



**Texas English Language Proficiency Assessment System**

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

Spring 2025

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## General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for grades 4-5. It is intended to be used alongside the spring 2025 TELPAS reading and writing released test. Sentence-rewrite and constructed-response questions are identified as they appear on the released test (“question” is referred to as “item” in the rubric).

The responses you see in this guide are student responses to writing prompts administered online during the testing window. A variety of sentence-rewrite responses are included to show acceptable and non-acceptable responses followed by a range of constructed responses to show the progression of student writing from lower score points to higher score points.

Sentence-rewrite responses earn a point based on meeting the rubric guidelines. A constructed response earns a specific score point based on the characteristics of that particular response. 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. 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 proficiency level of the student is determined by the accumulated score across a series of multiple-choice and written responses.

The responses in this guide are actual student responses submitted online during the testing window. To protect the privacy of individual students, all names and other references of a personal nature have been altered or removed. Otherwise, the responses appear as the students wrote them and have not been modified.

The TELPAS Sentence Rewrite Writing Rubric and the Twelve-Point Writing Rubric for Grades 4 through 12 are included in this guide for your reference.

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# Sentence Rewrite

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## TELPAS Sentence Rewrite Writing Rubric

As part of the TELPAS writing assessment, rubrics were developed to determine the points that should be ascribed to a student's response based on the performance on a particular item. The rubrics demonstrate the number of score points that students can achieve based on their performance on each writing test item. For Sentence Rewrite items, the rubric below was developed, and scoring followed these guidelines:

- Punctuation and capitalization will not count.
- The correction of all errors must be spelled correctly.\*
- If the student introduces new errors, these will not count against them.

Score	Description
1	The response is one or more complete sentences and corrects all the errors in the given text.
0	The response is not a complete sentence or does not correct all the errors in the given text.

\*How errors are corrected may vary from student to student; however, as long as the correction is spelled correctly and is grammatically correct, the response will be acceptable.

## **Grades 4-5 Sentence-Rewrite Question and Sample Student Responses**

### **Question 13**

**Read the text. The text has one or more errors.**

Most childrens is riding the bus.

**In the space provided, rewrite the complete text to make the text correct.**

## Score Point 0

### Response 1

Most of childrens are riding the bus.

The writer does not correct all the errors and receives no credit. Replacing “is” with “are” corrects the grammatical error. However, the writer adds “of” in front of “childrens,” which does not correct the pluralization error.

### Response 2

Most children is riding the bus

For this revision, the writer does not resolve all errors in the original sentence and does not receive credit. The writer corrects the pluralization error, but “children is” remains grammatically incorrect.

## Score Point 1

### **Response 1**

Most children are riding the bus

The writer resolves both the pluralization and the grammatical errors by replacing “childrens is” with “children are.” The lack of punctuation does not impact the score.

### **Response 2**

Most children are rideing the bus.

The writer resolves both the pluralization and grammatical errors by replacing “childrens is” with “children are.” The misspelling of “rideing” is a new error outside of the correction and does not impact the score.

### **Response 3**

Most kids ride on the bus

To correct the errors, the writer resolves the pluralization and grammatical errors by replacing “childrens is” with “kids ride.” Changing the conjugation of “riding” to “ride” and removing “is” resolves the grammatical error, provided the spelling is correct and the meaning of the sentence does not change. Replacing “children” with another appropriate noun such as “kids” or “students” is acceptable, provided “kids” is correctly spelled and pluralized to correct the original errors.

### **Response 4**

Most children ride the bus.

The writer resolves the pluralization and grammatical errors by replacing “childrens is riding” with “children ride.” Changing the conjugation of “riding” to “ride” and removing “is” from the sentence is an acceptable revision for this sentence, provided the correction is spelled correctly and remains appropriate for the prompt.

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# **Constructed Response**

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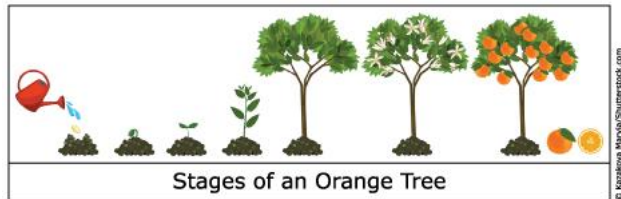
## TELPAS Twelve-Point Writing Rubric for Grades 4 through 12

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

## Grades 4–5 Constructed-Response Questions and Sample Student Responses

### Question 18



- Describe this picture. Then write three facts that you can learn from this picture.
- Explain each stage in the growth of an orange tree.
- Explain what you can do to help plants grow.

## Score Point 3

### Response 1

is water is very very long pepol is orange water the orange s pepol is good  
for my

#### **Vocabulary – 1**

The writer uses mainly high-frequency words (“water,” “orange”). Additionally, the response contains spelling errors (“pepol”) that significantly interfere with comprehensibility.

#### **Usage – 1**

The writer includes a variety of significant grammatical errors (“is water is very very long,” “pepol is good for my”).

#### **Completeness – 1**

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

## **Response 2**

i can lern from dis pecture ges come de orange. fers yu nedd the semilla you need guarer to rieg the plant den you ned somoch guarer. you can help the plants growe regandolas.

### **Vocabulary – 1**

This minimal response consists of high-frequency words and words in the writer’s native language (“semilla,” “regandolas”), which significantly impedes comprehension. Multiple spelling errors (“lern,” “dis,” “pecture,” “guarer,” “rieg,” “somocho”) also impede the reader’s understanding.

### **Usage – 1**

The abundant spelling errors and the use of non-English language (“fers yu nedd the semilla you need guarer to rieg the plant den you ned somoch guarer”) interferes with the reader’s ability to determine the presence of correct tenses or sentence structures.

### **Completeness – 1**

The writer is minimally effective in communicating the intended message and lacks the language necessary to align to the prompt. The reader cannot understand much of the writing.

## Score Point 4

### Response 1

- The cicol oreng tree
- how i growsb bai the taem.
- At frits is chest was a lito sid now is a orange.
- The sicol it cs a long tiem.

First is a sid then thy are alito plant,it grows llest a letobet,now it grow fast ,tree ,flawors, orange now you cange ged of the tree.Le tam biend a sony spot and tro de water.

### **Vocabulary – 1**

The response contains widespread spelling errors (“cicol oreng,” “bai,” “frits,” “lito sid,” “Le tam biend,” “sony,” “tro”) that significantly interfere with comprehension.

### **Usage – 1**

The writer includes a variety of significant grammatical errors (“First is a sid then thy are alito plant,it grows llest a letobet,now it grow fast ,tree ,flawors, orange now you cange ged of the tree”), interfering with the reader’s comprehension.

### **Completeness – 2**

The writer is minimally effective in responding to the prompt. The stages of the life cycle of an orange tree are listed (“First is a sid . . . alito plant . . . tree ,flawors, orange”), but this response lacks meaningful detail to align it to the task.

**Response 2**

1:water,dirt,seed.  
2:little plant,dirt.  
3:medium plant,dirt  
4:large plant,dirt  
5:a small tree,dirt  
6:medium tree,dirt  
7:large tree,dirt(ready to make fruit)

**Vocabulary – 2**

The writer demonstrates the correct use of spelling and shows a limited range and variety of vocabulary (“water,” “dirt,” “tree”).

**Usage – 1**

The response is a bulleted list, and the writer does not demonstrate the ability to construct complete sentences.

**Completeness – 1**

The writer is minimally effective in communicating the intended message. Beyond a list of steps, no other details are provided, and the response lacks the language necessary to align to the prompt.

## Score Point 5

### Response 1

it sows the sikols of haws to grow a origs Trey farst put the seds in the dort and pute durt on it then pute wortor thin litit grow kepe wortin evrey month and sun

### **Vocabulary – 1**

The writer does include some high-frequency words (“it,” “of,” “grow,” “a”) that are spelled correctly. However, there are widespread spelling errors (“sows,” “sikols,” “haws,” “dort,” “wortor”) that significantly interfere with comprehensibility.

### **Usage – 2**

In this brief response, the writer uses sentences with present tense with no attempt at other tenses. There are also grammatical errors that sometimes interfere with comprehensibility (“then pute wortor thin litit grow kepe wortin evrey month and sun”).

### **Completeness – 2**

The writer includes a few brief details (“put the seds in the dort,” “pute durt on it,” “wortor,” “wortin evrey month and sun”), but the effectiveness of the response remains limited.

**Response 2**

The 1st stage is water and sunlight the 2nd stage sprout the 3rd stage is weed 4th stage little tree 5th stage tree 6th tree with flowers 7th stage orange tree.

**Vocabulary – 2**

While the spelling in this response is generally correct, the vocabulary is somewhat limited in range and variety (“stage,” “water,” “weed,” “tree”).

**Usage – 1**

The writing consists of one sentence in the present tense. The response includes significant grammatical errors, including dropped words, that interfere with comprehension (“the 2nd stage sprout the 3rd stage is weed 4th stage little tree”).

**Completeness – 2**

The writer demonstrates a limited effectiveness in responding to the prompt. The words used to sequence events are repetitive and limited (“1st stage,” “2nd stage,” “3rd stage,” “4th stage,” “5th stage,” “6th,” “7th stage”). The writer explains in a limited way because of the lack of language needed to align to the task.

## Score Point 6

### Response 1

There are stages of the orange tree the seed is planted and then a littel stem start to grow then levas come out the it grows biger nowits real tall then flower come out finaly there oranges.

### **Vocabulary – 2**

The writer uses vocabulary that is limited in range and variety. Additionally, the response contains some spelling errors that may interfere with comprehensibility (“littel,” “levas,” “nowits”).

### **Usage – 2**

The writing consists of primarily simple sentences in the past tense. There is a tense shift (“seed is planted . . . start to grow . . . grows biger . . . flower come out”), and grammatical errors sometimes interfere with comprehensibility (“then a littel stem start to grow”; “the it grows biger”; “finaly there oranges”).

### **Completeness – 2**

The writer demonstrates a limited effectiveness to sequence events, and the words used to sequence events are repetitive and limited (“then”). The writer provides few details (“levas come out,” “nowits real tall”) and explains in a limited way because of the lack of language needed to align to the task.

## **Response 2**

First the orange tree is a seed, and its now becoming as a little plant, now it has grown i little bit big, i is growing bigger and bigger, its now a little tree, its growing and growing, now oranges are growing one the tree.

### **Vocabulary – 2**

The writer uses vocabulary that is repetitive (“its,” “little,” “growing”) and limited in range and variety (“has grown i little bit big,” “is growing bigger and bigger,” “its growing and growing,” “oranges are growing”). Additionally, a couple of spelling errors (“its,” “one [on]”) could impede comprehension.

### **Usage – 2**

The response is comprised of mostly of simple sentences written in the present tense (“is,” “are”) although the past perfect tense is used once (“has grown”). In addition, the response contains a few grammatical errors (“becoming as a little plant”; “it has grown i little bit big”; “i is growing bigger”) that may impede comprehensibility.

### **Completeness – 2**

The writer uses words that are limited and repetitive to sequence events (“First,” “its now,” “its now,” “now”), and the writing lacks details, relying on general statements to explain the ideas (“growing bigger and bigger”). The writer lacks the language needed to align to the task and demonstrates a limited effectiveness in communicating the intended message.

**Response 3**

one fact is that the orange tree starts as a seed. It starts as a seed then it grows when water it added then it becomes a tree then oranges start growing and then you have a orange. Water and sunlight helps it grow .

**Vocabulary – 2**

The writer of this response demonstrates correct spelling but uses vocabulary that is limited in range and variety (“tree,” “grows,” “water”).

**Usage – 2**

The response consists mostly of simple sentences (“one fact is that the orange tree starts as a seed”; “It starts as a seed”; “then it becomes a tree”) and contains a grammatical error (“then it grows when water it added”).

**Completeness – 2**

The writer exhibits limited effectiveness in creating a narrative. The words used to sequence events are limited (“one fact”) and repetitive (“then”). The writing has very few details (“Water and sunlight helps it grow”), limiting the effectiveness of the intended message.

## Score Point 7

### Response 1

First the tree starded as a baby seed then when u put water well stard getting bigger. Second trees is like starding to get big but not that big is like a kinda big tree . Third tree is now a littel tree still not producing orange. 4 trees in a big tree now it a big tree, if I had a orange tree I will give it water everyday for it can grow big and fast for I can eat the orage. 5

### **Vocabulary – 2**

The response contains vocabulary that is repetitive and limited in range and variety (“baby,” “seed,” “water,” “trees,” “big”). At times, the writer seems to struggle when a more precise word choice is unknown (“baby seed”). Misspelled words (“u,” “stard,” “starding,” “littel,” “orage”) may interfere with comprehensibility.

### **Usage – 2**

The writer presents generally simple sentences that mostly use the present tense. There are grammatical errors (“when u put water well stard getting bigger”; “trees in a big tree now it a big tree”; “for it can grow”; “for I can eat”) that occasionally interfere with comprehensibility.

### **Completeness – 3**

The writer is mostly effective in communicating the intended message and addresses all aspects of the prompt. There are a few words and phrases used to sequence some events and connect ideas (“First,” “then,” “Second,” “Third”). In addition, some details are provided (“but not that big is like a kinda big tree”; “still not producing orange”; “give it water everyday for it can grow big and fast for I can eat the orage”), but further details are needed to complete the task.

**Response 2**

First you put one orange in the floor then you put to the orange water and stay there and slowly the tree are goin more larger all the time.

Then the orange are goin to a plant then are more larger and the to a tree and you put him more water and she have flowers and then are their the orange on the tree.

And you cant help to plats grow youput him water and you protect him with something by the tree to her ar more strong.

**Vocabulary – 2**

The response contains vocabulary that is limited in variety and range (“water,” “tree,” “larger”). At times, the writer seems to struggle when a more precise word choice is unknown (“put one orange in the floor”; “protect him with something by the tree”). The response also contains some spelling errors that may interfere with comprehensibility (“goin,” “ar”).

**Usage – 2**

The writer presents frequent grammatical errors which sometimes interfere with comprehensibility (“put one orange in the floor”; “you put to the orange water and stay there”; “goin more larger all the time”; “with something by the tree to her ar more strong”).

**Completeness – 3**

The writer is mostly effective in communicating the intended message and attempts to include words to identify the sequence of events (“First,” “Then,” “And”). In addition, the writer provides some details (“and slowly the tree are goin more larger”; “more water and she have flowers”; “protect him . . . more strong”), but specificity is sometimes lacking.

**Response 3**

During stage one you need to water the orange tree alot so it can grow from stage 2 to 3 it will have just sprouted and at stage 4 it will be a sapling at 5 it will be a tree 7 it will bloom flowers that need to be polenated when polenated the tree will start grow fruit.

**Vocabulary – 3**

The writer generally uses a variety and range of grade-appropriate academic vocabulary (“sprouted,” “sapling,” “bloom flowers,” “fruit”). There are misspelled words (“alot,” “polenated”), but they do not interfere with the reader’s understanding of the response.

**Usage – 2**

The response mostly consists of simple sentences (“from stage 2 to 3 it will have just sprouted”; “at stage 4 it will be a sapling”; “at 5 it will be a tree”), and there is no attempt to use complex tenses.

**Completeness – 2**

The writer responds to the task in a limited way. Ideas are sequenced by numbering the steps in the process (“stage one,” “stage 2 to 3,” “stage 4,” “5,” “7”), and the writer presents few details (“when polenated the tree will start grow fruit”), limiting the effectiveness of the response.

## Score Point 8

### Response 1

The picture is showing the proses of an orange treeand the way it grows. One fact i learned about how thy grow is the way is blomes flowers first then the fruit. The first stage is were its still a seed in the gowd then the seed falls out and grows a babby plant then it rows and adds more tiny leafs then the fourth stage is when it glows into a beautiful floweles plant. the fift stage is a tree still with no flowers. Then the little floures start to show up then the final stage is the little flowers turn into orages the there redy to get piked by the people.a way to help these oranger grow is to water them in no rin si they wont dry up then die.Another way is to put little pols of wood to quep it steady so it wont fall. then the last way to help them grow is to not cut them down.

### **Vocabulary – 2**

The writer uses vocabulary that is generally varied (“blomes flowers,” “fruit,” “seed,” “wood”), but at times, spelling errors interfere with comprehensibility (“proses,” “thy,” “blomes,” “gowd,” “babby,” “floures,” “piked,” “in no rin si [in no rain so],” “pols,” “quep [keep]”).

### **Usage – 3**

The sentences are generally simple and written in the present tense. The writer demonstrates an emerging ability to write compound sentences (“The picture is showing the proses of an orange treeand the way it grows”; “The first stage is were its still a seed in the gowd then the seed falls out and grows a babby plant then it rows and adds more tiny leafs”). Grammatical errors (“is blomes flowers first then the fruit”; “orages the there redy”) do not significantly interfere with the response's overall comprehensibility.

### **Completeness – 3**

The writer is mostly effective in communicating the intended message, as the response includes most aspects of the prompt and some of the words needed to sequence events and show relationships between ideas (“One fact,” “first,” “fourth,” “Then,” “Another,” “the last way”). Some details are provided (“water them in no rin si they wont dry up”; “little pols of wood to quep it steady so it wont fall”; “help them grow is to not cut them down”) but specificity is sometimes lacking.

## **Response 2**

Three topics how can you learn about this picture is how to plant orange tree .The stages on how you plant a orange tree first put the seed and then water it. Then the orange tree will grow a little bit.Then the orange tree will grow like a plant.Now the orange tree will grow like a tree.The orange tree will grow flowers and now for the last stage of the orange tree is that it grow oranges!!!!

### **Vocabulary – 2**

The writer uses vocabulary that is repetitive and limited in range and variety (“plant orange tree”; “plant a orange tree”; “Then the orange tree will grow a little bit.Then the orange tree will grow like a plant.Now the orange tree will grow like a tree”). At times, the writer seems to struggle when more precise word choice is needed (“first put the seed”), but the spelling is generally correct.

### **Usage – 3**

The sentences are generally simple and written in the present tense. The writer demonstrates an emerging ability to write compound sentences (“first put the seed and then water it”), and grammatical errors (“how to plant orange tree,” “it grow oranges”) do not interfere with the overall comprehensibility of the response.

### **Completeness – 3**

The writer is mostly effective in communicating the intended message as the response includes most aspects of the prompt. The writer provides some of the words needed to sequence events and show relationships between ideas (“first,” “Then,” “Now,” “last stage”). In addition, some details are provided (“grow flowers,” “grow oranges”), but the response lacks the specificity needed to complete the task.

### **Response 3**

The stages of an orange tree is the seed then you put the seed underground then you need to wait a feu weeks and then is gona be a little plant al the days at the same time you need to put water to the plant then is gona grow up more then in une year is gona be almost a tree and if you wait more weeks you are gona have a tree but we are not don yet in may the tree is gona have flowers and for your tree to have flowers you need to wait you need to wait a year and if you want oranges you need another year if you want to now how do I now a lot of oranges trees is because my grandma and grandpa have a orange tree and it took a lot of to grow up the thinks that I lern is the flowers on the tree that they took a lot of time and they are 7 steps for a orange tree and I think that with all this information you want to do a orange tree because it look fun

### **Vocabulary – 3**

The writer generally employs a variety and range of vocabulary (“underground,” “flowers,” “wait a year,” “another year”). While the response contains occasional spelling errors (“feu [few],” “lern [learn]”), they do not significantly interfere with comprehensibility. There is evidence that the writer struggles to find the right words at times (“you need to put water to the plant”; “une year”; “how do I now”).

### **Usage – 2**

The sentences are mostly simple and written in the present tense. The response includes some grammatical errors (“The stages of an orange tree is the seed”; “al the days at the same time”; “a orange tree”; “it look fun”) that sometimes interfere with comprehensibility.

### **Completeness – 3**

The writer is mostly effective in communicating the intended message as the response addresses all aspects of the prompt with some details (“seed underground,” “wait more weeks,” “my grandma and grandpa have a orange tree”). The writer includes some appropriate words needed to sequence events but relies heavily on the repeated use of “and” and “then” to progress the explanation.

## Score Point 9

### Response 1

The picture is a life sicoll of a orange tree it starts of small then it grous biger.

Three facts that you can learn from the picture.

You can learn how to make a orange tree, you can also learn of the stages of a orange tree, you can learn that oranges com from trees.

Stages of a orenge tree

1. You put the seed in the soyoll and then you water it.
2. The plant is groing one leve out.
3. The plant is groing tow leves out and it is geting biger.
4. The plant is geting biger and toler and its groing six leves out.
5. The plant is not a plant enimor it has grone to a tree.
6. The tree is groing wihgt flawrs on the leves.
7. The tree dose not have wihgt flowers enimor and it grou oranges

Wat you can do to help plants grow.

You can water them and kepe them facing the sun, and you can make shure thay have plenty of water evry day.

### **Vocabulary – 2**

The writer demonstrates vocabulary that is limited in range and variety (“small,” “biger,” “stages,” “water,” “plant,” “sun”). Additionally, the response contains some spelling errors that may interfere with comprehensibility (“sicoll,” “grous,” “soyoll,” “leve,” “toler,” “enimor,” “wihgt,” “flawrs,” “shure”).

### **Usage – 3**

The writer shows the ability to use simple tenses successfully, along with an emerging ability to create compound sentences (“You put the seed in the soyoll and then you water it”; “You can water them and kepe them facing the sun, and you can make shure thay have plenty of water evry day”). Grammatical errors (“a orenge tree”; “The plant is groing one leve out”) do not interfere with comprehensibility.

### **Completeness – 4**

The writer addresses the prompt completely and provides a strong degree of specificity. The response contains appropriate words and phrases needed to relate ideas (“Three facts,” “You can”), along with a numbered list. A good degree of specificity is included in the response (“seed in the soyoll,” “groing tow leves,” “geting biger,” “groing wihgt flawrs,” “facing the sun,” “plenty of water”).

## **Response 2**

This picture is a illustration of the cycle of trees trees are very important not only for nature but for humans the nature is apart of the trees and they give us oxygen, trees are living plants they can eat and drink, they drink from the cords andthe are different type of trees that grow fruits.

### **Vocabulary – 3**

The writer generally uses a variety of grade-appropriate vocabulary (“illustration,” “nature,” “fruits”). The writer employs some language that is precise (“cycle of trees,” “oxygen”). At times the writer struggles with choosing the right words at a more academic level (“drink from the cords”), but this does not significantly interfere with comprehensibility.

### **Usage – 3**

The writer shows the ability to use simple tenses successfully, along with an emerging ability to craft compound sentences (“the nature is apart of the trees and they give us oxygen”; “they drink from the cords andthe are different type of trees that grow fruits”). The occasional grammatical error does not interfere with the reader’s understanding of the writing.

### **Completeness – 3**

The writer is mostly effective in communicating the intended message and addresses most aspects of the prompt. The response shows some specificity, but the degree of detail declines as the topic becomes more academic with the writer relying on general ideas without further explanation (“trees are living plants they can eat and drink”; “the are different type of trees that grow fruits”).

**Response 3**

This picture shows how an Orange tree grow's. Three facts that i can learn about this picture is that when you grow the plant it first grow two leaves and then more. Another fact is that when the tree grows it first grows flowers then the oranges.

The steps to grow an Orange tree are this:

-First put the semilla in dirt and put water

-Then whit the sand and and water it will slowly grow and grow and grow more and more

-When you see the Oranges that means you complete the mision.

Thinks you can do to grow plants is each day put water then let it whit sun and it will grow.

**Vocabulary – 3**

The writer consistently uses a variety and range of grade-appropriate language (“leaves,” “grows flowers,” “complete,” “mision”). The response contains a couple of spelling errors (“whit,” “mision”) and a non-English word (“semilla”), but they do not interfere with comprehensibility.

**Usage – 3**

The writer demonstrates the ability to write complex sentences (“Another fact is that when the tree grows it first grows flowers then the oranges”). A few grammatical errors (“grow’s,” “it first grow”) do not interfere with the reader’s understanding of the writing.

**Completeness – 3**

The writer is mostly effective in communicating the intended message as it addresses several aspects of the prompt. The response includes the appropriate words and phrases needed to sequence events (“Another,” “First,” “Then”) and provides some detail (“Thinks you can do to grow plants is each day put water then let it whit sun and it will grow”).

#### **Response 4**

What I see in this picture is how an orange tree grows.

One thing that I can learn from this is that oranges come from trees.

Another thing is that trees need water to grow.

The last one that I'm going to give is that to grow an orange tree you need an orange seed.

At first you plant an orange seed in soil and water it. Next the sun will heat it and it will grow. At first it will look like a plant then like a tree. When it starts to look like a tree it will grow some white things until it becomes an orange tree.

What you can do to help plants grow is to water them once in a while.

#### **Vocabulary – 3**

The writer generally uses a variety and range of grade-appropriate language ("water," "grow," "seed," "sun will heat") with a few spelling errors ("freme," "until," "wille") that do not interfere with comprehensibility.

#### **Usage – 3**

Sentences are mostly simple in the present tense ("What I see in this picture is how an orange tree grows"; "What you can do to help plants grow is to water them once in a while") but demonstrate the emerging ability to craft compound ("Next the sun will heat it and it will grow") and complex ("When it starts to look like a tree it will grow some . . . becomes an orange tree") sentences. Minor grammatical errors do not interfere with comprehensibility.

#### **Completeness – 3**

This response includes some appropriate words to sequence events and show relationships ("One thing," "Another thing," "At first," "Next") and some details ("sun will heat it and it will grow"; "help plants grow is to water them"), and the writer is mostly effective in communicating the intended message.

## Score Point 10

### Response 1

Things you can learn in this picture is how an orange trre is gonna grow.

First u have to barry the seed and put water so it can grow. Second u have to put water like almost every week .When the plant is planted in a few weeks or months is gonna start to grow because the roots are digging through. Then it grows to a a little plant and it keeps growing and it turn in to a real tree .

When it grows to a real tree it gonna grow like little seeds in the leavs and those seeds are gonna turn into oranges.

To make the plants grow u gonna have to put water on it every week if u put water every day is gonna over flood so u have to put it every week and the sun is gonna make the plant grow so that what a plant is gonna need to grow water and sun so it can be healthy.

### **Vocabulary – 3**

The writer generally employs a variety and range of vocabulary (“seed,” “months,” “roots,” “healthy”). The writer sometimes uses vocabulary that is not precise or may not always have the right word for the task (“gonna,” “u”). While the response contains spelling errors (“barry,” “leavs”), these errors do not significantly interfere with comprehensibility.

### **Usage – 3**

The writer demonstrates an emerging ability to use compound (“To make the plants grow . . . water every day . . . and the sun is . . . so that what a plant . . . water and sun so it can be healthy”) and complex sentences (“When the plant is planted . . . start to grow because the roots are digging through”). The response includes some grammatical errors that do not significantly interfere with comprehensibility (“it turn in to a real tree,” “that what a plant”).

### **Completeness – 4**

The writer addresses the task completely with a strong degree of specificity and detail (“water like almost every week”; “roots are digging through”; “To make the plants grow . . . water on it every week if u put water every day . . . over flood”). The response contains the appropriate words and phrases to relate ideas and includes internal sequencing to show the relationship between sentences (“Things you can learn,” “First,” “Second,” “Then it grows,” “To make the plants grow”).

## **Response 2**

STAGES of an orange tree so frst you need a seed then you whant soil that is very darke the more darker the soil the more nutreents then make a hole in the soile then put the seed in the holo then litly spry a littel bit of water then the seed will sprout then it will grow a littel leave then slity water it then it will grow more you can tack some egg shals and put it on top of the soile then water it agen then it will grow more then when it grows to an aldal tree it needs co2 that is what plants need then it will boiel the co2 then it will mack suger the oxigen is left over the tree dose not need the oxigen so it lets it go then we breath that oxegen that it creats flowers then the flowers will nead then it will tern into orenge and thats stages of an orang tree.

### **Vocabulary – 3**

The writer generally uses a variety and range of grade-appropriate language (“soil,” “nutreents,” “litly spry,” “sprout,” “egg shals”). In addition, misspellings (“whant,” “littel leave,” “slity,” “aldal,” “mack suger”) do not significantly impede comprehension.

### **Usage – 3**

The writer exhibits an emerging ability to write compound sentences (“the tree dose not need the oxigen so it lets it go then we breath that oxegen”). The response contains some grammatical errors (“more darker,” “thats stages”) that do not significantly interfere with comprehensibility.

### **Completeness – 4**

The writer addresses the task completely with a strong degree of specificity and detail (“co2”; “it will mack suger the oxigen is left over”). The response contains the appropriate words and phrases to sequence events and relate ideas together but relies heavily on “then” to move from one event to another.

### **Response 3**

This picture starts with someone watering the tree then a little plant comes out then that grows and grows into a tree then grows white stars and then oranges come in. Three facts you can learn in this picture are that plants need water , and soil and they grow white stars and also that trees can grow fruits. Each stage of an orange tree starts from a seed to a very small plant then goes on and on until it grows wood and has leaves and then it starts growing white stars then oranges start to grow. What I could do to help plants hrow is give them enough and good soil and give them the appropriate water that they need to survive.

### **Vocabulary – 3**

The writer generally employs a variety and range of vocabulary (“watering,” “soil,” “fruits,” “seed,” “appropriate,” “survive”), although they may not always have the right word for the task (“stars,” “wood”). The response contains minor spelling errors (“hrow,” “appropriate”), but these errors do not interfere with comprehensibility.

### **Usage – 3**

The writer uses simple tenses successfully and demonstrates an emerging ability to write compound sentences (“Three facts you can learn in this picture are that plants need water , and soil and they grow white stars and also that trees can grow fruits”). Occasional grammatical errors do not interfere with comprehensibility.

### **Completeness – 4**

The writer addresses the task completely with a strong degree of specificity and detail (“Three facts you can learn . . . trees can grow fruits”; “What I could do to help . . . water that they need to survive”). The response is concise, but the writer addresses all aspects of the prompt.

#### **Response 4**

This picture shows the stages of growing an orange tree. There are a few fact like you can grow oranges by just putting an orange seed into dirt or that it first makes flowers on the tree then oranges sprout and you can even make infinite oranges by just getting an orange seed and making it to many oranges and get the seed. First stage of growing orange trees is you put the seed in the dirt and adding water. Than it will keep on sprouting until its a bit tall and grow lots of leaves. Next it will grow into a tree and flower will come out. After the oranges will pop out of the flowers. All you need is water and a bit of sunlight.

#### **Vocabulary – 4**

The writer consistently and successfully uses a variety and range of grade-appropriate academic language (“stages,” “flowers,” “sprouting,” “leaves,” “sunlight”). The inclusion of precise words and phrases (“make infinite oranges”) demonstrates the range of vocabulary. There are no spelling errors to interfere with comprehensibility.

#### **Usage – 3**

The writer shows the ability to use simple tenses successfully and demonstrates an emerging ability to write compound sentences (“There are a few fact like you can grow . . . or that it first . . . and you can even . . . and making it to many oranges and get the seed”). Grammatical errors (“a few fact”; “put the seed in the dirt and adding water”; “Than it will”; “flower will come out”) do not significantly interfere with comprehensibility.

#### **Completeness – 3**

The writing is mostly effective in communicating the intended message as the writer addresses several aspects of the prompt and includes some of the words needed to sequence events (“first,” “First stage,” “Than,” “Next,” “After”). However, some repetition and unnaturalness occur as the writer moves abruptly from one event to the next without providing more specific details (“First stage of growing orange trees is you put the seed in the dirt and adding water. . . . sprouting until its a bit tall . . . grow lots of leaves . . . flower will come out”).

## Score Point 11

### Response 1

Tree facts that I learnd from this picture is it takes more then 3 steps to grow a small Orange Tree,that a small seadling does not ture into a tree righth awy,it gos from a seadling to a miniture tree,and lastly when the oranges from the tree start growing they look like a flower. The growth of an orange tree is not simple,First you got to have aporpied materials like a suvel,water bucked, the orange sead,apporpied soil, and a bucket to put your sead in after you got your tools you got to go find a opened space to plant your sead in,after you find that open space you are going to take your small suvel and dig until the hole is 3 inches tall,jently put your sead in but befor you put your sead put some water on the sead and hole then now you can put the sead in after a few weaks or days of takeing care of the sead the sead will grow 1 inche tall and become a seadling.Then after watering and takeing care of the seadling the seadling will grow more like about 2 and half inches after more days pass by the seadling will grow to a minture tree about 9 to 10 inches.Lastly the mintuere tree will grow into a normal looking tree after some mothes pass by the noraml looking tree will start growing mini oranges.fanaly the is now a o

### **Vocabulary – 3**

The writer uses a variety of grade-appropriate vocabulary (“seadling,” “miniture,” “flower,” “bucket”), and the response contains some spelling errors (“suvel,” “apporpied,” “jently,” “mothes”) that do not significantly interfere with comprehensibility.

### **Usage – 4**

The response includes some expanded compound and complex sentences (“Tree facts that I learnd . . . that a small seadling . . . and lastly . . . look like a flower”). The writer demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers, and grammatical errors do not interfere with comprehension.

### **Completeness – 4**

The writer addresses the task completely with a strong degree of specificity and detail (“aporpied materials like a suvel,water bucked, the orange sead,apporpied soil”; “3 inches tall”; “about 2 and half inches”; “minture tree about 9 to 10 inches”). The response contains the appropriate words and phrases to relate ideas together and includes internal sequencing to show the relationships between sentences (“Tree facts,” “First,” “after,” “Lastly”).

## **Response 2**

The proces of a orange tree to form. First, you have to make a hol on the ground and put seeds on it. Then, you have to pur water on it every single day so it can stay healthy and remember to put it somewhere were it resives sunlite. Next, a green branch with green leves will grow on some weeks. After, that you have to keep puring water on it and see how it's goin. Last, a beutiful tall and green tree will gorw. Weeks later a tree with big white flowers with seeds on the middle will grow. more weeks later you will ahve a tree full with delishus aranges on it. I will give you the facts i know about oranges. I know that oranges are a good fruit for you and your body. They are helpful and helthy. I know that oranges have lots of other fruits that look simalar to it but i don't know the names. My dads tells me that if you don't wnat to eat and you have not eaten you cna eat an orange sence it's good for you.

### **Vocabulary – 3**

The writer employs a variety of grade-appropriate vocabulary (“seeds,” “healthy,” “sunlite,” “branch,” “flowers,” “fruit”). The response contains some spelling errors (“proces,” “hol,” “pur,” “resives,” “delishus,” “sence”), but the errors do not significantly interfere with comprehensibility.

### **Usage – 4**

The response includes a compound sentence (“I know that oranges . . . look simalar to it but i don't know the names”) along with more complex constructions (“My dads tells me that if you don't wnat to eat and you have not eaten you cna eat an orange sence it's good for you”), and the writer demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers. The grammatical errors present (“put seeds on it,” “seeds on the middle”) do not interfere with comprehension.

### **Completeness – 4**

The writing addresses the task completely with a strong degree of specificity and detail (“somewhere were it resives sunlite”; “green branch with green leves”; “more weeks”; “oranges are a good fruit for you and your body”). The response contains the appropriate words and phrases to relate ideas (“First,” “Then,” “Next,” “Last,” “Weeks later”).

### **Response 3**

The orange tree goes from a seedling to a sprout, to a plant, to a tree, to an orange tree. One of the things I learned from this picture is that the oranges come out from a flower on the tree before being a baby orange. The first stage a an orange tree is well, a seed obviously, the next stage is a little sprout and then it turns into a sprout with two leaves, then it becomes a whole plant, then it becomes a tree, then it grows white flowers, and then BAM, an orange tree and you pick an ornage and there ya have it, an orange. I can make this plant grow by watering it, changing the soil, and watch it grow everyday.

### **Vocabulary – 4**

The writer consistently and successfully uses a variety and range of grade-appropriate language, including social language giving the reader a sense of the writer’s voice (“a seed obviously”; “then BAM, an orange tree”; “and there ya have it, an orange”) and academic language showing understanding of the concept (“seedling,” “first stage,” “leaves,” “soil”). The inclusion of precise words and phrases demonstrates the range of vocabulary. Occasional spelling errors do not interfere with comprehensibility.

### **Usage – 3**

The writer is generally able to use the various tenses correctly, and there is evidence of an emerging ability to construct complex tenses (“One of the things I learned . . . is that the oranges”). The writer also demonstrates an emerging ability to write compound sentences (“the next stage is a little sprout and then . . . it becomes . . . and there ya have it, an orange”).

### **Completeness – 4**

The writer addresses the prompt completely and provides a strong degree of specificity (“seedling to a sprout”; “oranges come out from a flower”; “sprout with two leaves”; “watering it, changing the soil”). The response contains appropriate words and phrases needed to relate ideas together and internal sequencing to show the relationship between sentences.

### **Response 4**

In this picture is shown the steps of how an orange tree grows. Three facts I can learn from this picture are that they need good care, this orange trees are tall, and can have a good amounts of fruit. At first you plant the orange seed, then that seed will break and let the plant spread out and get outside, after that the little plant get more straighten and taller, next the stem grow very much and has more leafs, then you can already see that is a big tree, the next thing it happends is that the tree start to show were the oranges are going to grow of, finally oranges grow and are ready to get collected and eaten. Something I could do to help plants grow well is to put the in good soil where also it recieves good amount of sunlight and give it water so it survives.

### **Vocabulary – 4**

The writer consistently uses a variety and range of grade-appropriate language (“fruit,” “seed,” “stem,” “collected,” “sunlight,” “survives”). There are a few misspellings (“leafs,” “happends,” “recieves”), but they do not interfere with comprehensibility.

### **Usage – 3**

The writer demonstrates an emerging ability to construct compound sentences (“At first you plant the orange seed, then that seed will break and let the plant spread out and get outside”). There are several grammatical errors (“is shown the steps,” “this orange trees are,” “a good amounts of fruit,” “plant get more straighten,” “stem grow very,” “tree start to show were,” “to grow of,” “put the in good soil,” “recieves good amount”), but these errors do not interfere with the reader’s understanding of the writing.

### **Completeness – 4**

The response includes the appropriate words and phrases needed to sequence ideas (“At first,” “then,” “next,” “finally”). In addition, the writer provides specific details (“that seed will break and let the plant spread out and get outside”; “the little plant get more straighten and taller”; “oranges grow and are ready to get collected and eaten”; “put the in good soil where also it recieves good amount of sunlight and give it water so it survives”), addressing the task completely.

## Score Point 12

### Response 1

The first fact that I can learn from this picture is that the orange tree starts out as a seed. I can also learn that right before the oranges are fully grown, it looks like there are little flowers on the tree. I can also learn that the oranges don't come out right away and that they take time. The first stage in the growth of an orange tree is just the seed. The second stage is a part of the tree sprouting out. The third stage looks like a seedling and the fourth stage is a little bit larger than the third stage. At the fifth stage it had already become a tree. At the sixth stage the oranges are already starting to grow. And the last stage is the full grown orange tree. Some things you can do to help plants grow is to make sure the soil has lots of nutrients and fertilizer. Make sure that you water it enough but not too much. The amount of water it needs and how often you need to water it depends on what type of plant it is. If it is a desert plant it will probably need less water. If you don't water it enough, it will eventually dry out. Plants also need sunlight depending on what type of plant it is. If it is a desert plant then it probably will need more sunlight. Plants need the right amount of water and sunlight to grow.

### **Vocabulary – 4**

The writer consistently demonstrates a variety and range of grade-appropriate language and some precise words ("seed," "fully grown," "flowers," "sprouting," "seedling," "nutrients and fertilizer," "desert plant," "sunlight"). There are no spelling errors to interfere with comprehensibility.

### **Usage – 4**

The sentences are generally simple and written in the present tense, but the response also contains compound sentences ("The third stage looks like a seedling and the fourth stage is a little bit larger than the third stage") and complex sentences ("The amount of water it needs and how often you need to water it depends on what type of plant it is"). The writer demonstrates grammar usage that is comparable to that of grade-level native English-speaking peers.

### **Completeness – 4**

The writer addresses the task completely with a degree of specificity and detail ("make sure the soil has lots of nutrients and fertilizer"; "The amount of water . . . depends on what type of plant it is"; "desert plant it will probably need less water"; "a desert plant then it probably will need more sunlight"). This response contains the appropriate words and phrases to relate ideas and sequence events ("first," "also," "second," "third," "fourth," "fifth," "sixth," "last").

## **Response 2**

This picture shows the stages of an orange tree when it grows. Oranges can be reproduced quickly in large amounts, Oranges have seeds, and a little seed can grow all the way to a tree. The very first stage is a seed that has just been put into a pile of soil. The next stage shows how the seed grows into a seedling. You can see how it grew a little because you can actually start to see a plant. In the next stage, the plant starts to develop it's own leaves and is a little bigger. In the next stage, the plant has developed more leaves and has grown a decent amount. In the next stage, you can see that the plant has actually grown into a tree and has way more leaves than before. In the next stage, the tree will grow little flowers which in the final stage, will soon turn into fresh oranges. For plants to grow, they need to be given the right amounts of water. Not too little or too much. Plants also need sunlight to grow and they also need carbon dioxide to photosynthesize so that they can have food.

### **Vocabulary – 4**

The writer consistently uses a variety and range of grade-appropriate language (“reproduced,” “seeds,” “soil,” “seedling,” “develop”), including precise academic vocabulary (“carbon dioxide,” “photosynthesize”). The spelling is correct throughout the response.

### **Usage – 4**

The writer expertly crafts compound and complex sentences throughout the response (“Oranges can be reproduced . . . to a tree”; “You can see how it . . . because you can . . . see a plant”; “Plants also need . . . so that they can have food”), and grammar usage is generally correct.

### **Completeness – 4**

The writing reflects a clear alignment to the genre with a degree of detail and specificity. Appropriate words and phrases needed to sequence ideas are included (“first,” “next,” “final stage”). Specific details needed to fully address the task are included (“develop it's own leaves and is a little bigger”; “way more leaves than before”; “little flowers which . . . into fresh oranges”; “right amounts of water. Not too little or too much”; “carbon dioxide to photosynthesize so that they can have food”).

### **Response 3**

This picture is the cycle of a average and healthy orange tree, three facts I learned from this photograph are; 1: Before oranges grow on a orange tree, flowers blossom on the tree. 2: One orange tree can make more than 10 oranges. 3: Watering the orange tree is mandatory for the orange tree to grow.

Next, a light yellow orange tree seed is planted and is given water. In a short period of time, it will become a seedling. Then, a fresh, green plant will slowly develop into a average, healthy tree. After that, it will blossom flowers around springtime. Finally, it will grow ripe oranges.

I can help plants grow by; 1: Growing plants in the soil they are accordingly supposed grow in, since it is important to make sure the soil for your plant is the right type of soil for your plant, or else your plant will not grow. 2: Watering your plant with the right amount of water, since your plant will lack developement and nutrition without the right amount of water. 3: Giving plants plenty of sunlight, since they rely on it sunlight to do work and make food for animals that rely on their food to thrive and be healthy.

### **Vocabulary – 4**

The writer consistently employs a variety and range of precise grade-appropriate language (“average and healthy,” “blossom,” “mandatory,” “seedling,” “ripe,” “nutrition,” “sunlight,” “thrive”), and the response contains only one spelling error (“developement”) that does not interfere with comprehensibility.

### **Usage – 4**

The writer demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers and correctly uses simple sentences. The writer attempts a more advanced construction by embedding a list of thoughts into a sentence in the third paragraph (“I can help plants grow by . . . Growing plants . . . Watering your plant . . . Giving plants plenty of sunlight . . . to thrive and be healthy”).

### **Completeness – 4**

The response contains the appropriate words and phrases to sequence events. The writer numbers the stages and the ways to help plants to grow. The writer also uses appropriate words to relate ideas (“Next,” “Then,” “After,” “Finally”) and addresses the task completely with a strong degree of specificity and detail (“flowers blossom,” “Watering the orange tree is mandatory,” “blossom flowers around springtime,” “right type of soil,” “lack developement and nutrition without the right amount of water”).

#### **Response 4**

In this picture I can see that all the stages of an orange tree are different from one another and that each stage gets taller and taller. Three facts that I can learn from this illustration is the way the orange tree grows, how it looks at each stage, and at what part of the growing process do the oranges grow. The image shows all seven stages of an orange tree and its very clear that in the first three stages, there is barely any growth, until it reaches the fourth stage. In the fourth stage, you can see it grew a lot, but in the fifth stage is where the orange tree stops growing. Lastly in the sixth stage is where the oranges start to form, but in the last stage is where the growing process is done and completed. Even though the orange tree looks good in the last stage, doesn't mean every process goes exactly like this because some can go wrong. For example; if the small version of the orange tree was stepped on, the orange tree could end up looking messed up when the process is over. In conclusion, if I wanted to help any plant grow I would water them, try to help the plant stay straight, and I wouldnt step on the plant.

#### **Vocabulary – 4**

The writer consistently uses a variety and range of precise words and phrases (“illustration,” “barely any growth,” “oranges start to form,” “version”), and there are no spelling errors to interfere with comprehensibility.

#### **Usage – 4**

The response contains compound and complex sentences (“The image shows all seven stages . . . until it reaches the fourth stage”; “For example; if the small version of the orange tree . . . when the process is over”), and the writer demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers.

#### **Completeness – 4**

The writer addresses the task completely with a degree of specificity and detail (“barely any growth”; “grew a lot”; “stops growing”; “tree was stepped on . . . looking messed up”; “I wouldnt step on the plant”), and the response contains the appropriate words and phrases (“In this,” “Three facts,” “fourth,” “fifth,” “Lastly,” “Even though,” “For example,” “In conclusion”) to create a cohesive narration.

## Question 26

Imagine that you invented a robot that could do small jobs inside and outside your home. Write about three jobs the robot could do.

- Tell how the robot would do each job. Use as many details as you can.
- Explain why you would want the robot to do those three jobs.

## Score Point 3

### Response 1

- 1 . th robot can maset
2. turnet bigger
3. turnet more smaller

### **Vocabulary – 1**

The writer includes some high-frequency words (“can,” “bigger,” “more smaller”) and words from the prompt (“robot”) that are spelled correctly. However, most of the response includes words that are misspelled (“th,” “maset,” “turnet”) that significantly interfere with comprehensibility.

### **Usage – 1**

The writer makes little attempt to write sentences, offering only one possible complete thought (“th robot can maset”) and two sentence fragments (“turnet bigger,” “turnet more smaller”) along with a grammatical error (“more smaller”).

### **Completeness – 1**

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

**Response 2**

yes my invention seria uno is mobin two mobin yous hens end the end is mobin  
yoursb hend.

**Vocabulary – 1**

The writer uses high-frequency words (“yes,” “my,” “two”), and the response contains widespread spelling errors (“mobin,” “yous,” “yoursb,” “hend”) that significantly interfere with comprehensibility. In addition, the spelling errors may reflect frequent borrowing from the writer’s native language (“seria,” “uno”).

**Usage – 1**

The abundant spelling errors and the use of non-English language (“seria uno”) interferes with the reader’s ability to determine the presence of correct tenses or sentence structures.

**Completeness – 1**

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

## Score Point 4

### Response 1

rent, water bills, and homework

#### **Vocabulary – 2**

The writer provides a list of three tasks the robot will perform. There are no misspellings, but the range and variety of words provided are limited.

#### **Usage – 1**

The writer makes no attempt to write a sentence and just lists three tasks, making judging sentences, verb tenses, and grammar usage impossible.

#### **Completeness – 1**

The writing is minimally effective in communicating the intended message. The response lacks the details and the language needed to sequence events and align to the prompt.

### Response 2

I would want the robot to clean , be nice , be freindly because dont know

#### **Vocabulary – 2**

The writer provides a list of three tasks the robot will perform, showing a limited range of vocabulary (“clean,” “nice,” “freindly”), and there is one misspelling (“freindly”).

#### **Usage – 1**

Beyond the tasks, the response consists of an incomplete thought (“because dont know”), interfering with the reader’s ability to determine the presence of correct tenses.

#### **Completeness – 1**

The writing is minimally effective in communicating the intended message. The response consists of a sentence fragment that lacks details and the language needed to sequence events and align to the prompt.

## Score Point 5

### Response 1

- that the robot can teach me how to learned math
- to show me how win a lot of money when i be a man
- and to tell to do good desisions

### **Vocabulary – 2**

The writer displays a limited range and variety of vocabulary, and the response contains a spelling error (“desisions”).

### **Usage – 2**

The writing consists of three bulleted sentences. The response includes significant grammatical usage errors in each of these sentences, including dropped words and incorrect verb tenses that interfere with comprehension (“can teach me how to learned”; “show me how win a lot of money when i be a man”; “to tell to do good desisions”).

### **Completeness – 1**

The writer demonstrates minimal effectiveness in responding to the prompt. The bullet points lack cohesive devices to connect ideas together. In addition, there are very few details which limit the effectiveness of the response.

**Response 2**

my robot would clean the house cut the grass clean the dog poop.

**Vocabulary – 2**

The response offers vocabulary that is limited in range but with some original wording as opposed to relying on prompt language. Although the response does not include any spelling errors, the writer limits themselves by only listing a variety of tasks the robot will perform (“clean the house,” “cut the grass,” “clean the dog poop”).

**Usage – 2**

The writer presents one simple sentence and does not attempt other tenses or more complex sentence structures.

**Completeness – 1**

The response represents a minimally effective effort in responding to the prompt. The response lacks meaningful details to align it to the task because it consists of only one sentence that lists different robot tasks without providing further details or explanation.

## Score Point 6

### Response 1

The robot would bend donw and pick up thash and thow it away,And it will do the dichis.It will do my langey and fuld it. I would like my robot to thous jods because I am lazey.

### **Vocabulary – 2**

Vocabulary is limited in range and variety (“pick up thash,” “I am lazey”), and spelling errors may interfere with comprehensibility (“thash,” “thow,” “dichis,” “langey,” “fuld,” “thous”).

### **Usage – 2**

The writer presents generally simple sentences that mostly use the present tense, but there are modal shifts between “would” and “will” (“The robot would bend donw . . . And it will do the dichis”) that could interfere with comprehensibility.

### **Completeness – 2**

The words to sequence events and show relationships are limited (“And”), and the writer explains the ideas in a limited way (“I would like my robot to thous jods because I am lazey”) with only a few details (“bend donw and pick up thash”).

**Response 2**

the first job he will tho is take out the trash like grab the trash and put it on the right place.  
then when i tho it i put it on the wrong place.  
the second job he will tho is cut the grass.  
when i tho it i tho not know how to use it.  
the third won is clean the hole home.  
i can not tho it alone.

**Vocabulary – 2**

The vocabulary is limited in variety and range, and the misspellings of basic words interfere with comprehensibility (“tho [do],” “won [one],” “hole [whole]”).

**Usage – 2**

The sentences are mostly simple and use the future and present tenses (“he will”), and the writer uses the preposition “on” when “in” would be better.

**Completeness – 2**

The writer uses some appropriate words and phrases to sequence events, but there is some repetition (“the first job,” “the second job,” “the third won”). The explanation of the jobs is limited, with only a few details provided (“like grab the trash and put it on the right place”).

**Response 3**

My robot would trasportable and be able to help with sickness and be able to take care of needs to the young and to the old it will have a part that carries types of meds and stuff like badaids.

**Vocabulary – 2**

The writer demonstrates vocabulary that is limited in range and variety (“be able,” “young,” “old,” “will have a part,” “stuff”) and misspells a couple of words (“trasportable,” “badaids”).

**Usage – 2**

The response is primarily composed of simple sentences with no attempt to construct compound or complex sentences. Grammatical errors sometimes interfere with comprehensibility (“would trasportable and be able to”; “take care of needs to the young and to the old”).

**Completeness – 2**

The writer demonstrates a limited effectiveness in creating a narrative, including repetitive use of words needed to sequence events (“and”). Very few details are included, limiting the effectiveness of the intended message (“be able to help,” “be able to take care,” “and stuff”).

## Score Point 7

### Response 1

The robot could clean my room, do my lundry, and wash dishes. The robot has a broom at the botom so when it moves it also cleaning, it gona have hands so it can pick up my lundry, it has a srubber to wash dishes, cause i have to do my homework, take care of my bunny, and eat.

### **Vocabulary – 2**

The response contains a limited range and variety of vocabulary and includes spelling errors that may interfere with comprehensibility (“lundry,” “gona,” “srubber”). At times, the writer seems to struggle when a more precise word choice is unknown (“when it moves it also cleaning”).

### **Usage – 2**

Although the response contains some more complex sentence structures, the writer commits frequent grammatical errors that sometimes interfere with comprehensibility (“when it moves it also cleaning,” “it gona have hands,” “cause i”).

### **Completeness – 3**

The writer is mostly effective in communicating the intended message and shows the relationship between ideas (“could clean my room . . . cause i have to do my homework”). Some details are provided (“broom at the botom so when it moves it also cleaning”; “srubber to wash dishes”; “take care of my bunny, and eat”), but the response lacks the specificity needed to complete the task.

## **Response 2**

Three jobs that the robot could do are clean help you to the homework and teach. in the first job that is clean he wild clean the room and in the the other job that is help you to your homework they could explain you how to do it and show you some estradijis in the last job that is teach the robot can teach you diferent leguajes and it can also teach you how to cook. I will want my robot to do that jobs because is to help the person or the estudents ho to learn diferent estradejis or learn leguajes and because the robots now how to clean people who work at nigh when they come back the culd find clean there home.

### **Vocabulary – 2**

The writer includes a limited variety and range of social vocabulary (“clean,” “homework,” “teach,” “cook”). The response contains some spelling errors (“wild,” “diferent,” “nigh,” “culd”), some of which may reflect borrowing from the native language (“leguajes”), and these errors may interfere with comprehensibility of the writing.

### **Usage – 2**

The writer presents frequent grammatical errors, including dropped and incorrect words that sometimes interfere with comprehensibility (“help you to the homework”; “he wild clean”; “is help you to your homework”; “because is to help”; “the robots now how to”; “come back the culd find clean there home”). Additionally, the writer uses mostly simple sentences and does not demonstrate the ability to craft either compound or complex sentences.

### **Completeness – 3**

The writer attempts to include words to identify the sequence of events (“in the first job,” “in the the other job,” “in the last job”) and provides some details (“they could explain you how to do it”; “is to help the person or the estudents ho to learn diferent estradejis”; “robots now how to clean people who work at nigh when they come back the culd find clean there home”). Overall, the writer is mostly effective in communicating the intended message but lacks the specificity to complete the task.

**Response 3**

A robot that washes the fire down, a robot that help people from an earthquake, and a robot in the millatry. Because a robots has thing to help and take care of people.

**Vocabulary – 3**

The writer uses vocabulary that is grade-appropriate and shows a variety of words (“washes the fire down,” “earthquake,” “millatry”). There is one spelling error and it does not interfere with comprehensibility.

**Usage – 2**

The writer provides two sentences. The first is a simple sentence, and the second is a complex sentence. Both sentences contain grammatical errors (“robot that help people,” “a robots has thing”) that may interfere with comprehensibility.

**Completeness – 2**

The writer’s explanation provides only a few details (“Because a robots has thing to help and take care of people”) and reflects a limited effectiveness in communicating the intended message. In addition, there are limited words to sequence events and show relationships between ideas.

## Score Point 8

### Response 1

I will make a robot that will mop flors and vacum carpits it will also make you food and drinks.

Iwill like this robot because I wodent have to clean flors and carpits and I cant cook so it will make me food.

### **Vocabulary – 2**

The vocabulary is mostly limited in range with repetitive phrasing (“I will,” “it will,” “Iwill,” “it will”), but does include some specificity (“mop flors,” “vacum carpits”). In addition, misspellings of basic words (“flors,” “vacum,” “carpits,” “wodent”) could interfere with understanding.

### **Usage – 3**

The writer demonstrates an emerging ability to write complex sentences (“Iwill like this robot because I wodent have to clean flors and carpits and I cant cook so it will make me food”). The writing is mostly in the future tense and includes an attempt at using the past conditional tense (“wodent”), and the grammar usage is generally correct.

### **Completeness – 3**

The writer is mostly effective in communicating the intended message and addresses all aspects of the prompt. There are few words and phrases to connect ideas (“that will,” “because,” “so”), and the writing has some details (“I wodent have to clean flors and carpits and I cant cook so it will make me food”) but lacks the specificity needed to complete the task.

## **Response 2**

If i had a robot it well had three to jobs so the first it well be cleanig dishes. Then it well be moping and then taking trash out . Because sometimes i dont want to do it and moping becuase sometimes i drop something sweet so he mop and cleaning it up for it can not get stiky.Dishes because i eat and i do not want to clean it and thats what the robot well do if i had a robot.

### **Vocabulary – 3**

The writer uses a variety and range of vocabulary (“cleanig dishes,” “taking trash out”). Several spelling errors (“well [will],” “moping,” “stiky”) do not significantly interfere with the reader’s understanding.

### **Usage – 2**

The sentences are generally simple but contain evidence of an emerging ability to write complex sentences (“Dishes because i eat and i do not want to clean it”). However, there are usage errors that could interfere with comprehensibility (“so he mop and cleaning it up for it can not get stiky”).

### **Completeness – 3**

The writer explains with some detail (“i drop something sweet so he mop and cleaning it up for it can not get stiky”) and is mostly effective in communicating the intended message, but the writing lacks specificity. Appropriate words are used to sequence events and show relationships between ideas (“first,” “Then,” “Because,” “sometimes”).

### **Response 3**

If I had invented a robot at could do three jobs inside or ouside my house will be at the robot will cook, clean the house and have clean cloths for me is three job can be usefull for me is at if the house is clean then I can relax and have fun then work and clean for hours and if he cook food then I do not have to wait into it ready and the robot made food to eat at every time at I get hunger and if the robot give me clean cloths then I can have to take mintus get ready to go to school or some there.

### **Vocabulary – 3**

The writer generally employs a variety and range of vocabulary (“usefull,” “relax,” “mintus”), although some of the words are misspelled. The writer sometimes uses vocabulary that is not precise or may not always have the right word for the task (“cloths” instead of “clothes” and “hunger” instead of “hungry”). In addition, the misspelled words do not significantly interfere with understanding.

### **Usage – 2**

Although the writer uses some complex sentences, the frequent grammatical errors (“invented a robot at could do”; “will be at the robot will cook”; “is three job can be usefull for me”; “if he cook food then I do not have to wait into it ready”; “every time at I get hunger”) throughout the response sometimes interfere with comprehensibility.

### **Completeness – 3**

The writer is mostly effective in communicating the intended message and addresses most aspects of the prompt. The writer includes some of the words needed to sequence events (“If,” “then,” “and”). The narration provides some details (“if the house is clean then I can relax and have fun”; “if he cook food then I do not have to wait into it ready”). However, more specificity would be needed to earn a higher score.

## Score Point 9

### Response 1

The robot wil sweep mop and pickup stuff if im having a party give some sodas to the pepole. The robot wil also help me with my homw work and play with me soccer. would want the robot because i have no brtother its just me and 3 sister and they dont want to play with me soccer and some times they dont help me with my homework.

### **Vocabulary – 3**

The writer employs a variety and range of vocabulary (“sweep,” “mop,” “sodas,” “soccer,” “homework”). While the response contains spelling errors (“wil,” “homw,” “brtother”), they do not significantly interfere with comprehensibility.

### **Usage – 3**

The writer demonstrates the emerging ability to write compound (“its just me and 3 sister and they dont want to play with me soccer”) and complex sentences (“would want the robot because i have no brtother”). The response includes grammatical errors that do not significantly interfere with comprehensibility (“play with me soccer,” “just me and 3 sister”).

### **Completeness – 3**

The writer is mostly effective in communicating the intended message and addresses all aspects of the prompt, including some detail as to what tasks the robot will perform (“having a party give some sodas to the pepole”; “help me with my homw work and play with me soccer”). The writer includes some appropriate words needed to connect ideas (“The robot wil,” “because”) but relies heavily on the repeated use of “and” to progress the explanation.

## **Response 2**

The first job would be is go to school for me and do all the work until im out of highschool. Second would be is when im an adult it can work for me when the paychecks come i get them. Third would be is buying the groceryys and him doing the laundry while im on my phone or tv.

### **Vocabulary – 3**

The writer generally employs a variety and range of social vocabulary (“highschool,” “adult,” “paychecks,” “groceryys,” “laundry”), and the spelling is generally correct throughout the response.

### **Usage – 3**

The sentences are mostly simple and written in the present tense, but the writer demonstrates an emerging ability to use more complex sentence structures (“Third would be is buying the groceryys and him doing the laundry while im on my phone or tv”). The grammatical errors (“would be is go”) do not significantly interfere with comprehensibility.

### **Completeness – 3**

The writer is mostly effective in communicating the intended message and addresses most aspects of the prompt. The response contains the words needed to sequence events and relate ideas (“The first,” “Second,” “Third”), and the writer provides some details (“until im out of highschool”; “when the paychecks come i get them”; “while im on my phone or tv”) but lacks some specificity needed to fully complete the task.

### **Response 3**

i would like to creat a robot that does not get messed up in the water so i would make him water proof so we can play outside if it was raning yesterday and i would make him be able to grip into things and be able to hold stuff and carry stuff the max i would do is 100 pounds because if i do 1000 it would crush him iwould like to make him out of silver or metal becaues thats the best matireal to make a robot that can carry 100 pounds so if he can grip stuff and carry stuff and he is watter proof we can play with somthing.

### **Vocabulary – 3**

The writer generally employs a variety and range of vocabulary (“water proof,” “100 pounds,” “crush,” “silver,” “metal”), and spelling errors (“creat,” “raning,” “becaues,” “matireal,” “somthing”) do not interfere with comprehensibility.

### **Usage – 3**

The writer demonstrates the emerging ability to write compound sentences (“i would like to creat a robot that does not get messed up in the water so i would make him water proof”) and complex sentences (“the max i would do is 100 pounds because if i do 1000 it would crush him”). The few grammatical errors (“grip into”) do not significantly impact readability.

### **Completeness – 3**

The writer is mostly effective in communicating the intended message and addresses most aspects of the prompt, explaining the robot in some detail (“water proof so we can play outside if it was raning yesterday”; “100 pounds because if i do 1000 it would crush him”; “make him out of silver or metal becaues thats the best matireal”). The response lacks the specificity needed to fully complete the task (“grip into things,” “hold stuff and carry stuff,” “play with somthing”).

#### **Response 4**

1. If. Inveted a robot that could small jobs inside and outside my house the jobs it would do would be mopping, washing dishes, brooming.

2. The robot would do the jobs by extending out its six arms out and wheeling to the kitchen and living room including the bathroom to mop and broom once cleaned it would go the kitchen and wash the dishes.

3. I want the robot to do those jobs because i have many chores to do and somtimes need help with those three chores.

#### **Vocabulary – 3**

The response contains a variety and range of social vocabulary (“mopping,” “extending,” “wheeling”). The writer also uses the less common but correct word for using a broom (“brooming”). There are some spelling errors (“Inveted,” “somtimes”) in the response, but these do not interfere with comprehensibility.

#### **Usage – 3**

The writer demonstrates an emerging ability to write complex sentences (“I want the robot to do those jobs because i have many chores to do and somtimes need help with those three chores”), and grammatical errors do not interfere with comprehensibility (“If. Inveted a robot that could small jobs”; “by extending out its six arms out”).

#### **Completeness – 3**

The writer is mostly effective in communicating the intended message and addresses most aspects of the prompt. The writer numbers the sentences to transition between jobs the robot would perform and provides some details (“The robot would do the jobs by extending out its six arms out and wheeling to the kitchen . . . and wash the dishes”). Overall, the response lacks some specificity needed to fully complete the task.

## Score Point 10

### Response 1

The robot will do raking leaves , sweeping ,and wasing the cars. My robot will rake leaves by using the raker, my robot will sweep by using the sweeper to sweep the trash, my robot will wash cars by using water and soap to clean it. I will put my robot to rake the leaves because after a while your back might hurt or it could be very hot outside. I wil also put my robot to sweep because if you are done sweeping you will want to take a break and then you're robot could sweep what is left. I will also put my robot to wash cars because you might not be able to carry a bucket of water well the robot can and also can help you finish faster.

### **Vocabulary – 3**

The writer generally employs a variety and range of grade-appropriate language (“raking leaves,” “sweeping,” “using water and soap to clean,” “wash cars”). Although there are spelling errors (“wasing,” “wil”), they do not interfere with the reader’s understanding of the writing.

### **Usage – 3**

The writer demonstrates an emerging ability to write complex sentences (“to rake the leaves because after a while your back might hurt or it could be very hot outside”), and grammatical errors (“will do raking leaves,” “will put my robot to rake”) do not significantly interfere with comprehensibility.

### **Completeness – 4**

The writer addresses the prompt completely and provides a strong degree of specificity and detail. The response contains the appropriate words and phrases needed to relate ideas together (“The robot will,” “I will,” “also”), and a good degree of specificity is included in the writing (“wash cars by using water and soap to clean it”; “after a while your back might hurt”; “you might not be able to carry a bucket of water”).

## **Response 2**

If I had a robot that would do three jobs. Job one he will have to pick the trash my from my trashy floors, job two his job is to cut my grass with his clipers in my backyard where there are thousands of flowers, little tiny bits of grass. Job three my little robot has to do clean my desk I will remove my objects, so hand him a wet wipe for he can clean. The reason I want a robot to jobs that could help me out for example the grass is to hard to chop out, and the robot can easilie chop it out from his clipers or claws to cut the grass the other job is to pick my trash its dificuld with a broom sometimes the trash don't care it those not want to move to the picker the robot real easier for him he has little hand that grab nicely. For my desk its so dity and dusty I have trobe with this my robot I can remove my stuff give a wipe does hands can do anything me hand him a duster clean that the three resones I need a robot.

### **Vocabulary – 3**

The writer generally employs a variety and range of grade-appropriate language (“trash,” “thousands of flowers,” “tiny bits of grass,” “wet wipe,” “duster”). While there are spelling errors (“easilie,” “clipers,” “dificuld,” “dity,” “trobe”), they do not significantly interfere with comprehensibility.

### **Usage – 3**

The writer demonstrates an emerging ability to write compound sentences (“The reason I want a robot to jobs that could help me out for example the grass is to hard to chop out, and the robot can easilie chop it out from his clipers or claws to cut the grass”). In addition, grammatical errors (“the trash don't care it those not want to move to the picker”; “has little hand that grab nicely”) do not significantly interfere with comprehensibility.

### **Completeness – 4**

The writer addresses the prompt completely and provides a strong degree of specificity and detail. The response contains the appropriate words and phrases needed to relate ideas together (“Job one,” “job two,” “Job three,” “The reason I”), and a good degree of specificity is included in the response (“cut my grass with his clipers”; “remove my objects, so hand him a wet wipe”; “he has little hand that grab nicely”; “my desk its so dity and dusty”).

### **Response 3**

The first job that the robot can do is to make bracelets. The second job that the robot can do is make electronics, the last job it can do is make gaming controllers and keyboards.

The robot will make bracelets by using something stringlike and adding accesories. The robot will make electronics by using the latest parts to make the electronic the best version. The last job is to have an website to order customized keyboards and controllers.

I would want my robot to do those things, because a lot of people use them.

### **Vocabulary – 4**

A variety and range of grade-appropriate social language is used successfully (“bracelets,” “electronics,” “accesories,” “website”). The inclusion of precise words and phrases (“gaming controllers and keyboards,” “customized keyboards and controllers”) demonstrates the range of vocabulary. In addition, one spelling error occurs (“accesories”), but the error does not interfere with comprehensibility.

### **Usage – 3**

The writer shows the ability to use simple sentences successfully and demonstrates an emerging ability to write complex sentences (“I would want my robot to do those things, because a lot of people use them”). Occasional grammatical errors (“an website”) do not significantly interfere with comprehensibility.

### **Completeness – 3**

The writer is mostly effective in communicating the intended message and addresses several aspects of the prompt. The writer includes some of the words needed to sequence events (“first,” “second,” “last”). However, the response moves from one idea to the next without providing more specific detail (“using something stringlike and adding accesories”; “using the latest parts to make the electronic the best version”).

#### **Response 4**

One of the jobs that my robot could do would be that it could clean anything like clean a car, house, bathroom, even your room it would do a deep clean and organize everything that came in its way. It could also the hardest homework in the world did I mention it could turn into anything and when I say anything i mean anything like a dog, cat, alien, and well everything that exists.

My robot also could be a chef which could make every good food that if it was in a cooking compition it would always win.

It could also turn invisable so when you snap your fingers it would disapear from sight.

#### **Vocabulary – 4**

The inclusion of precise words and phrases demonstrates the range of social vocabulary (“clean a car,” “house,” “bathroom,” “deep clean,” “organize,” “alien,” “chef,” “invisable”). Although there are a few spelling errors (“compition,” “invisable,” “disapear”), they do not interfere with comprehensibility.

#### **Usage – 3**

The writer demonstrates an emerging ability to write a compound-complex sentence (“It could also turn invisable so when you snap your fingers it would disapear from sight”), and grammatical errors (“that it could,” “It could also the hardest homework”) do not significantly interfere with comprehensibility.

#### **Completeness – 3**

The response is mostly effective in communicating the writer’s intended message as the response includes several aspects of the prompt. The writer provides some of the words needed to sequence events (“One,” “It could also,” “did I mention”), and some details are provided (“do a deep clean and organize”; “turn into anything and when I say anything i mean anything like a dog, cat, alien, and well everything that exists”; “snap your fingers it would disapear from sight”). However, the response lacks some specificity needed to fully complete the task.

## Score Point 11

### Response 1

The three jobs that the robot will do is one to go outside and clean the leafs with it's robot hands and the reason the robot is going to do that job is becuse there is alot a leafs outside the second job is to clean cars becasue the cars get dirty really fast and it's going to use its robot hand again but this time the hands are going to be fast mode third job is that is going to make sure there is no piceses of trash on the floor and if there is his going to clean it with it's legs that could pick up trash like a vacume cleaner and the reason the robot is going to do that is becasue somtimes there could always be piceses of trash on the floor that you can't even see.

### **Vocabulary – 3**

The writer generally employs a variety and range of vocabulary ("robot hands," "clean cars," "dirty," "fast mode," "trash," "vacume cleaner") but sometimes uses vocabulary that is not precise or not the right word for the task ("leafs"). While the response contains some spelling errors ("becuse," "becasue," "piceses," "vacume"), they do not significantly interfere with comprehensibility.

### **Usage – 4**

The writer demonstrates the ability to use compound ("The three jobs that the robot will do is one to go outside and clean the leafs with it's robot hands and the reason the robot is going to do that job is becuse there is alot a leafs outside") and complex sentences ("the second job is to clean cars becasue the cars get dirty really fast"). In addition, the grammar is generally correct and comparable to that of grade-level native English-speaking peers.

### **Completeness – 4**

The writing reflects a clear alignment to the task as the writer crafts a response with a strong degree of specificity ("the cars get dirty really fast and it's going to use its robot hand again but this time the hands are going to be fast mode"; "going to clean it with it's legs that could pick up trash like a vacume cleaner"; "could always be piceses of trash on the floor that you can't even see"). In addition, the response contains appropriate words and phrases ("The three jobs," "one," "the reason," "second," "third") to create a cohesive piece of writing.

## **Response 2**

If I ever wanted to invent a robot that I can make it do three littel jobs it would be. doing my lundry because I hate doing my lundy A other thing will be ceaning my closet because it is so much work the last and final one is going to be cooking because it is hard to cook. How my robot will do his jod are by makeing me food I tell him to and he will make it the other jod about lundry is he will separate my chloths and put it to wash and the last one cleaning my closet he is going to just clean it. Some things about my robot is that his name is Xavi he likes to eat tameles and he is mexican and of course I'm going to let him thake a break. I want these jods for him to do because these are the most things that I hate in pluse lest hard thing for me but of course when my robot Xavi needs a break I will let him because he is my fav the one and only Xavi.

### **Vocabulary – 3**

The writer generally employs a variety and range of vocabulary (“lundry,” “closet,” “cooking,” “tameles”). The response contains spelling errors (“littel,” “lundry,” “jod,” “chloths”), but these errors do not significantly interfere with comprehensibility.

### **Usage – 4**

The writer demonstrates the ability to use complex and compound sentences (“A other thing will be ceaning my closet because it is so much work”; “Some things about my robot is that his name is Xavi he likes to eat tameles and he is mexican and of course I’m going to let him thake a break”). In addition, a few grammatical errors (“If I ever wanted to invent a robot that I can make it do three littel jobs”) do not interfere with the reader’s understanding of the writing.

### **Completeness – 4**

The response reflects a clear alignment to the task, and the writer crafts an explanation with a strong degree of specificity (“I hate doing my lundy”; “separate my chloths”; “his name is Xavi he like to eat tameles and he is mexican”). In addition, the response contains the appropriate words and phrases (“If,” “A other,” “Some things about,” “I want these jods”) to connect sentences and ideas.

**Response 3**

The first job for the robot to do is my homework I want him to do it really really fast so I never forget to do it. The second job for the robot to do is to help my mom slowly but surely for him to put the right amount of seasoning on food. The third job for the robot to do is my chores I want him to do it fast to be able to get my allowance and watch TV.

**Vocabulary – 4**

The vocabulary employed reflects a variety and range of grade-appropriate social language and precise language (“homework,” “seasoning,” “chores,” “allowance,” “watch TV”), and there are no spelling errors to interfere with comprehensibility.

**Usage – 3**

The writer generally uses simple sentences correctly but does demonstrate an emerging ability to use compound sentences (“I want him to do it really really fast so I never forget to do it”), and the grammar usage is generally correct.

**Completeness – 4**

The writer addresses the task completely with a degree of specificity and detail, providing explanation for each of the three tasks (“so I never forget to do it”; “to put the right amount of seasoning on food”; “to get my allowance and watch TV”). In addition, the response contains the appropriate words and phrases to sequence events and create a cohesive essay (“The first job,” “The second job,” “The third job”).

#### **Response 4**

If I had a robot that could do small jobs in & out of the house, He'd go get me candy, Do my homework, and also do any other of many other of my chores, except washing dishes, ( He'd get wet and wouldn't work anymore) he would sweep with his built-in broom, mop with his built- in mop ( the mop compartment is water-proof) and he would clean the car with a vaccum and sponge to clean the out side then rinse it with its built-in hose. I would like the robot to do these chores because they're the hardest and most annoying ones to complete.

#### **Vocabulary – 4**

The vocabulary represents a variety and range of grade-appropriate social and precise language ("chores," "washing dishes," "sweep," "built-in broom," "vaccum and sponge," "annoying"). Although there are a couple of spelling errors ("water-proof," "vaccum"), it does not interfere with comprehensibility.

#### **Usage – 3**

The writer generally uses simple sentences correctly but does demonstrate an emerging ability to use complex sentences ("I would like the robot to do these . . . annoying ones to complete"). The response includes some grammatical errors ("and also do any other of many other of my chores") that do not significantly interfere with comprehensibility.

#### **Completeness – 4**

The writer addresses the task completely with a degree of specificity and detail ("except washing dishes, [ He'd get wet and wouldn't work anymore]"; "sweep with his built-in broom"; "the mop compartment is water-proof"; "vaccum and sponge . . . with its built-in hose"), and the response contains a few appropriate words and phrases to sequence events and create a cohesive essay ("If," "also").

## Score Point 12

### Response 1

I would want the robot to mow the lawn he would grab a lawnmower and cut the lawn I would want him to do this job because I feel like a human would not be able to cut perfectly around the edges and wouldn't get all the tall grass. I would also want him to rake the leaves so he would grab a rake find a bunch of leaves and rake them I would want him to do this because I feel like a normal human would not be able to get all the leaves. I would also want him to sweep the shelves I don't feel like I would be able to reach the shelves.

### **Vocabulary – 4**

A variety and range of precise words and phrases are used ("mow the lawn," "grab a lawnmower," "human," "cut perfectly around the edges," "grab a rake," "shelves"), and minor spelling and word choice errors ("perfectly," "sweep the shelves") do not interfere with comprehensibility.

### **Usage – 4**

The writer correctly uses verb tenses, and the response also contains complex sentences ("I would want him to do this job because . . . get all the tall grass"; "I would want him to do this because . . . not be able to get all the leaves") along with a compound sentence ("I would also want him to rake the leaves so he would grab . . . rake them"). Overall, the writer demonstrates grammar that is generally correct and comparable to that of grade-level native English-speaking peers.

### **Completeness – 4**

The writer addresses the task completely with a degree of specificity and detail, providing an explanation for each of the three tasks ("I feel like a human would not . . . and wouldn't get all the tall grass"; "a normal human would not be able to get all the leaves"; "I don't feel like I would be able to reach the shelves"). In addition, the response contains the appropriate words and phrases to relate ideas together and includes internal sequencing to show the relationship between sentences.

## **Response 2**

I would have the robot do dishes, pick up trash, and do laundry. In order for the robot to be able to d dishes it would have to be waterproof so it can rinse off the soap. It would also have to have a grip in water so no plates drop, and it would have to be able to handle soap. o pick up trash it wouod need to use a sensor to detect the trash and where the trash can is. It would also have to know what os trash and what isn't. To laundry it just needs that same grip to carry clothes, and be able to lift heavy things so it can carry the laundry basket. It would also have to. I would want my robot to do these things because these are my daily chores that I wouldn't have to do if the robot did it.

### **Vocabulary – 4**

The writer consistently uses a variety and range of precise words and phrases (“dishes,” “pick up trash,” “laundry,” “waterproof,” “grip in water,” “handle soap,” “sensor,” “able to lift heavy things”). A few spelling errors (“d,” “o,” “os”) do not interfere with comprehensibility.

### **Usage – 4**

The response reflects the correct use of verb tenses and also contains compound sentences (“It would also have to have a grip . . . and it would have to be able to handle soap”) and complex sentences (“I would want my robot to do these things because these are my daily chores”). The writer demonstrates grammar that is generally correct and comparable to that of grade-level native English-speaking peers.

### **Completeness – 4**

The writer addresses the task completely with a degree of specificity and detail, providing explanation for each of the three tasks (“waterproof so it can rinse off the soap”; “have a grip in water so no plates drop”; “handle soap”; “a sensor to detect the trash . . . what os trash and what isn't”; “lift heavy things so it can carry the laundry basket”; “I wouldn't have to do if the robot did it”). Additionally, the response contains the appropriate words and phrases to create a cohesive narration.

### **Response 3**

The first job I would give my robot was to clean the hole house and when I give that command I mean everything like mop,sweap,clean the kitchen,clean the bathrooms,cook,clean the rooms,and put things where they belong and it would all count as one command or job

The second thing I would tell it to do would be to clean outside like rake the leaves,mow the lawn,give our dog a bath,train the dog,feed the dog,water the plants,and feed the chickens and again it would aslo count as one job.

The third job would also be to accompany my dad to work and help him get the job done bc he works in construction and he has to lift heavy pipes and build schools for money and the earlier he gets it done the more he gets paid and gets to come home early not like at midnight as usual.

### **Vocabulary – 4**

The writer consistently uses a variety and range of precise grade-appropriate language (“it would all count as one command or job”; “accompany”; “construction”; “lift heavy pipes”; “build schools”). Although the response contains a few spelling errors (“hole,” “sweap”), they do not interfere with comprehensibility.

### **Usage – 4**

Grammar usage is generally correct and comparable to that of grade-level native English-speaking peers, and the response contains correctly used simple tenses. In addition, the writer constructs complex sentences (“The first job I would give my robot was to clean the hole house and when I give that command I mean everything . . . job”) and uses them throughout the response. Infrequent usage errors do not interfere with comprehensibility.

### **Completeness – 4**

The writer addresses the task completely with a strong degree of specificity and detail (“clean outside like rake the leaves . . . feed the chickens”). In addition, the response contains the appropriate words and phrases to relate ideas together and sequence events (“The first job,” “The second thing,” “The third job”).

#### **Response 4**

The first job my robot would do is wiping the table and sweeping the floors. my robot could use an eyeglass as strong as a microscope to see the little bits of food and stuff on the floor. I would want the robot to do these because these are my chores. I really dislike doing my chores because it takes a while, and most of the time I get in bed by 9:30 and wake up at 6:45. I would also like my robot to be able to go shopping for us. I would want my robot to do this because we are always out of something, and we never know until we need the thing that we're out of. This way, the robot could go out to the store for us right when we need it. The third job I would like my robot to do is the garden work, like raking, digging up weeds, and planting new flowers and bushes. I would like my robot to do this because we have ginormous oak trees that shed every month. We end up raking in the summer, or in the winter when our trees are supposed to be already bare. Also, our flowers never end up living the whole year. They always die in the Texas summer heat. Our robot could water the plants for us when we are at school or work and don't have time to water. These are the three jobs I would want my robot to do for me.

#### **Vocabulary – 4**

The writer consistently uses a variety and range of grade-appropriate social and precise language (“wiping the table,” “sweeping the floors,” “eyeglass,” “microscope,” “digging up weeds,” “planting new flowers and bushes”). In addition, there are no spelling errors that interfere with comprehensibility.

#### **Usage – 4**

The writer demonstrates the ability to construct complex sentences successfully throughout the response (“I would want the robot to do these because these are my chores”; “I would like my robot to do this because we have ginormous oak trees that shed every month”). Overall, the response reflects grammar that is generally correct and comparable to that of grade-level native English-speaking peers.

#### **Completeness – 4**

The writer demonstrates a clear alignment to the task, crafting a response with a strong degree of specificity (“eyeglass as strong . . . stuff on the floor”; “garden work, like raking, digging up weeds . . . and bushes”; “ginormous oak trees . . . supposed to be already bare”). In addition, the response contains the appropriate words and phrases (“first,” “third,” “These are”) to address the task completely.