes," "conclusions") and social vocabulary ("It goes down"). The response includes some repetitive spelling errors ("wend," "excercising," "befoe") which may interfere with comprehensibility.

Usage - 3

The writer shows an ability to use simple and complex tenses correctly ("he was still excercising," "I have realized") as well as compound and complex sentence structures ("wend jim starts," "minutes and also that"). The response includes some grammar usage errors which do not significantly interfere with comprehensibility ("other conclusions . . . was," "which befoe it was on 60").

Completeness - 3

The writer produces a response that includes a number of explanations and observations along with the appropriate words and phrases to sequence events and to show the relationships between sentences ("probably because," "Some other conclusions"). The descriptions contain some detail ("steady line," "speed a car can go"), and the writer is mostly effective in communicating the intended message.

Response 2

There is a graph and its telling us jim's heart rate and time. I think jims heart rate stayed the same for 10 minutes because he was just warm up and didnt have much pressure on him. Jim really put a lot od pressure on him while doing exercise. A time i made a line graph like this was when i had to measure how many miles and time someone took from running.

Vocabulary - 2

The response includes a limited variety of academic words ("pressure," "measure"), but a number of words are from the prompt ("graph," "heart rate"). The writer includes some spelling errors which do not interfere with comprehensibility ("od").

Usage - 3

The writer shows an ability to use simple ("is a graph") and complex ("he was just warm up,") tenses and demonstrates an emerging ability to use compound and complex sentence structures ("There is a graph and its telling us," "because he was"). The response includes some grammar usage errors which do not significantly interfere with comprehensibility ("he was just warm up," "Jim really put a lot od pressure on him").

Completeness - 3

The writer includes some appropriate words and phrases to sequence events and show the relationships between sentences ("stayed the same . . . while doing exercise") and provides descriptions with some detail ("how many miles and time"). Overall, the writer is mostly effective in communicating the intended message.

Response 3

The graph is showing jim's heart rate everytime and it goes high when he start exercise.

He didn't start exercising or didn't do anything that can make his heart ate go high that's why it stayed the same.

During exercise it goes really high rate of heart ans stayed the same.

I made graph with line when i was in middle school to see how many student come each time and when they get the school lunch.

Vocabulary - 3

The writer generally employs a variety and range of vocabulary and sometimes uses vocabulary which is more precise ("middle school," "school lunch"). The response contains a few spelling errors ("everytime," "ans") which do not interfere with comprehensibility.

Usage - 2

The response contains some simple sentences in present tense but also includes a compound sentence ("everytime and it goes"). The writer makes frequent grammar usage errors that sometimes interfere with comprehensibility ("when he start exercise," "it goes really high rate of heart").

Completeness - 3

The writer includes some appropriate words and phrases to sequence events and to show the relationships between sentences ("when he start," "During exercise") and provides a degree of specificity in the descriptions ("when i was in middle school"). Overall, the writer is mostly effective in communicating the intended message.

Response 4

The linegraph shows Jim's heart rate during his exercise. There is heart rate, and time where Jimmy start at, and end in the paragraph.

I think that Jim's heart rate rate stayed the same for 10 minutes. Because that is where Jimmy start to warm up his body before start to exercise so we can know when the time and heart rate starting to increase or decrease.

The other conclusions, that I have come to after looking at the graph os that Jim's heart rate will go low to high or high to low depends on Jimmy activities on what he does. Include time.

The time when I made a line graph like this one. Is for a science project since middle school on my 3rd period when I was 8th grade. It is for a grade, and for a group project.

Vocabulary - 3

The response generally contains a variety and range of vocabulary, and sometimes includes vocabulary which is precise ("increase or decrease"). The writer makes occasional spelling errors ("os") which do not interfere with comprehensibility.

Usage - 2

The writer uses some simple sentences in present tense but includes some tense-shift errors (I was . . . It is"). Frequent grammar usage errors that sometimes interfere with comprehensibility ("that is where Jimmy start to warm up," "depends on Jimmy activities on what he does") can be found throughout the response.

Completeness - 3

The writer includes some appropriate words and phrases to sequence events and to show the relationships between sentences ("during his exercise," "Because that is where"), and the descriptions contain some detail ("and for a group project"). Overall, the writer is mostly effective in communicating the intended message.

Score Point 9

Response 1

the only time i ever made a graph like the one you see on the screen, was when using climax and ending in my reading class. it kinda looked like a rollercoaster. when its at the very begining its at a low point and at the top it getting better kinda like a movie and theyre plot. like how at the begining its just starting and when its at the very top , it gets very interesting and the falls back down to the ending, which would be the conclusion.

Vocabulary - 3

The writer generally uses a variety and range of vocabulary and sometimes uses precise vocabulary ("the only time," "its at a low point"). The response includes occasional spelling errors which do not interfere with comprehensibility ("begining"), and some of which are common among native English speakers ("kinda").

Usage - 3

The response includes some simple sentences but also reflects the writer's ability to use simple and complex tenses correctly ("was when using"). The writer employs complex ("when its at the very begining") and compound ("and at the top") sentences. The response contains some grammar usage errors which do not significantly interfere with comprehensibility ("at the top it getting better").

Completeness - 3

The writer provides some appropriate words and phrases to sequence events and show the relationships between ideas ("how at the beginning . . . to the ending") along with providing descriptions with some detail ("like a rollercoaster," "like a movie"). The response reflects a different approach to the writing task by focusing on the graph in reading class. This is an acceptable approach as the writer is mostly effective in communicating the intended message.

Response 2

In Jim's heart rate, in the line graph shows how every time he does exercise his heart rate changes.

It shows in the graph that he was having a warm up.

My other conclusions over the graph show me how Jim's heart rate takes time to go down after his long time on exercise.

I remember I did a graph like this back when I was in 4th grade and it was a graph about what was every student's favorite ice cream flavor, and it helped us by telling us what flavor was more likely to be everyone's favorite.

Vocabulary - 3

The writer generally uses a variety and range of vocabulary which is sometimes precise ("favorite," "flavor," "helped"). The response includes occasional spelling errors which do not interfere with comprehensibility ("everyones").

Usage - 3

The response contains a number of simple sentences but also reflects the writer's ability to construct complex and compound sentences along with an ability to use simple and complex tenses correctly ("he was having"). The writer makes some grammar usage errors which do not significantly interfere with comprehensibility ("his long time on exercise").

Completeness - 3

The writer includes some appropriate words and phrases to sequence events and to show the relationships between sentences ("every time," "takes time"). The response contains descriptions with some detail, and overall, the writer is mostly effective in communicating the intended meaning.

Response 3

I think his body was at a sort of rest state so there was no need for any heavy breathing, but as soon as he starts to exercise his heart beat starts to go up so that it can keep up with the exercise and produce enought blood throught out the body,as Jim is exercising. There was a time i made a ling graph for a sicence project i was growing a plant and i had to keep track of it growtthe so I decided to make a graph so i coulde see the progress.

Vocabulary - 3

The response generally contains a variety and range of vocabulary, and sometimes the vocabulary is more precise ("rest state," "throught out"). The writer makes occasional spelling errors which do not interfere with comprehensibility ("enought," "ling," "sicence").

Usage - 3

The writer displays an ability to use an array of sentence structures including compound and complex structures along with correctly using some complex tenses ("i was growing"). The response includes some grammar usage errors which do not significantly interfere with the reader's understanding of the writing.

Completeness - 3

The writer connects and sequences sentences appropriately to show the relationships between ideas ("as soon as," "as Jim is exercising") and provides descriptions with some detail ("heavy breathing," "growing a plant"). These skills help the writer in communicating the intended message.

Response 4

The line graph show the change in Jim's heart rate during exercise. At the start Jim's heart rate stay the same then it goes up when Jim start exercise.

The line goes down when Jim stop exercise. I think Jim's heart rate stay the same for 10 minuet because he doing warm up. After looking at the graph, my conclusion is we the human must exercise because it good for our health.

The time i used the line graph was last year when i planned to do homework. At the start, i was about to give up but after concentrated in 10 minuets, i began to get all of my homework done in just 20 minuets.

Vocabulary - 3

The writer generally uses a variety and range of vocabulary, and sometimes the vocabulary is precise ("planned," "concentrated"). However, on occasion, the writer does not have the appropriate word for the task ("we the human"). The response includes occasional spelling errors which do not interfere with comprehensibility ("minuet").

Usage - 3

The writer demonstrates an emerging ability to use simple and complex tenses correctly ("iwas about to give up") along with crafting compound and complex sentence structures. The response includes some grammar usage errors which do not significantly interfere with comprehensibility ("when Jim stop," "because he doing").

Completeness - 3

The response contains some appropriate words and phrases to sequence events and to show the relationships between sentences ("At the start," "after concentrated"). The writer provides descriptions with some detail ("it good for our health") and is mostly effective in communicating the intended message.

Score Point 10

Response 1

This graph line shows Jim's heart rate during his exercise. What it shows ?Is heart rate is going up ,going down ,or staying the same .Jim's heart rate stayed at the 140 beats for 10 minutes because he may havevbeen running for 10 minutes straight,so that he could end of his exercise.After the 10 minute mark I believe that he ran for aproximetally 30 minutes leading up, and making his heart rate reach 140 before he stop his exercise.A time i looked at a graph just like this one was in my Geometry class and we had to calulate average rate it took for a car to get to its location.

Vocabulary - 3

The response generally contains a variety and range of vocabulary and includes vocabulary which is mostly appropriate and sometimes precise ("straight," "average," "location"). The writer makes occasional spelling errors which do not interfere with comprehensibility ("aproximetally," "calulate").

Usage - 3

The response reflects the writer's ability to use simple and complex tenses correctly ("he may havevbeen running") along with compound and complex sentence structures. The response contains some grammar usage errors which do not significantly interfere with comprehensibility ("?Is heart rate is going up").

Completeness - 4

The response logically progresses with sequencing that shows the relationships between sentences ("leading up," "A time"). The writer shows a clear alignment to the task by providing specific details to answer the prompt directives and sometimes adds thoughtful speculation about the data ("he may havevbeen running for 10 minutes straight"). The writer addresses the task completely and communicates the intended message.

Response 2

Jim's heart rate strats to build up as he does the exercise. So in other words it is going up, but as he stops the exercise his heart rate goes back down . I think it stayed the same for 10 minutes because it was the time he spent doing the exercises. So because he worked without stopping the rate stayed up for a long time . When he exercise his heart rate is high , because he was moving his body and had action happening . But when you see that he stopped exercising , it wnet down. The reason is because he is now relaxed since his body doesn't have anymore action happening. I once looked at a graph about how uhc time it took for someone to finish running a one mile run . It stared off really low since they were going very slow. But as they got further thye stared to go faster, so the graph started to go up higher.

Vocabulary - 3

The response generally has a variety and range of vocabulary and contains some precise word choice ("relaxed," "anymore action") along with some English-language idioms ("build up," "stared off"). The writer makes occasional spelling errors which do not interfere with comprehensibility ("strats," "wnet," "uhc," "thye").

Usage - 3

The writer uses simple and complex tenses correctly ("it is going up," "he was moving") and displays an ability to construct compound and complex sentences. The response includes some grammar usage errors which do not significantly interfere with comprehensibility ("When he exercise").

Completeness - 4

The writer connects ideas and sentences effectively to show their relationships ("But when you see . . . wnet down"; "since they were . . . But as they got further . . . so the graph . . ."). The response reflects a clear alignment to the writing task as the writer goes beyond merely describing the graph but also offers some analysis ("When he exercise . . . moving his body . . . reason is because he is now relaxed . . . anymore action happening"). The intended message is communicated successfully.

Response 3

Whats happening in the line graph is, first it shows the Heart Rate if Jim and how it changes. It tells you when he started to warm up in zero minutes his heart rate was in 60 beats/min and in 10 minutes his heart rate was at 60 so it really didnt change what it change was only the x-value. When he starts exerciseing the hear rate increases by alot then when he stops exerciseing he stays at the same but since he stop the heart rate started to decrease. Jim's heart stayed the same for 10 minutes because he was just warming up and he wasent doing anything that makes the heart rate. We were in math and we were plotting the numbers in the graph and we were trying to figure out if the line was positive or negative ascociation.

Vocabulary - 3

The writer generally uses a variety and range of vocabulary along with some precise vocabulary ("ploting," "ascociation") and English-language expressions ("figure out"). The response includes occasional spelling errors which do not interfere with comprehensibility, ("exerciseing," "wasent") and some spelling errors that are common among native English speakers ("alot").

Usage - 3

The writer successfully uses simple and complex tenses correctly ("really didnt change," "he wasent doing anything") and displays an ability to use compound and complex sentence structures. The response contains some grammar usage errors which do not significantly interfere with comprehensibility.

Completeness - 4

The writer addresses the task completely and successfully communicates the intended message. The response contains the appropriate connections between sentences to show the relationships between ideas ("When he starts . . . then when he") and specific details that add clarity to the writing ("x-value," "ploting the numbers," "positive or negative").

Response 4

In a Thursday evening Jim decided he wanted to exercise. He wanted to see how fast his heart rate would go up when he exercise. Jim came up with an idea of making a chart of his heart rate in minets. After warming up for 10 minets Jim heart rate was at 60 beats. After warming up Jim started exercicing he exercided for about 15-30 min, when he felt kinda tired he stoped exersinging and checked is heart rate. Jim heart rate was at 140 beats., when he realized it was to high he decided to cool of so his heart rate could slow down. Jims heart rate stated the same for 10 minutes because he wa waming up he wasent dooing a lot of movement. a conclusion i had was that when evr you move more your heart starts beating faser. When ever i used a graph was at school. We had to make a graph to see how fast a plasitc rolocoster would move every min.

Vocabulary – 3

The response generally contains a variety and range of vocabulary, including some precise vocabulary ("evening," "decided," "plasitc") as well as some figurative language ("came up with an idea"). The writer makes occasional spelling errors which do not interfere with comprehensibility ("minets," "evr," "rolocoster"), and some of which are common among native English speakers ("kinda").

Usage – 3

The writer shows an ability to use simple and complex tenses correctly ("would go up," "he wasent dooing") and employs compound and complex sentence structures. The response contains some grammar usage errors which do not significantly interfere with comprehensibility ("Jim heart rate was," "i used a graph was at school").

Completeness – 4

The writer successfully connects and shows the relationships between ideas and sentences ("when he felt kinda tired he stoped") and includes specific details in the descriptions and explanations ("Thursday evening," "heart starts beating faser"). Overall, the writer achieves the goal of communicating the intended message completely.

Score Point 11

Response 1

so what i think that happed was that jim was exerciseing, in the graph it does not say what exercise so let's just go with running. Jim was warming up and streching for the first 10 minutes so jim's heart rate stayed the same. Then jim started to run so that is why his heart rate started to go up. after that he stoped to catch he breath and his heart rate started to even out .finally he stoped exercising so his heart rate started to go down back to normal.

i did this once but insted if mesering heart beats we measured how many times does a ball bonce when dropped from a sirten hieght.

Vocabulary - 3

The writer generally uses a variety and range of vocabulary, including precise language ("a sirten hieght") as well as some figurative language ("so let's just go with running," "even out"). Although more academic words are sometimes misspelled, these occasional spelling errors do not interfere with comprehensibility ("mesering," "bonce," "sirten").

Usage - 4

The writer consistently includes simple and complex tenses with mostly correct grammar ("jim was exerciseing," "Jim was warming up") and uses compound and complex sentence structures effectively. The response contains grammar that is mostly correct and comparable to native English-speaking peers ("after that he stoped to catch he breath"). Although the writer makes a few grammar usage errors, these errors do not interfere with comprehensibility ("go down back to normal").

Completeness - 4

The writer connects ideas and sentences effectively, creating a cohesive response and providing specificity in the descriptions ("for the first 10 minutes," "stoped to catch he breath," "finally he stoped," "back to normal"). Overall, the writer addresses the task completely and successfully communicates the intended message at a level nearly comparable to native English speakers.

Response 2

I strongly believe, Jim's heart rate stayed the same during 10 minutes because he was just warming up in something that maybe didn't need to much effort or maybe he was just stretching out in a calm way. For example, like the chart shows, i can see that in the first line graph during the 10 minutes he is in a constat heart rate because he is warming up but when you see the next line graph and see how its increasing in a extreme way, from 60 beats/min, to 140 beats/min you can conclude or see that he started to excersice in something that take more effort and get's his body to work more harder. At the end, we can see our last three line graphs the third one we can see that who its similar to our first line graph but this one is in a higher heart rate this is because he has stop exercising but his heart is pumping at a certain rate now in our last two line graphs we can conclude that maybe he is resting and his heart rate is calming down but it's still gonna pump in a higher rate than its used to pump at the beginning. I remember that i saw a line graph in my science class when my teacher had a device that recorded the movement or the speed of something or someone and tried it with one of my classmate.

Vocabulary - 4

The writer consistently offers a variety of language and precise vocabulary ("in a calm way," "pumping," "device") and makes a few spelling errors that do not interfere with comprehensibility ("didn't," "constat") along with some spelling errors that are common among native English speakers ("gonna").

Usage - 3

The writer uses simple and complex tenses correctly ("he was just warming up," "it's still gonna pump") and employs compound and complex sentence structures as well. The response contains some grammar usage errors which do not significantly interfere with comprehensibility ("he is in a constat heart rate," "work more harder").

Completeness - 4

The writer includes the appropriate words and phrases to show the relationships between ideas and sentences ("now in our last two," "at the beginning") and offers descriptions and explanations with a degree of specificity ("our last three line graphs"). In the end, the writer achieves the goal of completely communicating the intended message.

Response 3

In the line graph you can observe that the graph is labeled "Change in Jim's Heart Rate during Exercise". If you analyze the graph you can see that the Y-axis is labeled with "Heart Rate (beats/ min) and the X-axis with "time(min).

We can infer that that the heart rate has a positive slope, and its existing point is when the heart reaches the heart rate of 140. My suggestion for why Jim's heart stayed like that is because, the 140 heart beats its the existing point to go (the circulatory system cant exceed more than 140 heart beats per minute). It is going or it stayed like that because he didn't stoped working until the 30 minutes.

I can infer that his existing points are 140 heart beats per minute and 60 heart beats per minute. The slope didnt increase until he started exercising and did not went lower until he stoped. The cardio vascular system was involucrated in this graph because the respiratory, muscular and circulatory system were part of this to make the heart beat.

Line graphs are seen every where because you can analyse them i have seen them and make them in school specially in biology, algebra, math, and science.

Vocabulary - 3

The response generally contains a variety and range of vocabulary, including some precise vocabulary ("infer," "suggestion," "excede"). The writer makes occasional spelling errors which do not interfere with comprehensibility ("labeled," "whit," "Herat"). In addition, although the student uses the Spanish word "involucrado", this does not represent a significant level of interference from the native language.

Usage - 4

The writer consistently uses simple and complex tenses correctly ("i have seen them and make them") along with effective use of compound and complex sentence structures. Although a few errors can be found, the grammar usage is generally correct and comparable to native English-speaking peers.

Completeness - 4

The writer produces a cohesive response with clear connections between ideas and sentences ("The slope didnt increase until . . . did not went lower until") and offers specific details to add clarity to the writing ("Y-axis is labeled . . . X-axis with . . ."). These attributes help the writer communicate the intended message successfully.

Response 4

In this graph here Jim is doing an exercise what causes his heart rate to go up. When Jim was warming up his heart beat was at a beat which is 60. Later when Jim starts to exercise the blood starts pumping which causes his heart to race. Jim heart rate stayed the same for 10 minutes beause he was warming up before the exercise. Another thing I can see on the graph is that his heart rate started to decrease in 10 minutes after Jim getting done with his exercise. One time when I was in the 8th grade my team and I had to make a line graph about how far can a worm go in a certain amout of time. The line graph was for science and we were studying about measure meants and friction.

Vocabulary - 4

The writer consistently uses a variety of language and precise vocabulary effectively ("pumping," "friction") as well as English-language idioms ("causes his heart to race"), and the response contains a few spelling errors that do not interfere with comprehensibility ("beause," "measure meants").

Usage - 3

The writer shows an ability to use simple and complex tenses correctly ("was warming up," "we were studying") and includes compound and complex sentence structures. The grammar usage errors present do not significantly interfere with comprehensibility ("doing an exercise what causes his heart rate to go up," "Jim heart rate stayed the same").

Completeness - 4

The writer successfully communicates the intended message by producing a cohesive response that clearly shows the relationships between ideas and sentences ("When Jim was warming up," "Later when Jim starts") and offering descriptions with specificity ("studying about measure meants and friction").

Score Point 12

Response 1

In the graph we get a look at Jim's heart rate and how it changes while he's working out. During Jim's 10 minute warm up his heart rate stayed at 60 but after starting his exercise his heart rate went all the way up to 140 and stayed there for 10 minutes until he stopped his exercise and his heart rate dropped to 70 for another 10 minutes before finally dropping to 60. I think the cause for Jim's heart rate staying the same for 10 minutes is the fact that for those 10 minutes he was doing the same activity, example: warming up, starting his exercise, and stopping his exercise. After looking and analizing this graph, I can conclude that the more movement and effort it takes Jim to put into an activity the more his heart rate will increase. I made a graph like this one to look and calculate the rate and quantity inwhich ice creams are sold on a hot summer day.

Vocabulary - 4

The writer consistently uses a variety of language and precise vocabulary, including a wide range of academic ("I think the cause," "activity," "example," "calculate") and social language ("we get a look at"). The writer makes a few spelling errors ("analizing"). Word choice is consistently precise and is similar to the vocabulary of native English-speaking peers.

Usage - 4

The writer consistently uses simple and complex tenses. The writer sometimes uses simple phrasing but also uses some expanded compound/complex sentences ("I think . . . for Jim's . . . for those 10 minutes. . . and stopping his exercise"). The response includes grammar that is generally correct and comparable to English-speaking peers. The writing contains infrequent grammar usage errors which do not interfere with comprehensibility ("I made a graph like this one to look and calculate the rate").

Completeness - 4

The writer includes the appropriate words and phrases needed to sequence events ("During," "after") and to show the relationships between sentences ("After looking and analizing this graph"). The response contains details with a degree of specificity as the writer provides an explanation based on the prompt directives, achieving the goal of communicating the intended message completely.

Response 2

The line graph is showing the heart rate of Jim when he is warming up, when he start exercising, and when he stopped. I believe Jim's heart rate stayed the same for ten minutes because he probably wasn't really warming up which caused his heart rate not to go up. When Jim started exercising his heart rate when up because he was doing more movement wich was tiring him which made his heart rate go up and when he stopped his heart rate went down slowly as he was catching his breath. I have made a graph similar to this when I was in my math class. In my math class we were grappping different points of coordinations that were given to us by our teacher and at the end we had to connect them.

Vocabulary - 4

The writer consistently includes a variety of language along with precise and descriptive vocabulary ("catching his breath," "points of coordinations"). The writer makes infrequent spelling errors that do not interfere with comprehensibility ("grappping").

Usage - 4

The writer consistently employs simple and complex tenses ("wasn't really warming up," "he was doing") and uses some expanded compound/complex sentences ("which," "and"). The response includes grammar that is generally correct and comparable to English-speaking peers ("doing more movement wich was tiring him"). The writer makes infrequent grammar usage errors which do not detract from the control maintained throughout the rest of the response ("he start exercising").

Completeness - 4

The response contains the appropriate words and phrases needed to sequence events and to show the relationships between sentences ("In my math class," "at the end"). The description and explanations reflect a clear alignment to the task with a degree of specificity that clarifies the writing. Overall, the writer achieves the goal of communicating the intended message completely.

Response 3

According to the line graph, Jim's heart rate was at 60 beats per minute during the warm up. When he started exercising, his heart rate increased to 140 beats per minute, where it stayed there for 10 minutes. When he stopped exercising, his heart rate started going back down again.

I think his heart rate stayed the same for 10 minutes because that was the height of his exercise. I think that during the exercise, or the height of it at least, his heart rate reached a constant, or potentially a maximum. I don't think that's how heart rate actually works, but that's irrelevant to this.

The graph is just proving how Jim's heart rate changes before, during, and after exercise. This is showing that as he exercises, his heart rate increases, and gets to a constant, and then it decreases after he stops. Basically, it's showing the effects that exercise has on Jim's heart.

I have made several line graphs in Biology, especially when we do experiments in class. For example, we had to make a line graph to see what pH level was suitable for bacteria to thrive in. It was a really fun experiment, and it helped me improve my graphing skills.

Vocabulary - 4

The writer consistently uses a variety of language and precise vocabulary ("potentially," "irrelevant," "suitable") and has no spelling issues.

Usage - 4

The writer demonstrates consistent skill with a variety of sentence structures and uses simple and complex tenses ("I have made"). The response includes a variety of correctly structured sentences, and the writer uses grammar that is generally correct and comparable to English-speaking peers ("suitable for bacteria to thrive").

Completeness - 4

The writer thoroughly explains ideas ("it's showing the effects") and includes appropriate words and phrases needed to sequence events and to show the relationships between sentences ("during the exercise," "after he stops"). The response reflects a clear alignment to the task, and the writer achieves the goal of communicating the intended message completely.

Response 4

The bar graph shows jim's heart heart before, during, and after he exercised. Jim's heart rate increased when he started exercising, but declined as he stopped exercising. Jim's heart rate stayed the same for 10 minutes because he was exercising at a constant pace. Furthermore, Jim's heart rate drastically rose as he started to move since his heart started to pump more blood and oxygen throughout his body. During physics, I created a line graph to graph the gravitational force and distance between two objects. By doing so, I was able to understand that there is a greater gravitational force between two objects when they are closer together.

Vocabulary - 4

The writer consistently includes a variety of language along with precise, academic vocabulary ("constant pace," "pump more blood and oxygen throughout his body") and does not make spelling errors.

Usage - 4

The writer consistently uses simple and complex tenses ("he was exercising," "I was able to understand"), and the response contains a variety of sentence structures. The writer uses grammar that is generally correct and comparable to English-speaking peers, and the response does not contain significant grammar usage errors.

Completeness - 4

The writer includes appropriate words and phrases needed to sequence events and to show the relationships between sentences ("as he started to move"). The writer employs a clear alignment to the task, providing specific explanations ("the gravitational force and distance between two objects"). The writer addresses the task and communicates the intended message completely.