



**Texas English Language Proficiency Assessment System**

**TEL PAS Writing  
Scoring Guide  
Grade 2**

Constructed Response

Spring 2023

## General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for grade 2. It is intended to be used alongside the spring 2023 TELPAS reading and writing released test. Each question is identified as it appears on the released test (question is referred to as "item" in the rubric).

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

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

The TELPAS proficiency level descriptors (PLDs) for writing and the writing rubric for grades 2 and 3 are included in this guide for your reference.

NOTE: For scoring purposes, each constructed response is human scored by two scorers using the 4-point writing rubric, and both of the scores for each constructed response are added to calculate the student's raw score (2–8) for that item.

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

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

## TELPAS Four-Point Writing Rubric for Grades 2 and 3

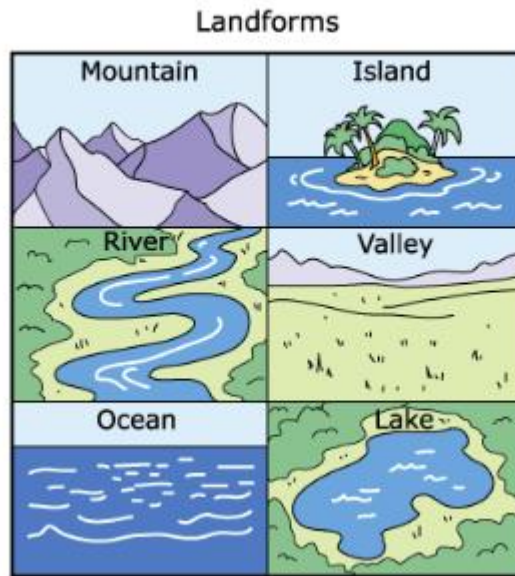
As part of the TELPAS writing assessment, rubrics were developed to determine the score points that should be ascribed to a student's response based on their performance on a particular item. The rubrics demonstrate the possible number of score points that students can achieve on each writing test item. There is one rubric for grades 2–3 and one rubric for grades 4–12. The four-point rubric for grades 2 and 3 is derived from the TELPAS proficiency level descriptors (PLDs). A single score ranging from 1 to 4 is assigned to a single response based on the characteristics the student demonstrates most consistently. 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.

<p><b>(1)</b> <b>Writing that receives a score point 1 may</b></p>	<p><b>(2)</b> <b>Writing that receives a score point 2 may</b></p>	<p><b>(3)</b> <b>Writing that receives a score point 3 may</b></p>	<p><b>(4)</b> <b>Writing that receives a score point 4 may</b></p>
<ul style="list-style-type: none"> <li>• May contain some high-frequency or routine words and phrases</li> <li>• May include vocabulary from the student's native language</li> <li>• Contains widespread spelling errors that are not typical of grade-level native English-speaking peers and that significantly interfere with comprehensibility even with common, high-frequency words; spelling errors may reflect frequent borrowing from the student's native language</li> <li>• May contain some simple sentences using present tense or memorized past tense verbs but with errors and inaccuracies</li> <li>• Includes significant grammar and/or usage errors that interfere with comprehensibility</li> <li>• May copy the prompt or contain no English</li> </ul>	<ul style="list-style-type: none"> <li>• Contains vocabulary that is repetitive or limited in range and variety</li> <li>• May include circumlocution in place of an unknown word or show a struggle to use words correctly</li> <li>• Contains some spelling errors that are not typical of grade-level English-speaking peers and that may interfere with comprehensibility; spelling errors may reflect some borrowing from the native language</li> <li>• Contains mostly simple sentences using present tense; other tenses used inconsistently or inaccurately</li> <li>• Includes frequent grammar and/or usage errors that do not significantly interfere with comprehensibility; errors represent some interference from the native language</li> <li>• May include limited or repetitive use of words and phrases needed to sequence events and compare or connect ideas</li> <li>• Narrates, describes, or explains with few details; lacks language to communicate intended message in more than a limited way</li> </ul>	<ul style="list-style-type: none"> <li>• Contains a moderate variety and range of grade-appropriate social language; may show a struggle to use vocabulary that is academic or newly introduced</li> <li>• May include some vocabulary that is precise; may not always include the right word(s) for the task</li> <li>• Contains occasional spelling errors that may sometimes interfere with comprehensibility; spelling errors may represent slight interference from the native language</li> <li>• May contain mostly simple sentences, but shows the ability to use simple tenses successfully and a developing ability to use compound and/or complex tenses</li> <li>• May include some grammar and/or usage errors which do not significantly interfere with comprehensibility</li> <li>• Includes some grade-appropriate words and phrases needed to sequence events and compare or connect ideas, but inconsistently and with some repetition or unnaturalness</li> <li>• Narrates, describes, or explains in some detail with emerging clarity of intended message</li> </ul>	<ul style="list-style-type: none"> <li>• Generally uses a variety and range of grade-appropriate academic and social language</li> <li>• Mainly uses precise vocabulary and 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; spelling errors are only rarely due to interference from the native language</li> <li>• Generally shows the ability to correctly use both simple and complex tenses</li> <li>• Contains some expanded compound and/or complex sentences</li> <li>• Contains grammar and/or usage that is generally correct and comparable to that of grade-level native English-speaking peers</li> <li>• May include infrequent grammar and/or usage errors, which do not interfere with comprehensibility; errors may be similar to those made by grade-level native English-speaking peers or limited to complex grammar structures</li> <li>• Generally includes grade-appropriate words, phrases, and/or clauses needed to sequence events and compare or connect ideas</li> <li>• Narrates, describes, or explains in detail, comparable to grade-level native English-speaking peers</li> </ul>

## Grade 2 Writing Question and Scored Responses

### Question 20

During social studies today, a teacher drew these pictures of landforms.



#### Prompt

- Tell what you see in this chart.
- Choose two landforms and describe them.
- Write about the landforms you have seen near where you live or while on a trip.

## Score Point 1

### Response 1

I.see.a.mountain..i.see.a.isand

In this response, the writer demonstrates a minimal ability to address the writing task and pairs routine, high-frequency words (“I.see.a”) with words likely borrowed from the prompt (“mountain,” “isand”). Despite borrowing language from the prompt, one of the words is misspelled (“isand”). Overall, the writer develops two simple sentences written in the present tense, reflecting minimal writing proficiency.

### Response 2

thers so many lanforms of leckes like moutens and oceansn  
and leckas many things on planets

The writer of this response uses mostly routine and high-frequency language (“so many,” “many things”) with widespread spelling errors that impede comprehension and may reflect native language interference (“leckes,” “leckas”). The writer also misspells most of the borrowed vocabulary (“lanforms,” “moutens,” “oceansn”). The writer’s overall message is unclear, beyond listing some of the landforms.

## Score Point 2

### Response 1

I see the river,lake,Island.Ocean,Valley and mountain i chose river and lake they both have fresh water i have seen a Island,lake,river and Valley

In this response, the writer uses a limited range of language, and much of the writer’s academic vocabulary comes directly from the prompt. The writer uses mostly simple tenses with inconsistent results, switching unnecessarily from present to past tense (“I see the river,” “i chose river”) and adds some minor detail (“they both have fresh water”). Holistically, the writer does not demonstrate an ability to respond to the prompt in more than a limited way.

### Response 2

that moutins are high and rocks and a isand i see a tree and in the river i see some grass near the lake and in the vally theres sand and a a mountain and sand the ocean has a water so much water in the lake theres grass and a littel a bit water

The writer demonstrates a limited range of vocabulary and borrows most of the academic language from the prompt. The writer misspells many routine words, including several that are provided in the prompt (“moutins,” “isand,” “vally”). The writer constructs mostly simple sentences in the present tense with multiple usage errors that impede the readability of the response (“and a a mountain,” “the ocean has a water”) and shows a limited ability to connect ideas. The presentation consists of brief descriptions that add little detail (“high and rocks,” “see a tree,” “see some grass”). Overall, the writer demonstrates a limited ability to convey the intended message.



### Score Point 3

#### Response 1

I see in this chart they are: mountains, island, river, valleys, ocean, and a lake. Islands are like hills and they are surrounded by water they have a few trees. Lakes are surrounded by LAND they are meadeam sized they have ducks and boats. when i went on a trip i saw mountains they looked rocky

Overall, the writer demonstrates an effective use of academic language (“chart,” “hills,” “surrounded,” “land,” “sized”). While some vocabulary comes from the prompt, the writer adds a meaningful level of additional descriptive language (“surrounded by water,” “they are meadeam sized,” “they looked rocky”). There are some minor formatting issues, but these do not detract from the response. The writer uses both the present and past tense correctly (“I see in this chart,” “i saw mountains”) and constructs mostly simple sentences with an emerging ability to build complex sentences. Overall, the writer uses varied language and shows sufficient grammatical command to deliver the intended message clearly.

#### Response 2

The land forms i saw on a trip was the lake and it was super fun. The island is a small place were you almost can't do anything. The ocean is a big and you have alot of space to swim! the ocean covers most of the world! What i see in the chart is places that u might see in a trip.

In this response, the writer demonstrates a moderate variety of effective academic language and includes several instances of precise language (“small place were you almost can't do anything”, “the ocean covers most of the world”) which provide definitive clarity to the writing. There are several minor grammatical issues (“was the lake,” “were you almost”), but these errors do not interfere with comprehensibility. The writer uses mostly simple tenses and combines sentences effectively. Overall, the writer conveys the intended message with some clarity.



**Response 3**

What i see in this chart is mountains,a island,river,valley,ocean,and lake.What i like is the mountains because i like to climb on them because it is very fun. But sometimes it is not very fun because one time my friend almost fell. I like the ocean because it is fun to swim and see fishes,jellyfishes,sharks also other different animals.One time when i was going to the beach there was water so i said there is water we are in the beach i was happy.

The writer provides a moderate variety of social and academic language (“i like to climb on them,” “my friend almost fell,” “fishes,jellyfishes,sharks”) and effectively uses some precise emotive language (“it is very fun,” “i was happy”). The writer’s spelling is good overall, and correct spelling helps solidify the comprehensibility of the response. The writer employs effective tense usage with minimal errors, and there is a developing ability to use complex sentences. The response is organized with connections between ideas (“i like to climb on them . . . my friend almost fell). The writer demonstrates some minor repetition in the last sentence (“there was water so i said there is water”), but addresses the writing task effectively.

**Response 4**

I see some places were they are water and places were thers not water.I will describe the mountain,thers alot of rocks,dirt and maybe some animals that live ther. I will also discribe the ocean.Thers is salt water and do not drink that salt water becuase you could get sick.You cant also go that foward becuase maybe thers some sharks or danger animals like sharks,fish that bait you, octapuss and more. Thats how i describe the mountain and the ocean (or you can call it sea).

In this response, the writer demonstrates a grade-appropriate range of vocabulary and shows some evidence of precise language (“alot of rocks,” “salt water”). Sometimes, the correct word is not always used (“danger animals”). There are minor spelling errors throughout the response (“discribe,” “becuase”), but these errors do not interfere with the comprehensibility. The writer constructs mostly simple sentences with generally effective tense usage. At various points in the response, the writer shows an emerging ability to develop longer, more complex sentences and effectively includes language to compare and connect their ideas (“do not drink that salt water becuase you could get sick”). Overall, the writer communicates the intended message clearly with sufficient detail to enhance the reader’s understanding of the writing.

## Score Point 4

### Response 1

I've seen a lake in Marshall tx, It's called The Pine Lake. It's beutifull the water is nice. And most of all I like the kids lake the water is not deep. It's fun!

I've seen a ocean when I was going to Disney world in Orlando Florida. It's was called Panama city. The waves were cool and relaxing. Most of all I liked blue water. It was relaxing.

In this response, the writer demonstrates a wide variety of grade-appropriate social and academic language, including the addition of precise locations (“The Pine Lake,” “Disney world in Orlando Florida”) and descriptive vocabulary (“the water is not deep,” “the waves were cool and relaxing”). The writer demonstrates accurate spelling throughout, with only minor errors (“beutifull”) that do not interfere with readability and is mostly effective at using a variety of simple and complex tenses (“I’ve seen,” “when I was going”). The writer’s use of grammar is generally correct, including the incorporation of contractions (“I’ve,” “It’s fun!”). The writer has connections between sentences and provides a level of detail that is consistent with that of native English-speaking peers.

**Response 2**

The Island is where you can relax and look at the cute fluffy birds. An island has pom trees and sand and bushes and the rest is just water.

The lake is where you can see some fishes and turtles. the lake has plenty of bushes and some water.

I see mountains and islands and the lake and the river and the Ocean and the Valley.

I've seen a river and a placse where there are some mountains.

The writer demonstrates a purposeful range of social and academic language. There are several instances of precise and descriptive vocabulary ("cute fluffy birds," "the rest is just water," "plenty of bushes"). There are minimal spelling errors ("pom trees"), and the errors do not impede the reader's understanding of the response. The writer uses primarily simple tenses with correct subject/verb agreement, and grammar and usage are generally correct throughout the response. Overall, the writer produces writing that is comparable to that of a native English-speaking peer.

**Response 3**

I see some bodies of water and some of them are surrounded by land. I also see some beautiful places like the valley and the mountains. The valley looks like it's on rural places and maybe you can see mountains in a valley. A river can be like a squiggly line and be short or large. Sometimes my family go to the beach, last time my dad wanted to see us swim but I accidentally swallowed some saltwater.

The writer of this response demonstrates a wide variety of grade-appropriate social and academic language. The writer provides multiple instances of descriptive and precise language ("rural places," "squiggly line," "saltwater"). There are some minor spelling errors ("surrounded," "beautiful"), but mostly with more advanced words for the grade level. The writer uses mostly simple tenses effectively and demonstrates an ability to construct compound/complex sentences. The writer provides a high level of detail including some advanced phrases for the grade level ("accidentally swallowed some saltwater"). Overall, the writer delivers a response that is consistent with that of a native English-speaking peer.

**Response 4**

Mountains are very rocky you have to be careful if you are going to climb it you might trip or fall and can cause bad injuries. Rivers are almost like to streams if you want to relax you put your feet in the water you also see Beavers,squrles,and pretty very very pretty trees that fill the nice air to smell like blossoms.A Ocean is a place where most people go in the summer its a place where you can go sunbathe,relax,build sand houses,go swimming,go on a flotie and much more the beach that i go to is very fun after you finish taking a nice swim there is a pool.an island is a place where you can get trapped when you are far away you see a island but since ur so far away you are going to think its a tiny,tiny island. a valley is a place where you can have a big ranch with sheeps,cows,dogs,cats,chickens,chicks,horses and much more! and has mountain all around. a lake is a place where you most likely go fishing you can also have a picknick.

In this response, the writer uses a relevant variety of grade-appropriate social and academic language and elaborates on their response with an effective use of precise vocabulary (“smell like blossoms,” “tiny,tiny island”). There are occasional minor spelling errors, but the errors mostly occur with more advanced words for the grade-level (“injuries,” “squrles”). The writer demonstrates a generally correct use of tenses with a variety of longer sentences, and only minor grammatical errors occur throughout the response (“and has mountain all around”). The writer employs a wide range of descriptive detail to advance the ideas and develop the response (“trees that fill the nice air,” “where you can get trapped”). Overall, this response is consistent with that of a native English-speaking peer.

## Question 34

### Prompt

- Imagine that you woke up yesterday to find that you had wings and could fly, but only for one day. Write a story about all the things you did that day and what it felt like.



## Score Point 1

### Response 1

I wus happi and i wud fly and i wus cunu fly in the sciy and i wud haf bi happi and sooooooooooooo isiden and fly arount the hous and the uthr mornin i wut bi sat and that is it bi end.

The writer demonstrates a minimal range of language and uses mostly high-frequency and routine words with widespread spelling errors throughout the response (“wus happi,” “wus cunu,” “sciy”), including common, high-frequency words (“bi [the] end”). These errors are not typical of grade-level native English-speaking peers and significantly interfere with comprehensibility of the writing. Because of the multiple spelling errors, it is difficult to assess the writer’s grammar and tense usage. Overall, the writer cannot earn more than a Score Point 1.

### Response 2

if a cant fly by a 1 day a want to save people and animals

In this response, the writer shows a minimal ability to complete a writing task and uses mostly routine, high-frequency words and phrases. Despite the inclusion of some varied language (“save people and animals”), the errors at the beginning of the sentence impact the overall comprehensibility. The writer attempts to construct one simple sentence with simple tenses, but grammatical issues (“if a cant fly by a 1 day”) impede the reader’s understanding of the writing.

## Score Point 2

### Response 1

I would fly to my friends house and play with them and fly to stores and buy stuff.

In this response, the writer develops one simple sentence with minimal errors. The vocabulary is limited in range, but the words are used correctly. The writer relies on mostly simple tenses, but the structure is somewhat repetitive (“and play,” “and fly,” “and buy”). In addition, the writer provides few details about what would take place (“stuff”). Overall, the writer demonstrates a limited ability to write a story.

### Response 2

I felt so so so so so so so so so so so so so so happy! And i had big wings but it was just for one day but i was still so so so so so so happy!!! Then i went to get flowers i also went to eat my favorite food that my mom made for me and my family then i went to play whit my friends at home outside that day i was so so so so so so happy!!!

In this response, the writer demonstrates an overall limited range of vocabulary and relies heavily on high-frequency language. The writer also uses repetitive language to fill out the response (“so so so . . .”). When the repetition is removed, the sentences are mostly routine with a consistent usage of the past tense. The writer adds a few details along with some basic sequencing language (“Then i went to get,” “i also went,” “then i went to play”), but some of the details seem unrelated to each other (“i went to get flowers i also went to eat my favorite food”). Holistically, the writer demonstrates a limited ability to write a story.

## Score Point 3

### **Response 1**

It would feel really good for me because, I could just go where ever i wanted without a car, and i could go way way faster than a car and there are 2 reasons why, 1,there is no traffice so it could be a free fly thing if you know what im saying.2,I think mabye flying is faster than a car in general.Even flying for only one day is ok with me, because I think mabye flying could be fun too.

The writer demonstrates a moderate variety and range of social language with some evidence of precise, academic language (“flying is faster than a car”). Although the response contains a few minor spelling errors (“traffice,” “mabye”), the errors do not interfere with comprehensibility. The writer shows an emerging ability to develop complex sentences with minimal tense usage errors and uses some grade-appropriate phrases to sequence and connect ideas (“1,there is no traffice,” “2,I think mabye flying is faster”). While the writer delivers a response that is more conversational and explanatory in nature, the writer demonstrates an ability to deliver the intended message.

### **Response 2**

i would have went flying in the sky to touch the clouds and watch planes flying in the sky up close and flying to the store to get candies then i would fly to every house and i would ring the door bell and whoever answers the door would get a candy from me,then i would fly to a farm to see animals especially horses and pigs after i would fly home and play games.

In this response, the writer displays a moderate range of vocabulary while telling a story about a day with wings. Some precise details (“touch the clouds,” “watch planes flying,” “especially horses and pigs”) add clarity to the writing. The writer incorporates the correct spelling of the singular and plural of a word (“candies,” “candy”) and shows a developing ability to use complex tenses (“i would have went flying”). However, this is not consistent throughout the response. The writer offers some basic sequencing language, but this language is repetitive at times (“then i would fly to every house,” “then i would fly to a farm”). Overall, the writer presents a story that delivers the intended message.

### **Response 3**

First,i would wake up like any other ordanary day i would go to the kitchen to eat some breakfast.Next,i would go change watch tv for a while go to my tia and ask if the neighbors are here if she says yes i ask my dad if we could go.finally,we go to the neighbors house we play for while when its night we go back.

The writer demonstrates a moderate variety of social language and delivers several examples of precise and varied language (“ordanary day,” “neighbors are here”). The use of a borrowed word from Spanish (“tia”) does not interfere with the reader’s understanding of the story. Generally, the writer employs an effective use of tenses, but a notable amount of repetition occurs (“i would wake up,” “i would go to the kitchen,” “i would go change,” “we could go,” “we go”). The writer uses effective sequencing language (“First,” “Next,” “finally”) which helps provide clarity to the narrative. Overall, the writer delivers the intended message effectively with this story.

### **Response 4**

If i had wings i will go outside and fly to the sky.Then i will fly across the front yard and go over buildings,walls, and houses.And i will save people and pets when its a fire. I saved a lot of people and pets. Then i became a superhero for 1 day.It also showed on the news and i was the best superhero! And i won money and i lived the best life in the world.

The writer of this response demonstrates a moderate variety and range of language and effectively employs some precise details (“go over buildings,” “became a superhero,” “showed on the news”). The writing contains minimal spelling and grammatical errors, and none of these errors interfere with comprehension. The writer constructs mostly simple sentences and uses both the simple future and past tense effectively. In addition, the writer demonstrates a proficient use of commas for this grade level but uses some repetitive sequencing language (“Then i will fly,” “And i will save,” “Then i became,” “And i won”). Holistically, this story represents a clear example of a Score Point 3.

## Score Point 4

### Response 1

i woke up and saw i had wings first i ate breakfast and then i practiced my flying skills until i learned how to fly i flied aroud tall sun flowers i flapped my wings my wings were white pink and baby blue i flew with my squishmallows and other big stuffed animals with my wings i jumped higher in my trampoline it was getting late i got so distracted that i forgot to eat oh no i ate a big bowl of spaghetti yum there was a spider on the ceiling i got scared i dashed away flying my dad killed the spider it was my bedtime already the next morning my wings were gone.

In this response, the writer demonstrates a wide variety of academic and social language with multiple instances of descriptive and precise vocabulary (“flapped my wings,” “white pink and baby blue,” “dashed away”). The writer demonstrates an ability to use a variety of tenses, particularly the effective use of past tense and shows a proficiency in constructing compound/complex sentences. Although there are some grammatical errors (“jumped higher in my trampoline”), these errors are minor mistakes at this grade level and do not interfere with comprehensibility.

### Response 2

The first thing I would do is scream and freak out.After that I would fly to school then try to hide my wings in school.Then ill try to walk to act normal.Then get in class and keep the wings a secret \*also I would wear a sweter the whole day\*.Then when I get home I will tell my parents about this, at night I will calm down and sleep.

In this response, the writer demonstrates a wide range of grade-appropriate language including descriptive and precise vocabulary (“scream and freak out,” “try to hide my wings,” “keep the wings a secret”). The writer uses mostly simple tenses with minimal errors. The writer shows an ability to effectively construct complex sentences with grammar that is generally correct throughout the response. The writer uses some sequencing language that is less formulaic than what we see at lower score points (“The first thing,” “After that,” “at night”), which adds to the organization and cohesion of the response. Overall, the writer’s story is comparable to that of native English-speaking peers.

### Response 3

If I woke up one day and found that I had wings I would go flying around my room until my parents wake up. Then I would fly to the kitchen and wait for them. When they come in I would suprise them by showing them that I could fly. In the afternoon I would go outside and fly to the top of a tree. It would feel amazing to fly.

The writer demonstrates a range of social language and uses a variety of precise phrasing (“until my parents wake up,” “fly to the top of a tree”) to add clarity to the story. The writer also incorporates some emotive language (“I would suprise them,” “It would feel amazing”). The response contains effective tense usage, including some demonstration of complex tenses (“I would go flying”) and minimal spelling and grammatical errors. The writer’s use of sequencing language is effective in progressing the story (“Then I would fly,” “When they come in,” “In the afternoon”) and the organization of the narrative is clear and easy to follow. Overall, the writer’s story is comparable to stories written by native English-speaking peers.

**Response 4**

I woke up.I had wings!I flew to my cousin's house.My cousin said how did I got wings.I said I dont know.We played Tag.My cousin was it but he could not reach me he said its impossible to get me.I felt like and angel.I flew to the park.I played and built a MEGACASTLE!It was made out of sand but it is bigger than my school.I did it because I could go so high and reach to the sky.I was happy until the nightmare NIGHTTIME!In night time its almost the other day!I can only fly for one day.I flew to the sky the next day.I was falling HELP I said but good thing there was a trampoline under me.

The writer’s response shows a variety of grade-appropriate language and several examples of precise details (“impossible to get me,” “built a MEGACASTLE,” “happy until the nightmare”). The writer even incorporates an effective hyperbole (“bigger than my school”). There are some spelling and grammatical errors throughout, but none of the errors impede the reader’s understanding of the story. The writer’s usage of simple past tense is generally consistent throughout, including some more advanced usage (“he could not reach me”). Although the first half of the response is mostly simple sentences, the writer demonstrates more complex sentences as the story progresses and attempts to develop dialogue which adds additional detail to the response. The lack of appropriate dialogue punctuation does not interfere with comprehensibility. Overall, this writer’s story is consistent with that of native English-speaking peers.