



**Texas English Language Proficiency Assessment System**

**TEL PAS Writing  
Scoring Guide  
Grades 6–7**

Constructed Response

Spring 2023

## General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for grades 6-7. It is intended to be used alongside the spring 2023 TELPAS reading and writing released test. Each question is identified as it appears on the released test (question is referred to as "item" in the rubric).

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

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

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

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

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

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p> <p><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 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 6-7 Writing Questions and Scored Responses

## Question 34

### Prompt

Think about a friend you made when you were little.

- Where and when did you meet this person?
- How and why did this person become a friend?
- Write about a favorite memory that you have with your friend. Include when, where, and what happened.

### Score Point 3

#### Response 1

me memory favorite the mi favorite frien is cuando fuimos a eat pizza

#### **Vocabulary – 1**

The vocabulary included is mainly from the student’s native language while the rest of the vocabulary is high-frequency or prompt language.

#### **Usage – 1**

The response contains significant grammar usage errors that interfere with comprehensibility (“mi favorite frien is cuando fuimos”).

#### **Completeness – 1**

The writer uses little English which makes the response minimally effective in communicating the intended message.

#### Response 2

when meet this person is because is very good person.  
because is my friend very much time.  
my favorite memory is sophia and no talking because make a long things.

#### **Vocabulary – 1**

Apart from the prompt language used, the writer relies on high-frequency and routine words (“good,” “talking”).

#### **Usage – 1**

The response is comprised of sentence fragments, and there are grammar errors that significantly interfere with comprehensibility (“because make a long things”).

#### **Completeness – 1**

The writer attempts to respond to the prompt but lacks the language needed to communicate a message.

## Score Point 4

### Response 1

Where and when did you meet this person? On the school.  
How and why did this person became a friend? When she wants.  
My memory whit this friend is that she is a good friend on the school and every where.

#### **Vocabulary – 1**

Some high-frequency or routine words and phrases are included in the response, and the rest of the response is copied from the prompt.

#### **Usage – 1**

The writer uses some simple sentences in the present tense along with sentence fragments that are incomplete thoughts (“On the school,” “When she wants”). Errors with prepositional usage can be found throughout the response.

#### **Completeness – 2**

The writer narrates in a limited way with few details and lacks the language needed to align to the task, showing overall limited effectiveness in communicating the intended message.

### Response 2

Me and him became frenids because of me I wanted to talk to him and if I see him agin I will hug him

#### **Vocabulary – 1**

Some high-frequency or routine words (“me,” “him,” “talk,” “hug”) and phrases are used in the response, but the writer spells the words correctly.

#### **Usage – 2**

The writer attempts to use a more complex sentence structure along with the future tense (“will hug”). However, a usage error with the subject detracts from the writing.

#### **Completeness – 1**

The lack of details (“because of me”) do not provide much description and explanation although the writer makes brief attempts at sequencing events. The writer is minimally effective in communicating the intended message.

## Score Point 5

### Response 1

i met him in my pre k shcool we sat togethere we uset to give names to oure thecherse

#### **Vocabulary – 1**

The writer relies on high-frequency words (“togethere,” “names,” “thecherse”) and produces spelling errors that interfere with comprehensibility (“thecherse”).

#### **Usage – 2**

The past tense is used correctly (“met,” “sat”), and the writer does demonstrate a basic grasp of English grammar.

#### **Completeness – 2**

Although brief, the writing provides a limited narrative in response to the prompt, providing a little sequencing along with few details (“met him in my pre k”).

### Response 2

i met him 3rd grade he was new the teacher ask me to work with him. We have fun with him have good time. when went to he house when did the projects and went swiming

#### **Vocabulary – 2**

Vocabulary used in the response is limited in range and variety (“fun,” “good time”), but the words are generally spelled correctly.

#### **Usage – 1**

The writer produces significant usage errors that interfere with comprehensibility (“when went to he house when did the projects and went swiming”).

#### **Completeness – 2**

The writer describes the friendship with a few details (“work with him,” “went swiming”) and offers little sequencing to show the relationship between ideas (“when”).



## Score Point 6

### Response 1

i meet my friend jose in school when i was smaller . we become friends because we have so much in comen. my favorite memory i when we played cars in school to geter

#### **Vocabulary – 2**

The vocabulary is limited in range and variety throughout the response. The response contains some spelling errors that may interfere with comprehensibility (“comen,” “to geter”).

#### **Usage – 2**

The writer uses mostly the present tense even when discussing events in the past (“i meet my friend jose in school”) and inconsistently uses other tenses correctly. The writer includes frequent grammar usage errors that sometimes interfere with comprehensibility.

#### **Completeness – 2**

The response contains limited words and phrases needed to sequence events (“i meet my friend,” “we become friends”) and show relationships between sentences. The writer offers few details (“played cars”) and displays limited effectiveness in communicating the intended message.

### Response 2

i had a really good friend i met him at a soccer game and then i noticed that he went to my same school i met him around the age of 6 and right now i am 11 and we still talk and we are really good friends

#### **Vocabulary – 2**

The writer uses a limited range and variety of vocabulary (“met him,” “good friends”) but does not struggle with spelling.

#### **Usage – 2**

The writer maintains control over verb tenses, effectively using the past and present tense and uses simple sentences (“i had a really good friend”).

#### **Completeness – 2**

The writer provides a little sequencing to show the connections between sentences (“met him at a soccer game and then i noticed that he went to my same school”) and offers only a few details about when they met and the writer's age then and now. The response reflects a limited effectiveness in communicating the message.

### **Response 3**

i met this one friend named jonathan i met him back in pre k or kindergarden i became his friend because we use to play alot in recces alot the reason why i became his friend cuz he was fun to play and was fun to talk to i remeber where i fall off a chair and he couldnt stop laughing

#### **Vocabulary – 2**

The vocabulary is limited in range and variety (“play alot,” “fun to play,” “fun to talk to”) and the writer makes several spelling errors (“alot,” “recces,” “cuz,” “couldnt”).

#### **Usage – 2**

The writer uses mostly simple sentences (“i met this one friend named jonathan,” “i met him back in pre k or kindergarden”) and the past tense (“met,” “became”). Grammar usage errors occur throughout the response and include a missing verb (“friend cuz”), a missing preposition (“fun to play”), and a misused word and verb tense error (“where i fall”).

#### **Completeness – 2**

The writer attempts sequencing, but the progression of the narrative stalls in places (“i became his friend because we use to play alot in recces alot the reason why i became his friend . . .”). In addition, only a few details are offered (“pre k or kindergarden,” “fall off a chair”). Overall, the writer shows limited effectiveness in communicating the intended message.

### **Response 4**

I meet my friend at my house he came to my house and this person because my friend becuase we both like soccer and Like to play video games and My favorite memory with my friend is when we were playing soccer.

#### **Vocabulary – 2**

The writer uses vocabulary that is limited in range and variety (“friend,” “house,” “soccer”), and a spelling error impacts the reader’s understanding of the writing (“because” is used instead of “became”).

#### **Usage – 2**

Mostly the simple present tense is found throughout the response along with the past tense used inconsistently (“I meet my friend . . . came to my house . . . we both like . . .”). In addition, the writer makes a number of grammar usage errors.

#### **Completeness – 2**

The writer provides a little sequencing to connect ideas (“at my house,” “My favorite memory”) and offers limited descriptions of the friendship and favorite memory. Overall, the response reflects limited effectiveness in communicating the intended message.

## Score Point 7

### Response 1

:SO THER I WAS EATING AND DRWAING THIN THIS KID CAM UP TO ME AND SAT DOWN AND SIAD WHAT AR YOU DRAWING ABOUT AND I SIAD ROLBLX AND HE SIAD AWOSOM SO DO YOU PLAY ROBLOX AND I SAID YES SO WE SPENT THE HOWLE INTER LUNCH TALKING SO YHEN I SAID WHATS YOUR NAME HE SIAD JUSTITN AND THEN HE SAID WHATES YOURS I SIAD EFREN SO THEN WE BECAM BEST FRINDS.JUSTITN AMD I BECAM BEST FRINDS BECAUSE WE BOTHE LOVD TO PLAY ROLBLOX.WHEN WE WENT TO THE MOVIE THEDER TO WACHT THE NEW SONIC MOVIE.

### **Vocabulary – 2**

A number of spelling errors that interfere with comprehensibility (“DRWAING,” “AWOSOM,” “HOWLE,” “INTER,” “THEDER”) occur throughout the response, and the vocabulary is limited in range and variety.

### **Usage – 2**

The response contains frequent grammar errors that sometimes interfere with comprehensibility, and the writer moves between the past and present tenses and lacks clear sentence structures, making the writing harder to understand.

### **Completeness – 3**

The writer narrates with sequencing of events (“KID CAM UP TO ME,” “LUNCH TALKING,” “WE BECAM BEST FRINDS”) and in some detail (“LOVD TO PLAY ROLBLOX,” “WACHT THE NEW SONIC MOVIE”). Overall, the writer is mostly effective in communicating the intended message.

## **Response 2**

So i met my firend sofia at her house . A meat her in 2018 her parents invited my parents to a grill . We met each other and we stared playing with her toys and we becamed friends because we went like every like wekend to their house our them to our house so we becamed friends. My favorite memory we have is when she invided me a sunday to house they rented a water slide and we had so much fun together and where sliding down together and evrything and it was so fun.

### **Vocabulary – 2**

The vocabulary is limited in range and variety (“met,” “parents,” “house”), and a word is not used appropriately (“her parents invited my parents to a grill”). In addition, spelling errors (“firend,” “becamed,” “invided,” “evrything”) occur throughout the response and may interfere with comprehensibility.

### **Usage – 2**

The writer constructs mostly simple sentences, using the past tense, and frequent grammar usage errors (“becamed,” “me a sunday to house,” “where sliding”) are found throughout the response, sometimes interfering with the reader’s understanding of the writing.

### **Completeness – 3**

The writer is mostly effective in communicating the intended message by describing meeting the friend and then discussing what they did together. Some specific information is offered (“playing with her toys,” “rented a water slide”) to add clarity to the writing.

## **Response 3**

I meet a little girl named Ashely in Pre-K we became friends because we use to like the same things like food songs and the style of cloths on of our favorite memories together are when we wen to a park together and have fun.

### **Vocabulary – 2**

The writer uses vocabulary that is limited in range and variety (“same things,” “to a park”) and makes a few spelling errors.

### **Usage – 2**

Mostly the past tense is used, but a few grammar usage errors occur throughout the response.

### **Completeness – 3**

There is some detail used by the writer in the beginning (“Pre-K,” “food songs”), but the level of detail shows a decline toward the end (“have fun”). The writer is mostly effective in communicating the intended message.

**Response 4**

I remember when i met them i was like five we met because we were naighbors and we played alot. We became friends because we would see eachother alot so we talked alot. My favrite memorie was when me and him and my cousing went to the carnival.

**Vocabulary – 2**

The vocabulary is repetitive (“alot”) and limited in range and variety, and there are spelling errors (“naighbors,” “favrite,” “memorie,” “cousing”) that may interfere with comprehensibility.

**Usage – 2**

The writer uses mostly the past tense and simple sentence structures. A few grammar usage errors (“me and him and my cousing”) occur within the response.

**Completeness – 3**

The writer narrates clearly showing the relationship between ideas and providing some detail (“because we were naighbors,” “went to the carnival”). However, some ideas are more general (“we played alot,” “we talked alot”). Overall, the writer is mostly effective in communicating the intended message.

## Score Point 8

### Response 1

i met him at borman and it was around 2 grade to kindergarden. we were both alone and we started to play while talking my favorite memory that i had with him was when nobody wanted to sit next to me in the cafe then he sittid right next to me so we could chat and joke around

### **Vocabulary – 2**

The writer employs a limited range of language in this response and may borrow from the writer’s native language (“2 grade”). In addition, spelling errors are infrequent.

### **Usage – 3**

The writer demonstrates an emerging ability to construct complex sentence structures (“when nobody wanted . . . then he”) as well as several compound sentences. There is a verb tense error (“he sittid right next to me”), but this error does not interfere with coherence.

### **Completeness – 3**

The response contains some of the appropriate words and phrases needed to show the relationship between sentences, and there is some detail included (“he sittid right next to me,” “chat and joke around”) within the response.

**Response 2**

The person that I meet was on elementary I knew her on third grade. She became my friend because we kinda had things in common and also because she was my neighbor. My favorite memory that me and my friend was that we went to the high school and we watched the athletics kids play and we went to get some snacks to eat and went outside for a while.

**Vocabulary – 3**

The vocabulary is generally varied and shows a range of grade-appropriate social language (“common,” “athletics,” “snacks”). Occasional spelling errors do not interfere with comprehensibility.

**Usage – 2**

Mostly simple sentences using one tense are used throughout the response. There are frequent usage errors (“meet was on elementary I knew her on third grade”) that sometimes interfere with comprehensibility.

**Completeness – 3**

The writer narrates in some detail (“knew her on third grade”; “we watched the athletics kids play and we went to get some snacks to eat”) and is mostly effective in communicating the intended message.

### **Response 3**

A friend i made when i was little was named hector he was a class mate from my first school in dallas texas i was in second grade and it was both of our first times in that school so we both din't have friends we wear at reces and me him and two other kids played soccer and we all became friends butt he was the one i hanged out the most one of my favprite memorys with that friend was also the funnyest we wear at reces and will playing he fell wean he said he was not going tho he was fine and we both laught at that moment.

#### **Vocabulary – 3**

Generally, the writer uses a variety and range of grade-appropriate social language (“hanged out the most”). The occasional spelling errors (“din’t,” “funnyest,” “laught”) do not represent a significant level of interference to the reader’s understanding of the writing.

#### **Usage – 2**

The response contains a number of grammar usage errors (“we both din’t have friends we wear at reces”; “we wear at reces and will playing he fell wean he said he”) that sometimes interfere with comprehensibility.

#### **Completeness – 3**

The response contains connections between ideas and sentences along with details that add clarity to the writing. Overall, the writer is mostly effective in communicating the intended message.



**Response 4**

Camila was the friend that I really liked so much in kinder and PREK she was so cool i still liker her today but It was the first day of school in Prek when i saw her she looked so gorgouse cool and i wanted to be friends with her but i was nervous and she came up to me and said " Awww u are so cute and short!!" i was surprised and she caired me always.

**Vocabulary – 3**

A variety of grade-appropriate social language (“gorgouse,” “cool,” “nervous”) is employed, but the writer struggles to use precise wording correctly (“she caired me always”). Spelling, for the most part, is correct.

**Usage – 2**

The response contains mostly the present tense, but the use of other tenses is inconsistent (“she was so cool i still liker her today but It was”). The writer uses more simplistic sentence structures and makes a number of grammar usage errors.

**Completeness – 3**

The writer offers some details (“first day of school in PreK,” “looked so gorgouse cool,” “i was nervous”) throughout the response. However, there is some unnaturalness as the writer repeats where they met and her friend being cool, and the response just ends without explanation.

## Score Point 9

### Response 1

I was in Pre-K when I met my best friend Victoria. We were in class and i met her. We instantly clicked and became besties. A memory I have with her was January when she came over to my house for a sleepover. We had been planing the sleepover for a year so we were so exited when we were able to have the sleepover. We ate snacks, watched a musicle and some movies, we painted our nails and had the best time. I was so sad she had to leave, but it was a fun time.

### **Vocabulary – 3**

Generally, the writer uses a range and variety of grade-appropriate language (“instantly clicked,” “sleepover,” “watched a musicle”), and the few spelling errors do not inhibit the reader’s comprehension of the writing.

### **Usage – 3**

The writer demonstrates an emerging ability to write more complex sentences, and the past tense is maintained throughout the response.

### **Completeness – 3**

A logical flow of events, starting with where they met (“I was in Pre-K . . . met my best friend . . . in class”), through becoming friends (“instantly clicked and became besties”), and sharing a memory (“sleepover . . . ate snacks . . . painted our nails”), helps the writer demonstrate an emerging ability to explain ideas and offer details that add clarity to the writing.

## **Response 2**

When I was little I wanted to start dancing so my mom took me to a dance class . In the dance class there was a lot of girls I was new so I did not talk to them . Then one of the girls there went over to me and started talking . Her name is Amy she became a really friend of me . Amy and me are still friends now I go a lot of times to her house and she also goes to my house . Amy is one of my best friends . She also tells me her secrets and I tell her mine.

### **Vocabulary – 3**

The response contains a range of grade-appropriate word choices (“dancing,” “secrets”), and spelling is generally correct throughout the response.

### **Usage – 3**

The writer makes several attempts at complex grammar structures with some success (“When I was little I wanted to start dancing so my mom . . .”; “I was new so I did not talk to them”). There are some grammar usage errors that do not significantly interfere with comprehensibility (“she became a really friend of me”; “I go a lot of times to her house”). In addition, a variety of verb tenses are used correctly.

### **Completeness – 3**

The writer includes details and specificity as well as appropriate cohesive devices and phrases to show a relationship between sentences (“When I was little,” “Then”). However, there is some repetitiveness that interferes with the flow of the response (“she became a really friend . . . is one of my best friends”; “I go a lot of times to her house and she also goes to my house”). Overall, the writer is mostly effective at communicating the intended message.

### **Response 3**

Whene I was little me and my family went to sell some stuff. We where unpacking and my mom or dad seas one of their freinds and they hade a son that was our same age. then he asked us to be his freind and my brother said yes so I just said okay.so his dad tells him to go play with us me and my brother and so does our dad. While they where selling we began to play and it was like tagg but diffrent we changed a little things so I was the tager and my brother andthe other kid where running untill i tag the other kid so he tells me something and he also tells it to my brother. He wanted to play different game and so we did and we where plaing another game he tell us he wants to play tag again but i was it so I was chasing him and I hit my head and we hade to leave so we didnt get to know his name.

### **Vocabulary – 3**

The writer offers a range of grade-appropriate vocabulary (“unpacking,” “chasing”). There are some instances when the writer resorts to less specific language (it was like tagg but diffrent we changed a little things”; “he tells me something and he also tells it to my brother”). There are a few spelling errors (“seas,” “plaing”), but they do not significantly interfere with comprehensibility.

### **Usage – 3**

An emerging ability to write complex grammar structures (“Whene I was little me and my family went to sell some stuff”; “While they where selling we began to play”) is shown by the writer. There are some errors with verb tense usage (“we where unpacking and my mom or dad seas”; “he tell us”), but these errors do not significantly interfere with understanding.

### **Completeness – 3**

The writer is mostly effective at communicating the narrative as intended. The response contains some details, but stronger connections between sentences and more effective transitions would make the writing easier to follow.

**Response 4**

I met this person when i was in school .  
Since it was the first day of school she was crying and i asked her why was she crying she said because i miss my mom and then i told her to stop crying because they are going to see again and she said do you want to be friends? i said yes and look we are stilll friends well basically best friends.  
my favorite memory with her was when we bought ice cream and she was eating her ice cream and then minutes after her icecream fell on her and she started to laughf.  
it was in the park and it felll down because it was melting.  
it was one year ago in 2022

**Vocabulary – 3**

A variety of age-appropriate social language (“crying,” “basically,” “melting”) is employed by the writer. There are occasional spelling errors that do not interfere with comprehensibility.

**Usage – 3**

The writer demonstrates an emerging ability to write compound and complex sentences (“it was in the park and it felll down because it was melting”). There are grammar usage errors present, but they do not interfere with comprehensibility.

**Completeness – 3**

The narration of the story detailing how they met (“first day of school . . . why was she crying . . . basically best friends”) and explaining a funny moment they both shared (“bought ice cream . . . felll down because it was melting”) helps unify the response and add clarity to the writing.

## Score Point 10

### Response 1

Funny story, I was about 5 years old when I meet my best friend and it all started when I knew no one in the school until a kid came and sat next to me, I never talked to i decided to talk first, so I did and it was fun starting a convsation because he was a nice guy, fast foward like 4 years later, we always sat at the back of the buss because of how fun it was, when the buss hit the speed bump we felt like we flew and ut was fun, and by far my favorite memory is that we poped like six bags of chips to make a loud BANG!!! it was fun.

sadly i moved away because of a house fire and im now here, and i dont think I will see him again.

### **Vocabulary – 3**

Precise word choice and social language (“fast forward,” “speed bump,” “by far my favorite memory,” “BANG!”) are found throughout the response. The writer makes occasional spelling errors (“decided,” “forward,” “buss,” “poped”) that do not interfere with the reader’s understanding of the writing.

### **Usage – 3**

The writer demonstrates an emerging ability to write compound (“I did and it was fun”) and complex sentences (“I was about 5 years old when I meet my best friend”). Although there are some grammar usage errors present in the writing, the errors do not impact comprehensibility.

### **Completeness – 4**

The response contains appropriate words and phrases to show the relationship between sentences and some specific details (“I was about 5 years old,” “fast forward like 4 years later”). The student overuses the conjunction “and” to connect events throughout the response, but overall, the writer mostly achieves the intended goal and effectively communicates the intended message with a degree of specificity (“when the buss hit the speed bump we felt like we flew”).

**Response 2**

My first friend I made when i was younger was around kindergarten, her name is Vale. We were in the same class but I am not sure why we became so close. We have been friends for about 7 years now, although i regret ever meeting her, she is my longest friend and is very sweet. I think my favorite memory with her is from when we went on a field trip in third grade for UIL. We were both in spelling UIL and got to go the end of the year trip which was at the movies and Peter Piper Pizza. That day they were playing a Marvel movie. We were with two other friends buying all the snacks to eat during the movie. Once we got to Peter Piper Pizza we had gotten so many coins and tickets yet only ended up buying two small stuffed animals. That day was so fun I will never forget about it.

**Vocabulary – 3**

Generally, the writer uses a variety and range of grade-appropriate language (“field trip,” “stuffed animals”) but struggles with awkward phrasing such as the word “regret,” which is not used correctly in the response. The spelling is correct throughout the response.

**Usage – 3**

The writer demonstrates an emerging ability to construct compound and complex sentence structures (“We were in the same class but I am not sure why we became so close”; “We were both in spelling UIL . . . Peter Piper Pizza”). There are some grammar usage errors which do not prevent the reader from understanding the writing.

**Completeness – 4**

The writer connects ideas and sentences and provides specific details (“playing a Marvel movie,” “two small stuffed animals”) to add clarity to the narrative, crafting a response that is mostly effective in communicating the intended message.

**Response 3**

I met my friend in polk when I was in pre-k. We were in the same class an I asked her to be my friend. She was at my house and we got in the pool like around summer and we were both on top of an inflatable flamingo so our siblings decided to flip us but it was fun because we kept on fighting for it and we never gave up. Another favorite memory I have with my friend is when she would take me to church class and we would always sneek candy in and when we were supposed to be paired up in to groups we would always ask to be together.

**Vocabulary – 4**

Consistent use of a broad range of specific and precise vocabulary (“inflatable flamingo,” “siblings,” “flip us,” “supposed”) is found throughout the response, and there are very few spelling errors.

**Usage – 3**

Some grammar errors occur (“we got in the pool like around summer”), but these errors do not significantly interfere with the reader’s understanding. Verb tenses are used correctly. The writer demonstrates an emerging ability to write complex grammatical structures (“I met my friend in polk when I was in pre-k”; “when we were supposed to be paired up in to groups we would always ask to be together”).

**Completeness – 3**

The writer narrates a story that includes some specific details about where and how they met, recounting two memories together. Cohesive devices are sometimes used repetitively, interfering with the flow of the response (“so our siblings . . . but it was fun because . . . and we never gave up”).



**Response 4**

I met my friend named Emmanuel in school when we were in kindergarden. We had the same class together and we also sat next to each other. One day we were taking a test and he pulled out toys from the movie frozen. They were like little caracters and he shared them with me. The teachr didn't care even though we were taking a test. He became my best friend because we got along really well and we had so much fun together. He is so funny. One of my favorite memories that I have with him is when he showed me how to do the griddy, but his style. We made a hanshake where we do the griddy at the end of it.

**Vocabulary – 3**

Generally, the response contains a variety and range of age-appropriate language (“little caracters,” “do the griddy, but his style,” “hanshake”), and spelling, for the most part, is correct.

**Usage – 3**

The writer demonstrates an emerging ability to write compound and complex sentences (“I met my friend named Emmanuel in school when we were in kindergarden”), and the few grammar errors do not impact comprehensibility.

**Completeness – 4**

The writer’s explanation of meeting Emmanuel in school, playing with toys during a test, explaining why they get along, and ending with a favorite memory is supported by connections between sentences and details that add clarity to the writing.

## Score Point 11

### Response 1

I made a friend when I was a couple months old which was my cousin I was born first, I think me and her got really close because we're around the same age and our moms are really close. My couisn and I do a lot of things together since we were small we would always be together to the point we had a thing between our other couisns and I. My couisn and I would always go to places together and we even lived together in Houston it was a really cool experiences and mostly cause my cousin which is my bestfriend lived together, It was all cool and fun till I turned 9 I moved away from our home town, me and my couisn got seperated but we thought it was fine cause we thought we couls still see eachother everyday but those things changed.

### **Vocabulary – 4**

The writer consistently uses precise vocabulary (“to the point we,” “our home town,” “It was all cool and fun till I turned 9”) along with a variety and range of age-appropriate academic and social language, and the spelling is mostly correct. The writer’s control of vocabulary is similar to that of native English-speaking peers.

### **Usage – 3**

An emerging ability to use compound (“My couisn and I would always go to places together and we even lived together in Houston) and complex (“I think me and her got really close because we’re around the same age and our moms are really close”) sentence structures is demonstrated in the response. Better control over the sentences through more effective use of coordinating conjunctions and sentence structure would strengthen the writer’s presentation and control of usage.

### **Completeness – 4**

Appropriate words and phrases needed to connect ideas are prevalent throughout the response. The writer mostly achieves the intended goal through explaining with a degree of specificity how the friend was met, what they did together and why the friend was special.

## **Response 2**

Yaretzy is one of my favorites friend because she makes my day better is always helping me with things out. I met Yaretzy in the bus at first I thought she didn't like me cause she would look weird at me. Me and her started talking in the middle of 6th grade we weren't we got closer at the begning of 7th grade. Some try runing our friendship or told me she was a fake friend and would talk bad about well I think she's the best friend. My favorite memory with her was when went to the carnvial I love it cause she was fun to hang out with. The carnvial was fun even though we all vomit it I had fun because Yare would make me laugh it was the carnvial in MCalle we went like in November. Even though me and her talk to the people we dont like and dont sit together at lunch I still think were best friends and we would always be there for each other and love each other. If I ever stop being friends with her she would be one of my real friend and I would love to talk with her again. I love all y friends but, some make me happy and laugh a lot.

### **Vocabulary – 4**

A wide variety and range of grade-appropriate academic and social language (“we got closer,” “runing our friendship,” “fake friend,” “hang out”) is consistently used in the response. The writer has infrequent spelling errors that do not interfere with understanding.

### **Usage – 3**

There is an emerging ability to write compound and complex sentences (“If I ever stop being friends with her she would be one of my real friend and I would love to talk with her again”) as demonstrated in the response. There are some grammar usage errors, but these errors do not interfere significantly with comprehensibility.

### **Completeness – 4**

The writer consistently includes appropriate words to sequence events and mostly achieves the intended goal as the response contains the degree of specificity and detail needed to address the task completely.

### **Response 3**

The person that i met was Kaitlyn, I met her in band class by my friend Leslie she intredused me to her we started to hang out alot in P.e and in band sitting next to each other,me and Kaitlyn became friends because of my friend Leslie,me and Kaitlyn got really close and started to talk more and call alot we even played games when we were on call with each other me personally I love Kaitlyn as a friend! We joke alot laugh alot in band,she is really sweet and really kind, she cares alot for other like when you are alone she will come at you and tell you to come with her,she is a really loyal friend and can you trust her with everything, she will ask if you are okay and he would even check on you,even tho if we do get into arguments she will always be there for me and I will always be there for her when you are low she will make you feel happy!Those are reasons why I became friends with Kaitlyn!My absolute favorite memory with Kaitlyn was when we both went to the fair we got in some scary rides and we were both screaming a lot and it was really fun we could not stop laughing!

### **Vocabulary – 4**

The writer consistently uses a variety and range of age-appropriate academic and social language (“intredused,” “personally,” “loyal,” “absolute”). Precise words are used throughout the response, and the spelling, for the most part, is correct.

### **Usage – 3**

An emerging ability to use compound and complex sentences is demonstrated in the response. A few grammatical errors can be found throughout the response, but these errors do not significantly interfere with comprehensibility.

### **Completeness – 4**

The writer effectively narrates and describes the friendship (“hang out alot in P.e and in band sitting next to each other”; “We joke alot laugh alot in band, she is really sweet and really kind, she cares alot for other”). The progression of ideas is evident with sequencing phrases (“Those are reasons why I became friends”) that help the writer mostly achieve the intended goal of addressing the task completely.

**Response 4**

Kayla used to be my bestfriend. We became friends on my sisters birthday , because my sisters dad is kaylas uncle so she went to the party. A favorite memory of me and Kayla is when we went on vacation to South Padre Island for her birthday and we got our own hotel with our friend Cynthia to , and it had a balcony and everything , and we were playing around and then me and Kayla got cynthias sandales and threw them of the balcony it was funny but then cynthia got my crocs and threw them on accident to the other side onto someone elses balcony it was so funny. When we went down to go get cynthias slides , a girl yelled "Hey is this yours" and she was holding me blue crocs , we wouldnt stop laughing on the way up because we thought it was embarassing. Me and Kayla are not friends anymore but i really wish we were she was like a older sister i never had but always wanted. But its okay everything happens for a reason.

**Vocabulary – 4**

A variety and range of grade-appropriate social language (“balcony,” “accident,” “embarassing”) along with precise vocabulary (“cynthias slides,” “blue crocs”) is evident throughout the response, and any spelling errors do not prevent the reader from understanding the writing.

**Usage – 3**

The writer shows the ability to use simple tenses successfully and a developing ability to use complex tenses (“When we went down to go get”) and construct more complex sentence structures. The grammatical errors present in the writing do not impact the reader’s understanding of the response.

**Completeness – 4**

The writer crafts a cohesive narrative with a degree of specific detail, addressing completely how they became friends and details of a fun memory. The story ends with the writer reflecting on their friendship, feeling like they were sisters and even explaining that they are not friends anymore.

## Score Point 12

### Response 1

I had a lot of childhood friends but there is this one girl in particular we where so close to each other and uncepreable.i met her when i was visiting my gradma and gradpa in mexico i was around 4-5 years old and she was new to the town so i decided to talk to her to make her feel welcome and she was very sweet and friendly so we became friends really fast and since we where so close to each other i would go to her house almost everyday and her mom cooked the best food you can ever imagine if i could not go to her house we would both go to a park that was near our house.After 2 months we had to go back to our house in texas so it was really heartbroken to say good bye to her i remember crying the whole ride home because i was going to miss her so much.  
That was one of the best childhood friend i ever had.

### **Vocabulary – 4**

A wide range of social and academic language that is comparable to a native English-speaking peer (“in particular,” “you can ever imagine,” “really heartbroken”) is consistently employed by the writer. Spelling errors are infrequent and phonetic, so they do not interfere with understanding (“uncepreable,” “gradma and gradpa”).

### **Usage – 4**

Several verb tenses, both simple (“met,” “became”) and complex (“would go,” “could not go”), are correctly used in the response, as well as expanded compound and complex sentence structures. Although there are a few minor grammatical errors, the grammar usage is generally correct and a strength of the response.

### **Completeness – 4**

The writer communicates a narrative with a logical progression of thought and sufficient specific detail. The response contains the appropriate words and phrases to show the relationships between sentences (“she was very sweet and friendly so we became friends”; “if I could not go to her house we would both go to a park”).

**Response 2**

A friend i made when i was little was christian we met in pre-k and we have been best friends for over 7 years. We met in e.c.c and it was in 2015-2016. I became friends with christian because when i moved from mexico to texas i got held back a grade. When i got to a new school i was friends with this other guy named victor he was the one who showed me around and he was a only friend at that time. We for some reason got moved both to a different class and we met this other kid. This kid was a stranger i didnt even want to talk to him but sense victor started hanging out with him i started to talk to him when victor wansnt there. That stranger is now my bestest friend. We all went to the same elementary we were a trio just me victor and christian. Then in 2nd or 3rd grade victor moved i never got to see him again. Me and christian got closer. Then we became best friends. My favorite memory with him was when we were in second grade and it was graduation day and not-planned we went matching. My mom got a picture of it and i love it, because our last names are the same so we were next to each other. It was litterly adorable.

**Vocabulary – 4**

A range of specific vocabulary (“trio,” “adorable”) is consistently used throughout the response. Infrequent errors in spelling (“litterly”) do not interfere with comprehensibility and are similar to those made by native English-speaking peers.

**Usage – 4**

There is a consistent use of complex and compound sentences (“he was the one who showed me around and he was a only friend at that time”) throughout the response. Punctuation, including quotation marks, is employed correctly and helps structure the sentences. In addition, grammar usage is mostly correct.

**Completeness – 4**

The writer crafts a cohesive and unified narrative, containing the degree of specificity and detail (“we met in pre-k and we have been best friends for over 7 years”; “That stranger is now my bestest friend”) needed to address the task completely and achieve the intended goal.

**Response 3**

On the first day of my school in India I was very nervous. I couldn't sleep the day before school and was very scared. The next day I saw a boy crying in the corridor. I asked him why was he crying. He said he was very scared to go to his 1st period because the teacher looked very scary. I told him not to worry and that I have you in my period and we will be friends. I also told him that I am also very nervous and scared to go to my periods. He then smiled and we went to our 1st period together. Then slowly we began to get familiar to our school and also started to play together during lunch. By that time Rebanta and me had been best friends. One day it was our summer break and our school sent us an email that there will be a field trip to a big field with many playgrounds. Both mine and Rebanta's parents had allowed us to go there. We enjoyed a lot and had also taken many types of sports equipments with us. That was the day I had the most fun in my whole life.

**Vocabulary – 4**

The writer consistently uses a variety and range of social language comparable to native English-speaking peers (“corridor,” “familiar,” “allowed,” “sports equipments”), and spelling errors are infrequent and do not interfere with the reader’s understanding of the writing.

**Usage – 4**

The response contains expanded complex and compound sentence structures (“Then slowly we began to get familiar . . .”; “By that time Rebanta . . .”) throughout the response. The verb tenses are generally used correctly to make the writing easy to read.

**Completeness – 4**

Appropriate words and phrases needed to sequence events (“On the first day,” “The next day,” “during lunch”) and keep the flow consistent are used throughout the response, and the writer supplies ample detail (“boy crying in the corridor,” “very nervous and scared”) that addresses the task completely.



**Response 4**

I met one of my best friends while I was in 2nd grade at school. I was in the middle of class and was just doing my work. When all of the sudden a kid walks in the classroom. You can tell he was new because he had a shy face reminding me of my first day when I first joined the school. We all greeted him and he sat down. After about some time I began talking to him and then, it became an every day thing. We both then noticed we played the same games so we started playing with eachother. I became friends with him because he seemed like a nice person and being friends with seemed like a good idea. My favorite memory that I had with him was basically a time at the park. I was with him and a group of friends and we decided to play a game. I don't remember what the game was called but I do remember it was similar to tag. I started running around trying to tag each other. It actually happened in the same year, 2nd grade. This is the friend I met when I was little.

**Vocabulary – 4**

Consistent use of a broad variety and range of age-appropriate language (“all of the sudden,” “shy face,” “we all greeted him,” “basically”) is employed throughout the response, and spelling errors are similar to those made by native English-speaking peers.

**Usage – 4**

Some expanded compound and complex sentences are present in the response. The verb tenses are correct, and while there are infrequent grammar usage errors, these errors do not interfere with comprehensibility.

**Completeness – 4**

The writer achieves the intended goal of addressing the task completely by crafting a cohesive and detailed narrative telling a story of friendship (“You can tell he was new because he had a shy face reminding me of my first day when I first joined the school”).

## Question 20

Students are studying different features of Texas landscapes.



Big Bend National Park, Texas



Caddo Lake, Texas

### Prompt

- Describe these two pictures. What features are in each picture?
- Compare both pictures. What features are different from each other? What features are similar to each other?
- Which landscape would you like to take a trip to and why?

### Score Point 3

#### Response 1

is rio the big bend the rocks an animlas

#### **Vocabulary – 1**

The writer uses some high-frequency words (“rocks”) and some native language vocabulary (“rio,” “animlas”).

#### **Usage – 1**

The writer utilizes present tense (“is rio”). The response is a disjointed list that contains no other grammar structure (“the big bend the rocks an animlas”).

#### **Completeness – 1**

The response lacks the details and language needed to align to the task. Overall, the writer is minimally effective in communicating the intended message.

#### Response 2

tha describe is une a fotohop is rockas en tha secen fotohop  
is a tris end a watwer .

#### **Vocabulary – 1**

Some routine words are misspelled in a way that significantly interferes with understanding (“tris,” “watwer”), including spelling errors that reflect borrowing from the student’s native language (“fotohop,” “rockas”).

#### **Usage – 1**

The writer attempts to construct a compound sentence, but significant grammatical errors interfere with comprehensibility. The response reflects the writer’s use of the simple present tense (“is rockas,” “is a tris”).

#### **Completeness – 1**

Overall, the writing lacks the language and details required for the task. The writer is minimally effective in communicating the intended message.

## Score Point 4

### Response 1

In one picture i look at two mountains and in the other one i look at a lake

#### **Vocabulary – 1**

The vocabulary mostly consists of high-frequency words (“look”) and language from the prompt (“picture”, “lake”).

#### **Usage – 2**

The writer demonstrates a grasp of basic English grammar usage and simple verb tense usage, and the response is structured as a correct compound sentence.

#### **Completeness – 1**

There is an attempt to respond to the task, but the description is vague and lacking in detail. Overall, the writer is minimally effective in communicating the intended message.

### Response 2

the big bend national park, texas that looks like its sunie  
caddo lake, texas i like going to the lake cs like its sunie  
and we can eat and all that

#### **Vocabulary – 1**

The writer’s word choice is limited to routine words and phrases (“looks like,” “we can eat”) and repetition (“sunie”), and the response contains spelling errors (“sunie,” “cs”) that interfere with comprehensibility.

#### **Usage – 1**

The response contains present tense verbs throughout, and grammar errors occur that interfere with comprehensibility (“big bend national park, texas that looks like”).

#### **Completeness – 2**

The writer uses a few cohesive devices to connect ideas (“cs,” “and”) and addresses the task only in a limited way with few details.

## Score Point 5

### Response 1

one picture: much rocks, es dirt for not much water in your ecosiste and no much trees  
two picture: much trees, much water in your ecosystem and is much probably wha to be crocodiles

#### **Vocabulary – 2**

The vocabulary is limited in range, is occasionally repetitive, and borrows from the writer’s native language (“es,” “no much trees”). The response does, however, contain some academic vocabulary (“probably,” “crocodiles,” “ecosistem”).

#### **Usage – 1**

There are frequent grammatical errors that interfere with comprehensibility (“is much probably wha to be crocodiles”), and the response lacks sentence structure.

#### **Completeness – 2**

The writer describes the landscapes by listing a few details (“much rocks,” “much water in your ecosystem”) but does not provide connections between ideas.

**Response 2**

the simalar tings that they half its outside and tress and dere  
in taxas but the ting thay they are not simelar difrent cite  
and one is with water and odrer one is no water at all and  
one has maoutens and the oder one hasdoes not does are the  
difent things and and the not simalir tings.

**Vocabulary – 2**

The writer attempts to employ a variety of vocabulary. However, the response contains significant spelling errors, and the writer struggles to use words correctly at times (“difrent cite”; “difent things and the not simalir tings”).

**Usage – 1**

The present tense is used throughout the response, and grammatical errors interfere with comprehensibility (“the oder one hasdoes not”).

**Completeness – 2**

The writer attempts to respond to the prompt, and the response contains some cohesive devices and details. But, overall, the writer shows a limited effectiveness in communicating the intended message.

## Score Point 6

### Response 1

Big bend national park, Texas they are type mountain and they are big the big bend national park . Caddo lake, Texa is a lake in the forest they have trees. The 2 different are they have water and the other no the other have mountains they are hot and the oher no.

#### **Vocabulary – 2**

The range of vocabulary within this response is limited. The writer sometimes struggles to use words correctly, (“they are type mountain,” “the other no”), but spelling is generally correct.

#### **Usage – 2**

The response consists of mostly simple sentences using present tense. There are frequent grammar usage errors (“the other no the other have mountains”) that sometimes interfere with readability.

#### **Completeness – 2**

The writer describes the landscapes with a few details (“they have water and the other no”). The response contains some phrases to show the relationship between sentences in a limited way (“The 2 different are . . .”). Overall, the writer lacks the language required to effectively communicate the intended message.

**Response 2**

This pictures are about two mountains and a forest. The difference of this picture is that one has trees and the other one has mountains. A similarity is that they both has trees.

**Vocabulary – 2**

The word choice is limited in range and variety and sometimes repetitive (“mountains,” “trees”). The spelling is correct throughout.

**Usage – 2**

The writer employs mostly simple sentences and present tense verbs with usage errors (“This pictures,” “they both has trees”).

**Completeness – 2**

The writer offers limited and sometimes repetitive detail to describe Big Bend and Caddo Lake (“one has trees,” “both has trees”). This response contains some of the appropriate phrases to show relationships between sentences (“The difference of this picture is that . . .”; “A similarity is that . . .”).

**Response 3**

one of them is rocky and the other one is in a forest, one has water and the other one is dray and they both have grass, i will like to go to the big bend because they are so many hills

**Vocabulary – 2**

The range and variety of vocabulary is limited (“rocky,” “forest,” “water,” “grass”), but spelling is mostly correct.

**Usage – 2**

The writer employs mostly present tense. An attempt at a more complex tense is made, but the attempt contains errors (“i will like to go to the big bend because they are so many hills”). The writer also attempts to move beyond simple sentences in this response.

**Completeness – 2**

Cohesive devices are used, but some are repeated (“and the other one is . . .”), and the writer includes few details that lack specificity.



**Response 4**

i would like to go to the caddo lake, texas becouse it looks more safe the the national park and i just walk and talk insted on the maountain i need to clime

**Vocabulary – 2**

This response is comprised of a limited range of vocabulary (“more safe,” “walk and talk”). Some spelling errors occur, but they do not significantly interfere with comprehensibility (“maountain,” “clime”).

**Usage – 2**

The brief response contains grammar usage errors that sometimes interfere with readability (“more safe the the national park”; “insted on the maountain i need to clime”), and the present tense is used throughout the response.

**Completeness – 2**

The writer uses cohesive devices to help structure the response (“because,” “and,” “insted”), but few details are included. Overall, the writer demonstrates a limited effectiveness at communicating the intended message.

## Score Point 7

### Response 1

I ken see two picture one is in a patano in the other is in a desert other think that makes different is one have water in the other do not have I this two picture I ken see that have some things in comen like the two have plants I also rhe two plaseas are located in Texas.If I have to visitey was Caddo Lake why I do not like to much the landscape that are to hot.

#### **Vocabulary – 2**

This response contains spelling errors that sometimes interfere with comprehensibility. The range of word choice is limited and includes a word borrowed from the writer’s native language (“patano”). In some instances, the writer struggles to use words correctly (“other think that makes different,” “in the other do not”).

#### **Usage – 2**

Frequent grammatical errors are present in the response, including tense usage errors (“one have water,” “the other do not have”) and structures that may indicate borrowing from the writer’s native language (“I do not like to much the landscape that are to hot”).

#### **Completeness – 3**

The writer describes the landscapes with some detail but lacks the specificity required to fully address the task. The response includes some appropriate cohesive devices but with some unnaturalness in places (“other think that makes different”; “If I have to visitey was Caddo Lake why I do not like . . .”).

**Response 2**

the big ben national park in texas has mountans its desserty  
the caddo lake in texas is a big lake with trees i the water.  
and the trees are big and tall. the big ben national park  
is not like the caddo lake in texas becouse the cadddo laek  
has allot of water, when the big ben national park has  
mountans and the caddo lake does't. thing in common is  
that they both have living thing like plant on it

**Vocabulary – 2**

The writer uses vocabulary that is repetitive or limited in range and variety (“desserty,” “mountans,” “water”), particularly when using more academic vocabulary. The spelling errors do not interfere with the reader’s understanding of the writing.

**Usage – 2**

The response contains mostly simple sentences. The attempts at compound sentences are ineffective (“the big ben . . . because the cadddo . . . when the big ben”) and are hard to interpret. In addition, grammar usage errors sometimes interfere with comprehensibility.

**Completeness – 3**

This response contains some of the appropriate words and phrases needed to show a relationship between sentences, but the writer does so inconsistently and with some repetition (“the big ben national park is not like the caddo lake in texas becouse the cadddo laek has allot of water”). Some details are provided which helps the writer communicate the intended message.

**Response 3**

The two features that both have is the grass. The simmilarites are that both are in Texas. The diffrence is that the first picture has a mountain and the second doesnt have a mountain. I will like to take a rip to Caddo Lake because it looks beutyful and because it look relaxing.

**Vocabulary – 2**

The response contains a limited variety of original language (“grass,” “mountain,” “beutyful”), but there are a few specific word choices (“simmilarites,” “relaxing”). Overall, the response contains mostly routine vocabulary. Spelling errors occur but do not interfere with the reader’s understanding of the writing.

**Usage – 2**

The response contains errors that sometimes interfere with comprehensibility (“The two features that both have is the grass”), but the writer demonstrates a grasp of basic English grammar usage and shows a command of simple verb tense.

**Completeness – 3**

The writer provides a message that is generally effective at responding to the task and incorporates some of the appropriate phrases to sequence ideas (“The simmilarites are that,” “The diffrence is that”). Some detail is provided although the detail is sometimes repetitive.

**Response 4**

In the first picture ("BIG BEND NATIONAL PARK, TEXAS") there're mountains and plants, looks like desert because there are different plants.

In the second picture (CADDO LAKE, TEXAS) there are many trees and there are a river that looks beautiful.

I like the second picture because have the river and the trees are different kinds.

*The 2 picture are similar in the plains, like the forest.*

**Vocabulary – 2**

The response contains a limited variety of language that is often repetitive ("plants," "trees," "river"), but spelling errors are infrequent and do not interfere with the reader's understanding of the writing.

**Usage – 2**

The present tense is employed throughout the response with a few grammatical errors. The writer demonstrates an emerging ability to form compound sentences. Complex sentence structure is attempted but contains errors ("I like the second picture because have the river").

**Completeness – 3**

The writer describes the landscapes in some detail but is somewhat repetitive ("there're mountains and plants, looks like desert because there are different plants"). Some appropriate cohesive devices are used to organize the response ("In the first picture," "In the second picture").

## Score Point 8

### Response 1

Big Bend National Park, Texas there are mountins,canyons,land, is desert,sunset,dead dried up grass,landsapes. Caddo Lake, Texas there are tall green trees , bright green grass, land,lake,landscapes. Caddo Lake and Big Bang Texas both have, land,grass,sunes,texas,landscapes. Caddo lake and Big Bang National Park, Texas also have diffrences , national park, lake, landscapes. but a landscape i would of chosen or would visted will be Caddo Lake because. it is super hot and if the lake is big there will be cold air.

### **Vocabulary – 3**

The writer uses a range of grade-appropriate academic vocabulary that is sometimes precise (“mountins,” “canyons,” “desert”). However, the writer does not always use the right word for the task (“both have, land,grass,sunes,texas,landscapes”). Occasional spelling errors do occur, but these errors do not significantly interfere with understanding.

### **Usage – 2**

The writer demonstrates a grasp of basic English grammar usage and generally uses present tense and future tense correctly. There are verb agreement errors near the end of the response and other grammar usage errors throughout that sometimes interfere with the reader’s understanding (“also have diffrences , national park, lake, landscapes”).

### **Completeness – 3**

The response contains several details and some specificity, but the lack of cohesive devices negatively affects the progression of ideas (“there are mountins,canyons,land, is desert,sunset,dead dried up grass,landsapes”).

**Response 2**

1. the features i see in big bend national park is canyons and i see maybe sand i also see plants and that its sunny.

2. the features i see in caddo lake is water maybe swamp is evening outside and theres multiple tree.

3. the deiffrent feature in eachh picture is that in number one is canyons and sand in picture number two theres water and trees and whats similar is that they both have plants

4. the landscape i would like to take a trip at is big bend national park because i love walking around and i like climbing.

**Vocabulary – 3**

The writer uses language that is sometimes precise (“canyons,” “swamp,” “evening,” “multiple”). Occasional spelling errors do occur, but these errors do not significantly interfere with understanding.

**Usage – 2**

There are instances where the writer attempts to create complex tense usage and grammatical structures, but errors occur (“the features i see . . . is water maybe swamp is evening,” “the landscape i would like to take a trip at”).

**Completeness – 3**

The writer is mostly effective in communicating the intended message and employs some formulaic, but appropriate, phrases to sequence the explanations (“the features i see,” “the deiffrent feature in eachh picture is”). The descriptions include detail (“canyons,” “maybe sand,” “water maybe swamp”) but lack the specificity needed to complete the task.

**Response 3**

The features that each picture has is that one has water and a tropical climate and the other is a dry and hot place but what they both have in common is that they both have plant life and if I would to choose witch one I would go is the Caddo Lake, texas because I like water and nature and also because I would not like to be in a dry hot place, there would be no WATER!

**Vocabulary – 3**

The writer demonstrates a range of grade-appropriate academic vocabulary (“tropical climate,” “nature,” “have in common”). It is sometimes repetitive, resulting in a lack of specificity. Spelling errors are minor and do not interfere with comprehensibility.

**Usage – 2**

The writer frequently uses transitional conjunctions (“and,” “because”) as a connection between simple sentences rather than employing them to create grammatically correct compound or complex sentence structures. Verb tense usage is generally correct.

**Completeness – 3**

The response includes some detail (“tropical climate,” “dry and hot place”) but lacks the specificity needed to fully address the task. A weaker organizational structure results in some unnaturalness as ideas are not connected well.



**Response 4**

The big bend national park looks very big, calming and hot. In the caddo lake it looks very damp and peaceful. Both the big bend national park are very lonley and calming, also they are very diffrent because caddo lake is damp and has underwater life form and in the big bend national park is very dry and has more dessert plants. Finnally I would go to the caddo lake, because I like water and it looks like a good place to fish.

**Vocabulary – 3**

The writing consists of a variety of grade-appropriate academic vocabulary that is sometimes precise (“calming,” “damp,” “underwater”). Minor spelling errors occasionally occur, but they do not interfere with readability.

**Usage – 2**

The present tense is used throughout the response. The response contains grammar errors that sometimes interfere with comprehensibility (“Both the big bend national park are very lonley and calming”). The writer correctly utilizes some compound and complex sentence structure at the end of the response, but the grammar errors keep the writer from earning a higher score.

**Completeness – 3**

The writer addresses the prompt with some detail but shows a decline when the topic is more academic (“looks very damp”; “caddo lake is damp and has underwater life form”). The writer includes some of the appropriate words and phrases to organize the response but feels unnatural at times (“Both the big bend national park . . .”; “Finnally I would go to . . .”). Overall, the writer mostly achieves the intended task but lacks the specificity and connections that would be seen in a higher score point.

## Score Point 9

### Response 1

In the first picture represents Big Bend National Park, Texas. And there are types of mountains and it looks almost like a desert. In the second picture it represents Caddo Lake, Texas. What I see is that Caddo Lake looks like a swamp and trees grow in the water there. There two pictures are different because the 1st picture shows a dry landscape and the 2nd one represents a watery landscape. But both of them are similar because they both come from Texas and are well know cities. In my opinion I would like to visit Big Bend National Park, Texas because It seems kind of safer because what if at Caddo Lake had water snakes or other dangerous animals in the water.

### **Vocabulary – 3**

The word choice in this response represents a range of grade-appropriate academic language that is sometimes precise (“represents,” “desert,” “swamp,” “dangerous”), but the writer sometimes struggles to find the appropriate word for the task (“there are types of mountains”, “It seems kind of safer”). Spelling is generally correct.

### **Usage – 3**

The writer shows an emerging ability to use complex sentence structures (“In my opinion I would like to visit Big Bend National Park, Texas because It seems kind of safer because what if at Caddo Lake had water snakes or other dangerous animals in the water”). Some minor grammar usage errors do occur, but these errors do not substantially interfere with understanding.

### **Completeness – 3**

Although appropriate cohesive devices are used to help organize the response, they are sometimes repetitive (“In the first picture,” “In the second picture”). Adequate detail is provided, and the writer is mostly effective at communicating the intended message.

**Response 2**

Both of the pitures are natural habitats. The "Big Bend National park" is a dry habitat, "Caddo Lake, Texas" is a very moist habitat. If i could ever visit one of these habitats it would be caddo lake because it would'nt be as hot as Big bend because it has water so the tempature around caddo lake would be very delightful.

**Vocabulary – 3**

The writer uses a range of academic and social vocabulary ("habitats," "moist," "delightful"). Occasional spelling errors do occur, but these errors do not necessarily interfere with readability.

**Usage – 3**

An emerging ability to write complex grammatical structures ("If i could ever visit one of these habitats it would be . . .") is demonstrated by the writer. Some minor grammatical errors do occur, but these errors do not interfere with comprehensibility. Verb tense usage is correct throughout the response, and the writer uses both present and future tenses.

**Completeness – 3**

The landscapes are described in detail, but the descriptions are sometimes repetitive. The writer includes some appropriate sentence introductions ("If i could ever visit") but does so inconsistently, and the response lacks the specificity required to fully address the task.

**Response 3**

The feature of Big Bend National Park is just mauntains and the feature of Caddo Lake, Texas is trees. Big Bend National park, Texas has only mauntains only and its all made of rocks. Caddo Lake, Texas has a beautyful lake and it has alot of large trees and it has grass. If i will go to a trip i wold like to go to the Caddo Lake, Texas because its really pretty and you can like go into the water and have fun and also the view its really pretty there, and also we could put like a tent there so that way we could rest and hear the birds really calm while your taking a break.

**Vocabulary – 3**

Generally, the writer uses a variety and range of grade-appropriate word choice, but the effort is sometimes repetitive (“has only mauntains only,” “really pretty,” “really calm”). Spelling errors are present, but these errors do not significantly interfere with understanding.

**Usage – 3**

The writer shows an emerging ability to correctly employ complex sentence structures, but there are some grammar and usage errors (“If i will go to a trip,” “you can like go into the water”) that do not significantly interfere with understanding but do interfere with readability.

**Completeness – 3**

The writing has descriptive details (“beautyful lake,” “really calm”) and includes transition words. The writer includes some appropriate words and phrases needed to connect ideas and show the relationship between sentences but does so inconsistently.

**Response 4**

This images look differnt in sum ways and in other ways they look the same. For example in Big Bend National Park, exas and Caddo Lake, Texas are different because in one their is water and in the other one ther are just rocks and there s is trees on the Caddo lake and in big bend national park there isent. And ways that these places are the same is that there both located in texas and they both have grass. And me personaly I would chose to go to Big bend national park because it will be asoume to be able to clim the big rocks.

**Vocabulary – 3**

The response contains a range of grade-appropriate vocabulary (“images,” “water,” “personaly,” “asoume”). There are some spelling errors, but these errors do not significantly interfere with readability.

**Usage – 3**

The writer demonstrates an emerging ability to use complex structures and tenses. There are some grammatical errors, but these errors do not significantly interfere with understanding.

**Completeness – 3**

The writer uses some appropriate cohesive devices to show the relationship between sentences (“For example”, “And ways that these places are the same is that”). The landscapes are described in some detail, and the writer is mostly effective in communicating the intended message.

## Score Point 10

### Response 1

The Big Bend National Park, Texas looks like there must be a lot of small animals and the weather must be really good. In Caddo Lake, Texas looks like there must be some fishes, alligators, and the weather must be good in there too.

The difference of "The Big Bend National Park, Texas" is that there are mountains and it looks like there is not much trees in there. In Caddo Lake, Texas there is water because its a lake, and there is to much trees in there. These two landscapes are similar each other because there is grass, sun, and small mountains. I would like to take a trip in "Big Bend National Park, Texas" because I feel like in there its not to dangerous and I can make my tent to sleep there, lasr reason is because I can be there with some friends and sleep with them, it would be so fun.

### **Vocabulary – 3**

The writer generally employs a range of grade-appropriate word choices ("alligators," "dangerous") but sometimes resorts to repetitive and less precise language ("the weather must be really good"; "the weather must be good in there too"). There are a few spelling errors, but these errors do not interfere with comprehensibility.

### **Usage – 3**

Simple verb tense is used correctly throughout the response. The writer demonstrates an emerging ability to use complex grammatical structures ("there is water because its a lake") as well as several compound sentences. Some grammatical errors do occur, but these errors do not significantly interfere with readability.

### **Completeness – 4**

The writer addresses the prompt with a logical progression of thought and sufficient detail. The response includes appropriate transitions to show the relationships between sentences ("These two landscapes are similar," "lasr reason is because"). The writer mostly achieves the goal and addresses the task completely.

**Response 2**

Both of these beautiful pictures are in Texas the lone star state , the first picture is called Big Bend National Park , which looks like a place where the weather would be hotter. There is big rocky mountains that you can climb up and see the all the other mountains . There would also be a diversified amount of species in the bimo which would be good for the Big Bend National Park . In the Caddo lake , Texas picture , has a more water and trees than Big Bend national park . And in the Caddo lake picture there is far more trees. Some features that both pictures have plant life and both pictures are from Texas . If I could be able to go to weather one of these landscape I would pick Big Bend National park for to reason . The first reason is to climb and see what's on the top of those rocky mountains . And the second reason is to get to see all the amazing wild life and different plants .

**Vocabulary – 3**

The writer generally uses a wide range of grade-appropriate language (“the lone star state,” “diversed,” “amazing wild life”). The response contains some spelling errors that may interfere with comprehensibility (“amount of spices in the bimo”).

**Usage – 3**

The writer demonstrates control over basic English structures and shows an emerging ability to write more complex sentence structures (“the first picture is called Big Bend National Park , which looks like a place . . .”). Errors sometimes occur within these less-familiar structures, but these errors do not significantly interfere with understanding.

**Completeness – 4**

Overall, the descriptive response mostly achieves the intended goal and contains the degree of specificity and detail needed to address the task fully. Transitional phrases are used to help organize the writing.

**Response 3**

In the first picture, "Big Bend National Park, Texas", you can see that they are in a dry area and with small plants, no trees. In the second picture "Caddo Lake, Texas", you can see that they are in a wet area and theres more trees and plants around.

Some differences from those two pictures are, the Big bend National Park is in a dry area but with a bit of plants, And in the other hand, Caddo lake is in a wet area (well is a lake what do you expect). Then some similarities are that they are both in Texas, They are and look fun places to go and explore or to go for just to see new things.

Last but not least I would like to go to Caddo lake, Because in Big Bend National Park they could be snakes and more, Even though in the Caddo Lake they could be dangerous things like wild animals, But i would like to see what your ideas are.

**Vocabulary – 3**

The writer generally uses a range of grade-appropriate academic and social language ("what do you expect," "explore," "last but not least"), but in some instances, the word choice is repetitive ("that they are"), resulting in a lack of precision. Spelling is generally correct.

**Usage – 3**

The writer attempts to create complex sentence structures with some success ("I would like to go to Caddo lake, Because in Big Bend National Park they could be snakes"). There are some errors with tenses and pronouns ("They are and look fun places," "they could be dangerous things"), but these errors do not significantly interfere with readability.

**Completeness – 4**

A variety of transitional phrases are used to show the relationship between sentences ("in the other hand," "Last but not least"). This descriptive response mostly achieves the intended goal and contains the degree of detail needed to address the task completely.



**Response 4**

In the "Big Bend National Park" I can see that it is dry over there and that there are many hills. In the "Caddo Lake" I can see that that place is full of water and trees. If I compare these two pictures, I could see that the difference is that the Big Bend National park has no water but the Caddo lake does. (by that I mean that there is no lakes in Big Bend National Park.) One of the features that both pictures have in common is that both of the pictures look sunny and that they both have plants. If I were to pick over the Big Bend National Park or the Caddo Lake, I would pick Caddo Lake. I say that because I have never gone to a lake. I would really love to experience it over there.

**Vocabulary – 3**

This response contains a variety of age-appropriate language, however, the word choice is repetitive at times ("full of water," "Big Bend National park has no water but the Caddo lake does"), resulting in a lack of precision. The spelling is generally correct.

**Usage – 3**

The writer demonstrates an emerging ability to use compound and complex sentence structures. The response includes some grammatical errors that result in awkward phrasing ("If I were to pick over the Big Bend National Park or the Caddo Lake"), but these errors do not significantly interfere with comprehensibility.

**Completeness – 4**

The response is clearly organized and contains appropriate cohesive devices to structure the writing ("If I compare these two pictures," "If I were to pick"). Overall, the writer mostly achieves the intended goal, and the response contains the degree of detail needed to address the task completely.

## Score Point 11

### Response 1

The Big Bend national park, Texas it look big and it looks that it could be hot during the day and really cold by the nighth. Now lets talk about the Caddo lake, Texas it looks really big and it looks like a hot place with water and it probably have animals on the water like a cool envoriment for animal and humans. These picture are similar in the way that they have plants that can survive in that specific envoriment, they have animals that lives in that area, could be cold or hot and they a really big. The ways that make them different is that one have water and the otherone have water in a specific time. The landscape that i would pick to go an a trip would be the Big Bend National Park because it looks that it could have interest things that i can find like, fossils, coyotes, etc that is the one that i would pick. I dint pick the Caddo lake because it looks that it could have a lot of mosquitos or bugs living in it.

### **Vocabulary – 4**

A variety of grade-appropriate academic language is used (“specific envoriment,” “fossils,” “mosquitos”). There is an instance where the writer struggles to use the correct word for the task (“it could have interest things”), but overall, the strength of word choice helps the writer earn a high score. Spelling errors are infrequent and do not interfere with comprehensibility.

### **Usage – 3**

The writer demonstrates control over basic verb tenses and shows an emerging ability to use more complex structures and verb tenses. Some minor errors result in awkward wording (“it look big and it looks that it could”; “it probably have animals”), but the errors do not significantly interfere with the writing’s comprehensibility.

### **Completeness – 4**

In this response, the writer’s ideas progress logically, and the writing contains the degree of detail and specificity required to address the task completely. Appropriate cohesive devices are used to show the relationships between parts of sentences and transitions are varied (“Now lets talk about,” “These picture are similar in”).

## **Response 2**

In the Big Bend National park, they only have canyons and grass and the Caddo Lake has a dirty looking lakes, grass and a lot of trees. They are different tho because the Big Bend National Park does not have trees unlike the Caddo Lake. Another way they are different is by them having different animals and different adaptations for the organisms there . They are alike by them both having grass. Another way they are alike is by them both being landscapes. If I had on option to take a trip to one of these landscapes, i would choose the Caddo Lake. I would choose the Caddo Lake because I feel like i would enjoy glansing at the lake, most likely because there would probably be birds getting water at the lake. I would really enjoy going to the Caddo Lake.

### **Vocabulary – 4**

A good range of grade-appropriate academic and social language (“canyons,” “adaptations,” “organisms”) is shown by the writer. There is an instance of struggling to find the right word for the task (“glansing”), but the overall strength of the word choice along with consistently correct spelling allows this response to earn a high score for the vocabulary trait.

### **Usage – 3**

Some grammatical errors exist, but these errors do not significantly interfere with comprehensibility (“the Caddo Lake,” “has a dirty looking lakes”). The writer demonstrates control over simple tenses and structures and shows an emerging ability to use more complex sentence structures (“Big Bend National Park does not have trees unlike the Caddo Lake”).

### **Completeness – 4**

The writer’s thoughts progress in a clear and organized way, and the response contains the appropriate cohesive devices to logically sequence content related to each aspect of the prompt. The writer includes many specific details though some are repeated (“They are alike by them both having grass”). Overall, the writer includes enough specificity and detail to fully address the writing task.

**Response 3**

Both these pictures introduces us to the different terrains in each peace of land. The first one shows mountains with green grass. The other picture shows clean water with a lot of trees.

The first and second picture has a few features that are different. The first picture has only grass and rocks, while the second picture has water in it's area. These pictures also have a few things that are similar. They both include stuff which is nature grown, and not man made.

I would takea trip to landscape one, becasue I am I love to do more hiking. I wouldn't prefer the second landscape becasue there is water, which means we can only do activites like boating.

**Vocabulary – 4**

The writer consistently uses the right word for the task and includes a range of grade-appropriate academic and social language (“terrains,” “man made,” “boating”). There are a couple of minor spelling errors (“becasue,” “activites”) and confusion involving a homophone (“peace”), but these errors do not interfere with readability and are similar to those made by native English-speaking peers.

**Usage – 3**

An emerging ability to correctly form complex sentences (“The first picture has only grass and rocks, while the second picture has water in it’s area”) is demonstrated by the writer. Some grammatical errors occur, particularly involving verb tense usage (“Both these pictures introduces us,” “becasue I am I love to do more hiking”), but these errors do not significantly interfere with comprehensibility.

**Completeness – 4**

The writer mostly achieves the intended goal of communicating the message completely. This descriptive response includes the appropriate cohesive devices and transitions to properly structure the response (“The first one,” “The other picture,” “while”), and the writer supplies details with the necessary degree of specificity to address the task completely.

**Response 4**

These two pictures shown are similar by their location in Texas. I noticed how the environment in which there is grass, trees, mountains, and its day time. They both shows a place outside man-made places and instead somewhere in nature.

In the picture on the left, you can see there is no trees and the only plants that is shown is grass and small shrubs. Along with that, the photo's focus point is the mountains which is also located in Big Bend National Park. However in the photo on the right is located in Caddo Lake. The photo captures the beauty of the view there. There is varity of plants there like the moss floating on top of the calm lake. Based on the trees, I believe the lake there is pretty shallow.

If I could choose one the photos to take a trip to, I would go to Caddo Lake, Texas. Caddo Lake seems like a peaceful and calm place to be in because of the view. I think I'm more the type of person to just sit down and relax and watch the view type. In addition, I love being surrounded by nature because it's a nice way to take myself out of reality. Big Bend National Park to me seems like a hiking trip which doesn't really interested me as much. I bet the view is probaby breathtaking, but I rather relax than run.

**Vocabulary – 4**

The writer consistently uses a variety of grade-appropriate social and academic language that is often precise (“environment,” “focus point,” “breathtaking”). Spelling errors are infrequent and minor.

**Usage – 3**

The writer demonstrates an emerging ability to write complex grammatical structures. The response includes some tense usage errors that result in awkward phrasing (“They both shows a place,” “doesn’t really interested me”), but these errors do not significantly interfere with comprehensibility.

**Completeness – 4**

A variety of cohesive devices are used by the writer to organize the response (“Along with that,” “However,” “In addition”). The writing is detailed and contains the specificity required to fully address the task.

## Score Point 12

### Response 1

In Big Bend National Park, Texas it seems like a cool place to explore, and it seems pretty rocky, sandy, and has loads of places to climb. Caddo Lake, Texas seems peaceful and nice to be at, it looks like it has nice grass, and a pretty lake/pond sort of thing with trees.

One thing that looks different between these places is that Big Bend National Park seems like a dry place while Caddo Lake seems very nature-y and isnt dry afterall theres lots of plants and theres a lake.

I would want to go to Caddo Lake. It seems so pretty and probably look even better in person, it probably feels like a good place to have a picnic or something like that, not sure but i love places like Caddo Lake.

### **Vocabulary – 4**

The writer employs a wide variety of grade-appropriate social and academic language that is comparable to that of a native English-speaker (“loads of places,” “peaceful,” “picnic”). The spelling is consistently correct.

### **Usage – 4**

The writer demonstrates a consistent ability to form expanded compound and complex sentences. There is an agreement error near the end of the response (“It seems so pretty and probably look even better in person”), but this error does not interfere with comprehensibility.

### **Completeness – 4**

The response is well-organized and the ideas progress logically. A variety of cohesive devices are used to show connections between sentences (“One thing that looks different,” “while,” “but i love places like Caddo Lake”). The writer describes the landscapes with sufficient detail and specificity to fully complete the task.

## **Response 2**

The picture on the left is Big Bend National Park and it looks like there is mountains in the background. Also the one on the left looks more dry. Caddo Lake is a more wet place and looks a little more humid and it looks like it has very tall trees. The pictures are both similar because they are both in Texas and they both have a sky in the background. I would like to take a trip to Caddo Lake because it just looks like you can have more fun when you go somewhere that has water. The other reason why because it seems more peaceful were you can actually see less dangerous wildlife. Big Bend on the other hand looks more dangerous because it looks like someplace that there is Coyotes, Snakes, and other dangerous creatures.

### **Vocabulary – 4**

The writing includes a variety of grade-appropriate language and uses precise vocabulary to describe the landscapes (“humid,” “dangerous wildlife”). Infrequent errors in spelling (“were” instead of “where”) do not interfere with comprehensibility and are similar to those made by native English-speaking peers.

### **Usage – 4**

This response contains expanded compound and complex sentences and demonstrates grammar usage that is generally correct. Infrequent grammatical errors do occur (“there is mountains”), but these errors do not interfere with comprehensibility.

### **Completeness – 4**

The writer constructs a descriptive narrative with sufficient detail and specificity to address the task completely. The response is organized and develops in a logical manner using varied cohesive devices and transitions (“The other reason why,” “on the other hand”).

### **Response 3**

In the first picture we can see Big Bend National Park, Texas, just by looking at the image you can see beautiful mountains and you can tell it is a dry environment because the ground and mountains seem to be very hard, rocky, and dry. In the second picture you see Caddo Lake, Texas, now as soon as you look at the picture you can see it is a very wet environment, has a lot of trees, so therefore you can tell it rains quite a bit. Big Bend National Park, Texas and Caddo Lake, Texas have some similarities but, they also have differences. Such as this, Caddo Lake, Texas seems like a place to go and relax, it's a very wet environment, and seems to have animals like fish, frogs, and other creatures. Big Bend National Park, Texas on the other side seems to be a place to go hiking and going on adventures, it is very dry, and have animals like rattlesnakes, lots of ants, and animals like that. They might not have many similarities but here are a few, they both attract people to go visit, have plants, and seem to be an amazing place to spend quality time. In my personal opinion I would pick Caddo Lake, Texas over Big Bend National Park, Texas because it's just much more calmer and seems like a very relaxing type of space to be in.

#### **Vocabulary – 4**

A wide variety of grade-appropriate social and academic language that is comparable to native English-speaking peers (“creatures,” “adventures,” “quality time”) is employed by the writer. Infrequent spelling errors do occur, but these errors do not interfere with comprehensibility.

#### **Usage – 4**

The writer demonstrates a consistent ability to form expanded compound and complex sentences. There is an agreement error (“it is very dry, and have animals”), but this error does not interfere with the reader’s ability to comprehend the writing.

#### **Completeness – 4**

The response is well-organized, and the ideas progress logically. A variety of cohesive devices are used to show connections between sentences and parts of sentences (“therefore”). The writer describes the landscapes with sufficient detail and specificity to fully complete the task.



**Response 4**

Big Bend National Park has a lot of mountains. If you are a mountain type of guy, this is your place. You'll need to be carrying water and use it wisely. You'll probably want to be someone that doesn't get tired easily, because Big Bend National Park is huge. Especially those big mountains. Caddo Lake is more of a relaxing kinda vibe. If you can get into the lake, then it would be more fun. But I'm not sure if you can actually get in it. Both pictures look like places you might want to visit and they are both in Texas, which makes it even more convenient to visit. They both probably have unique animals and plants. I would prefer to go to Caddo Lake. I just think it would be relaxing but if you can get in the lake, then I would definitely have a lot of fun especially if you're with friends or family.

**Vocabulary – 4**

The writer consistently uses a wide range of social and academic language that is comparable to that of a native English-speaking peer (“use it wisely,” “relaxing kinda vibe,” “unique”). The spelling is consistently correct throughout the response.

**Usage – 4**

The writer consistently uses the appropriate verb tenses, and the response contains expanded compound and complex sentences (“I just think it would be relaxing but if you can get in the lake, then I would definitely have a lot of fun especially if you're with friends or family”) while using varied conjunctions. In addition, grammar usage is comparable to that of grade-level native English-speaking peers.

**Completeness – 4**

The response is well-organized, and the ideas progress logically. A variety of phrases are used to show the relationship within and between sentences (“If,” “but”). The writer describes the landscapes with sufficient detail and specificity to fully complete the task.