



Texas English Language Proficiency Assessment System

TELPAS Writing Scoring Guide Grades 10–12

Spring 2025

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General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for grades 10-12. It is intended to be used alongside the spring 2025 TELPAS reading and writing released test. Sentence-rewrite and constructed-response questions are identified as they appear on the released test ("question" is referred to as "item" in the rubric).

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

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

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

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

Sentence Rewrite

TELPAS Sentence Rewrite Writing Rubric

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

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

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

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

Grades 10-12 Sentence-Rewrite Question and Sample Student Responses

Question 15

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

The internet help us connect with our familys member who are at the foreign country.

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

Score Point 0

Response 1

The internet help us connect with our family members that are in a foreign country

The writer does not resolve all the errors and receives no credit. The pluralization error “familys member” has been corrected with “family members,” and the preposition-article error “at the” has been corrected with “in a.” However, the conjugation error “help us” remains unchanged, so the response does not receive a point.

Response 2

The internet helps us contact our family members who are at the foreign country.

The writer successfully resolved the first conjugation error by replacing “help us” with “helps us,” and the second pluralization error by replacing “familys member” with “family members.” However, the third preposition-article error has not been changed and remains unresolved. The response does not receive a point.

Score Point 1

Response 1

The internet helps us connect with our family members in a foreign country.

The writer has resolved the verb conjugation error by replacing “help us” with “helps us,” the pluralization error by replacing “familys member” with “family members,” and the preposition-article error by replacing “at the” with “in a.” The overall meaning of the sentence has remained the same.

Response 2

The internet helped us connect with our family members who are in a foreign country.

The writer has resolved the verb conjugation error by replacing “help us” with “helped us” and the pluralization error by replacing “familys member” with “family members.” The writer has resolved the preposition-article error by replacing “at the” with “in a,” and the overall meaning of the sentence remains the same.

Response 3

The internet helps us connect with our family members who are in different countries.

The writer has resolved the verb conjugation error by replacing “help us” with “helps us” and the pluralization error by replacing “familys member” with “family members.” The writer has resolved the preposition-article error by replacing “at the” with “in” and pluralizing “countries.” The overall meaning of the sentence has remained the same; writing “different” instead of “foreign” is an appropriate and acceptable change.

Response 4

The internet helps us connect with out family members who are in foreign countries.

The writer has resolved the verb conjugation error by replacing “help us” with “helps us” and the pluralization error by replacing “familys member” with “family members.” The writer has resolved the preposition-article error by replacing “at the” with “in” and pluralizing “countries.” The error “out” is a new error and does not impact the score. The overall meaning of the sentence has remained the same.

Constructed Response

TELPAS Twelve-Point Writing Rubric for Grades 4 through 12

As part of the TELPAS writing assessment, rubrics were developed to determine the score points that should be ascribed to a student's response based on their performance on a particular item. The rubrics demonstrate the possible number of score points that students can achieve on each writing test item. There is one rubric for grades 2–3 and one rubric for grades 4–12. The twelve-point rubric for grades 4 through 12 is based on the TELPAS proficiency level descriptors (PLDs). Using the twelve-point rubric the student's writing is assessed based on the following three traits: vocabulary, usage, and completeness. For each of the three traits, the student receives a score from 1 to 4 for a total possible score of 12 points. This rubric demonstrates how a student will be assessed for writing; however, the rubric should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

	(1) Writing that receives a score point 1 per characteristic	(2) Writing that receives a score point 2 per characteristic	(3) Writing that receives a score point 3 per characteristic	(4) Writing that receives a score point 4 per characteristic
Vocabulary	<ul style="list-style-type: none"> May contain some high-frequency or routine words and phrases; may even contain a small number of very simple formulaic sentences May include vocabulary from the student's native language Contains widespread spelling errors that significantly interfere with comprehensibility even with common, high-frequency words; spelling errors reflect frequent borrowing from the student's native language 	<ul style="list-style-type: none"> Uses vocabulary that is repetitive or limited in range and variety, particularly when writing is academic May circumlocute when the precise word is unknown or struggle to use words correctly Contains some spelling errors that may interfere with comprehensibility; spelling errors may reflect some borrowing from the native language 	<ul style="list-style-type: none"> Generally uses a variety and range of grade-appropriate social language; may struggle to use vocabulary that is academic or newly introduced Sometimes uses vocabulary that is precise; may not always have the right word(s) for the task Contains occasional spelling errors that do not significantly interfere with comprehensibility; errors do not represent a significant level of interference from the native language 	<ul style="list-style-type: none"> Consistently uses a variety and range of grade-appropriate academic and social language Consistently uses precise vocabulary; employs the right word(s) for the task Contains infrequent spelling errors that do not interfere with comprehensibility, similar to those made by native English-speaking peers; errors are only rarely due to interference from the native language
Usage	<ul style="list-style-type: none"> May contain some simple sentences using present tense or memorized past tense verbs but with errors and inaccuracies Includes significant grammar usage errors that interfere with comprehensibility 	<ul style="list-style-type: none"> Contains mostly simple sentences using present tense; other tenses used inconsistently or inaccurately Includes frequent grammar usage errors that sometimes interfere with comprehensibility 	<ul style="list-style-type: none"> May still contain many simple sentences but shows ability to use simple tenses successfully and a developing ability to use complex tenses Demonstrates an emerging ability to write compound and/or complex sentences Includes some grammar usage errors that do not significantly interfere with comprehensibility 	<ul style="list-style-type: none"> Consistently demonstrates ability to correctly use both simple and complex tenses Contains some expanded compound and/or complex sentences Demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers Includes infrequent grammar usage errors which do not interfere with comprehensibility; errors may be similar to those made by native English-speaking peers or be limited to complex grammar structures
Completeness	<ul style="list-style-type: none"> May copy the prompt or contain no English Contains simple sentences lacking details or language needed to align to the task Is minimally effective in communicating intended message 	<ul style="list-style-type: none"> May include limited or repetitive use of words and phrases needed to sequence events and show relationships between sentences (cohesive devices) Narrates, describes, or explains in a limited way with few details; lacks language needed to align to the task Shows limited effectiveness in communicating intended message 	<ul style="list-style-type: none"> Includes some of the appropriate words and phrases needed to sequence events and show the relationship between sentences but does so inconsistently and with some repetition or unnaturalness Narrates, describes, or explains in some detail but shows a decline when topics are more academic or abstract Is mostly effective in communicating intended message but lacks some specificity needed to complete the task 	<ul style="list-style-type: none"> Includes the appropriate words, phrases, and/or clauses needed to sequence events and show the relationship between sentences or parts of sentences Reflects a clear alignment to the specific genre (narration, description, explanation, etc.) Mostly achieves the intended goal and contains a degree of specificity and detail needed to address the task completely

Grades 10–12 Constructed-Response Questions and Sample Student Responses

Question 21

Read this statement.

The advice I give to young people today is exactly what my mother gave to me when I was 10 and I said I'm going to grow up to go to Africa, live with wild animals and write books about them. Everybody laughed. How could I do that? . . . But my mother always said, "If you really want something, you're going to have to work hard, you'll have to take advantage of every opportunity but don't give up."

—Jane Goodall



Think about this statement. How does working hard and not giving up help someone reach a goal?

- Write about a time when you had a goal—something important that you wanted to do.
- What did you want to do, and why? What problems or challenges did you have?
- Did you succeed? Why or why not?

Score Point 3

Response 1

If you really want something you have to earned and work hard,
--

Vocabulary – 1

The writer relies on language borrowed from the prompt (“something,” “work hard”) to construct this brief response. There is a lack of vocabulary to address the writing task.

Usage – 1

This response consists of one sentence in the present tense with a grammatical error that interferes with comprehensibility (“have to earned”).

Completeness – 1

Overall, the writer communicates a minimally effective message that lacks the language to elaborate on working hard to reach a goal.

Response 2

by not give up you encoge other people to followed there goal

Vocabulary – 1

The vocabulary consists of routine words (“people”) and phrases borrowed from the prompt (“give up,” “goal”). There is also a spelling error (“encoge”) that interferes with comprehensibility.

Usage – 1

The writer attempts to construct a simple sentence using the present tense. However, grammatical errors interfere with understanding (“by not give up,” “people to followed”).

Completeness – 1

The response is minimally effective in communicating the intended message because it lacks the language necessary to add details about reaching a goal.

Score Point 4

Response 1

my goal was to make it to play offs and we did make it
--

Vocabulary – 1

The response contains high-frequency words and phrases (“we,” “make it”). The writer does not display the range of vocabulary necessary to address the writing task in an effective way.

Usage – 2

The writing displays a basic understanding of simple sentence construction. The sentence is extended using a conjunction (“and we did make it”), and there are no grammatical errors that interfere with understanding.

Completeness – 1

This is a minimally effective message that lacks the language to address the writing. There are no details to explain how the goal of making it to the playoffs was achieved.

Response 2

when you make your gols you have to work hared you have to that gols happend
like when you want somting you have to work harde to get it and that is a gols

Vocabulary – 1

The writer mostly uses routine words (“you have”) and language from the prompt (“work hared”) that is repetitive. Common words are frequently misspelled (“gols,” “somting,” “harde”) and interfere with comprehensibility throughout the response.

Usage – 1

There are grammatical errors when the writer extends the sentence (“you have to that gols happend,” “that is a gols”) that cause awkward phrasing and interfere with understanding.

Completeness – 2

The writer attempts to add phrases (“like when you want somting”) to sequence the response and show the relationships between ideas. The lack of language and details about achieving a goal limits the effectiveness of this message.

Score Point 5

Response 1

<p>My goal is still on, and it is that i want to be an engineer and i want to study some where up north</p>

Vocabulary – 2

This brief response has routine vocabulary that is repetitive (“i want to”) but includes some specific word choices (“engineer,” “study”). Spelling errors are infrequent and do not interfere with comprehensibility.

Usage – 2

The writer uses the present tense and has a limited grasp of English language structures. There is an ability to extend the sentence with conjunctions (“and it is that i want to be an engineer”).

Completeness – 1

Overall, this is a minimally effective message that provides a few vague details (“some where up north”). There is no elaboration about the goal of becoming an engineer.

Response 2

i will not give up , i want became a nurse care another person

learn as nurse , need more study to be nurse

well i don't know , if i was succeed

Vocabulary – 2

There is a limited range of vocabulary (“want,” “need,” “i don’t know”), and the writer struggles to use academic words correctly (“care another person,” “learn as nurse”).

Usage – 1

The response consists of simple sentences with significant grammatical errors (“i want became a nurse,” “if i was succeed”). There are attempts to extend sentences and add details, but the errors interfere with understanding throughout the response.

Completeness – 2

The writer communicates a message that lacks cohesive devices beyond addressing the questions in the prompt. This lack of language and details about becoming a nurse limits the effectiveness of the message.

Score Point 6

Response 1

i remeber i was want to be the best in a game and have the hightest score because i want to be the best the challenges was that there was many good players and i was in top 10 and i try and try until i succed a got the first place

Vocabulary – 2

Word choice is limited in range and repetitive (“want to be the best”) but shows a grasp of social language (“good players,” “first place”). Spelling errors (“remeber,” “succed”) may interfere with comprehensibility in places.

Usage – 2

The writer shows some ability to form multiple sentence types. Details are added by extending sentences with conjunctions (“and have the highest score because i want to be the best”). However, frequent grammatical errors (“i was want,” “the challenges was”) and awkward phrasing (“i was in top 10”) interfere with clarity.

Completeness – 2

There is a limited use of phrases to connect ideas (“and i try and try”) in the response. Although the writer presents the goal of wanting to be the best in a game, the language to explain and describe the game and the players is lacking. This limits the effectiveness of the message.

Response 2

working hard and not giving up can help you reach a goal becuase ig you give up on you goals youll be thinkig they arent posible and if you are consistent on working hard and not giving up thats a step of acoplising your goals

Vocabulary – 2

The range of vocabulary is repetitive and often borrowed from the prompt (“giving up,” “working hard”) throughout the response. There is an attempt to include some limited details (“they arent posible,” “thats a step”). Spelling errors (“ig,” “thinkig,” “acoplising”) may also impact clarity.

Usage – 2

The writer provides some description by using conjunctions (“and not giving up,” “and if you are consistent”) to extend the sentence. Grammatical errors (“you goals,” “a step of acoplising your goals”) add some awkwardness to the writing.

Completeness – 2

Ideas are presented in a limited way with few details or cohesive devices (“becuase ig you give up on you goals youll be thinkig they arent posible”). The message has limited effectiveness because it does not provide any specific information about the goal.

Response 3

A goal that I had and have is be cosmetologist, I want be stillist, doing makeup and manicurist. im working for save money to pay de colleague that i have to go that cost 10,600. My plam for know is continued working to save money that when i graduated of high school and i have my high school diploma and i have all the money that i need to enter to the college.

Vocabulary – 2

The writer uses a limited range of language (“working,” “money,” “high school”). There is also a struggle to use words correctly when describing their goal (“be cosmetologist,” “doing makeup and manicurist”). Some misspellings (“stillist,” “colleague”) may also interfere with understanding.

Usage – 2

The ability to extend simple sentences with conjunctions is demonstrated (“and i have my high school diploma and i have all the money that i need”). There are grammar usage errors and inconsistent verb tenses (“im working for save money,” “is continued working”) that may impede clarity in places.

Completeness – 2

The writer shows the relationship between ideas in the sentences. However, the cohesive devices used to sequence the response are repetitive (“and,” “that”), and the lack of details about becoming a cosmetologist limits the effectiveness of the message.

Score Point 7

Response 1

MY goal right now is trying to go to college soccer i want to be a soccer player and maybe its hard because its a lot of competitions in soccer but if a try hard i make better my self i feel like i well make a soccer carrer

Vocabulary – 2

A vocabulary limited in range and variety is used in this response. Some of the word choice is repetitive (“soccer,” “hard”), but spelling errors do not interfere with comprehension.

Usage – 2

The writer uses the present tense and extends sentences with conjunctions (“and,” “because,” “but”). Several usage errors (“its a lot of competitions,” “i make better my self”) add awkwardness to the writing and impede clarity at times.

Completeness – 3

Overall, the message is mostly effective at communicating the intended message. There are some connections between ideas to sequence the response (“maybe its hard because its a lot of competitions in soccer”), and the writer elaborates on how they will achieve the goal of becoming a soccer player.

Response 2

A goal I had was to pass 9th garde. I wanted to study more and the problems I faced was bringing my grades up. Yes , I Succeeded because I studied more.

Vocabulary – 2

Most of the vocabulary are routine words that are repetitive (“study,” “grades”) or borrowed from the prompt. There are some precise English phrases used correctly (“problems I faced,” “bringing my grades up”) and spelling errors do not interfere with comprehension.

Usage – 3

Simple sentences are constructed correctly (“A goal I had was to pass 9th garde”), and there is an emerging ability to construct complex sentences (“Yes , I Succeeded because I studied more”). There is a verb tense error (“the problems I faced was bringing my grades up”) that does not interfere with understanding.

Completeness – 2

The writer communicates a message with limited effectiveness and little elaboration because of the lack of language to clearly show the relationship between ideas and sentences.

Response 3

My goal in life is to make myself proud and be happy where i am standing in my future hopefully become a lawyer to help people in need i am very passion about that in my future and i hope that my goal by putting dedication and determination help.

Vocabulary – 3

The writer uses a variety of social vocabulary words (“proud,” “hopefully,” “determination”). Sometimes word choice is not precise (“i am very passion about that”), but there is enough vocabulary to add details without repetition and reliance on prompt language.

Usage – 2

The response contains extended sentences in the present tense. There are grammatical errors that impede understanding and make the writing awkward (“i hope that my goal by putting dedication and determination help”).

Completeness – 2

There are few details about the goal and how the goal will be reached (“be happy where i am standing,” “become a lawyer to help people”). The lack of developed ideas about becoming a lawyer result in a message with limited effectiveness.

Score Point 8

Response 1

My goal is to have all A's for all my classes to do that I have to be in class , pay attention and turn in work or any missing work . Progress report came up I was so happy because i had all A's and because i worked so hard that all of that hard working payed off.

Vocabulary – 2

The vocabulary is repetitive and often borrowed from the prompt ("all A's," "work," "hard"). There are some phrases that demonstrate a limited range of social language ("all my classes," "Progress report"). Spelling errors do not significantly interfere with comprehension.

Usage – 3

There is an emerging ability to extend compound sentences ("Progress report came up I was so happy because i had all A's and because i worked so hard that all of that hard working payed off"). The grammar usage is generally correct, and the writer uses present and past verb tenses.

Completeness – 3

The writer explains in some detail how to accomplish the goal of having all A's ("be in class," "pay attention," "turn in work"). The response is mostly effective at communicating the intended message but lacks the development of ideas to fully address the writing task.

Response 2

Working hard and not giving up can help someone reach their goal. When I wanted to become the best basketball in my gym class most people said I couldn't because I was too short and anyone could block me. Then I decided to get a basketball and a basketball goal and practiced every day until I was the best basketball player in my gym class.

Vocabulary – 2

The writer uses vocabulary that is limited in range and somewhat repetitive ("basketball," "basketball goal," "basketball player"). There are some phrases that display a limited grasp of social language ("gym class," "block me"). Spelling errors do not interfere with understanding.

Usage – 3

The grammar usage and verb tenses are generally correct. There is an ability to extend sentences ("When I wanted to become the best basketball in my gym class most people said I couldn't because I was too short and anyone could block me") and develop ideas.

Completeness – 3

There are appropriate phrases to sequence ideas ("When I wanted to," "Then I decided to," "until I was") and add details to the explanation. Overall, this is a mostly effective message about how the writer became the best basketball player in gym class.

Response 3

as you set a goal this goal is for you to work hard and keep grinding until you reach it. if you just give up and never work for what you want you aren't going to be able to accomplish it .

Vocabulary – 3

The writer uses social language (“keep grinding,” “work for what you want,” “accomplish it”) to explain how the goal of never giving up can be achieved. This range of vocabulary does not yet include precise word choices or academic language. Also, there are no spelling errors to interfere with understanding.

Usage – 3

There is an emerging ability to control more complex sentence structure (“as you set a goal this goal is for you to work hard and keep grinding until you reach it”). The grammar usage is mostly correct, and the writer accurately uses the present and future tense.

Completeness – 2

The explanations are limited and have few details (“this goal is for you to work hard”). The language and cohesive devices needed to show the relationships between ideas are also lacking, and that limits the effectiveness of the intended message.

Score Point 9

Response 1

One time, I made myself a goal to master algebra due to it being one of the most confusing subjects that I have seen. I wanted to be good at algebra because of how it was a really hard to subject that was introduced to me. As it got harder with every new topic, I was thinking of giving up, until I pushed through it. I managed to succeed and it helped me alot due to it being used in geometry alot as well.

Vocabulary – 3

There is a variety and range of phrasing and vocabulary (“introduced to me,” “every new topic,” “pushed through it”) used to communicate ideas about achieving a goal. More specific word choices (“master algebra,” “used in geometry”) add appropriate details to the explanation.

Usage – 3

There is an emerging ability to construct compound-complex sentences (“As it got harder with every new topic, I was thinking of giving up, until I pushed through it”). The grammar is mostly correct, and the tenses are controlled (“I managed to succeed and it helped me alot due to it being used in geometry alot as well”).

Completeness – 3

The writer presents a clear sequence of ideas with phrases to show the relationships between sentences (“One time,” “As it got harder,” “I managed to”). This is a mostly effective message with structure and specific details about reaching the goal of mastering algebra.

Response 2

I once had a goeal to be in the school soccer team. I wanted to do this because all of my friends were going to do it and i had grown up to love soccer my entire life. A challenge i had while doing so was that i was not in shape and i was not able to keep up with all the fast players. I succeded with my goal in the end because i worked very hard to build up indurance and stamina to keep up with everyone.

Vocabulary – 3

The response uses a range of language. The writer adds phrases with specific word choices ("school soccer team," "not in shape," "fast players") to address the task with appropriate details. Occasional spelling errors ("goeal," "indurance") do not significantly interfere with comprehensibility.

Usage – 3

The writer can construct simple sentences ("I once had a goeal to be in the school soccer team") and shows an emerging ability to use more complex sentence structures ("I wanted to do this because all of my friends were going to do it and i had grown up to love soccer my entire life"). The tenses are controlled ("A challenge i had while doing so") and the grammar is generally correct.

Completeness – 3

There are some transitional phrases that connect ideas ("I once had," "while doing so") and provide sequencing to the response. The explanations include some details ("i was not able to keep up with all the fast players"; "worked very hard to build up indurance and stamina") about the goal to make the soccer team. The response is mostly effective but lacks the consistent specificity necessary to complete the writing task.

Response 3

A time that i had a goal was when I had a test that i needed to take and i really wanted to pass it because it was a very important thing for me. I wanted to pass the test so that i could make it to my next school year, to be able to pass that test i studied very hard for it whenever i had the chance but getting my other work done made it a little complicated but i pushed through. After all, when i took the test i ended up passing it and it made me really happy because i had made it my goal for a long time to pass it.

Vocabulary – 3

A variety of language is displayed (“next school year,” “a little complicated”). Word choice is not always precise (“other work,” “long time”), but the writer does not struggle to use English words correctly. The lack of spelling errors also contributes to the clarity of the writing.

Usage – 3

The ability to expand sentences and use the past tense is shown (“A time that i had a goal was when I had a test that i needed to take and i really wanted to pass it because it was a very important thing for me”). Grammatical errors do not significantly impact clarity, and the writer shows an emerging command of English sentence structure.

Completeness – 3

The explanation contains some specific details (“studied very hard,” “i pushed through”) and uses appropriate phrases to sequence the response (“A time,” “so that,” “After all”). The writer is mostly effective in communicating the intended message about passing the test but lacks some specificity to fully address the task.

Response 4

Since I was little, i've always dreamed about growing up and being a pediatric nurse helping babies and kids. It's soemthign i have always thought about doing and I hope to accomplish one day. i have had to face challenges like practicing and studyig to be a pediatric nurse. It's hard for me since I am still young and someimes I want to give up beause i get stressed ahnd think it's too much work. But ust like the statemtn, my mother has also always told me to work hard for what I want in life and to ever give up.

Vocabulary – 3

The response consists of a range of social language ("i've always dreamed," "hope to accomplish," "get stressed"). There are some details about the goal ("pediatric nurse helping babies and kids," "practicing and studyig"). However, the explanation lacks more specific academic vocabulary. Occasional spelling errors do not significantly interfere with clarity.

Usage – 3

There is an emerging ability to extend complex sentences ("It's hard for me since I am still young and someimes I want to give up beause i get stressed ahnd think it's too much work"). Also, the verb tenses are generally controlled ("It's soemthign i have always thought about doing and I hope to accomplish one day") and the grammar usage is mostly correct.

Completeness – 3

There are some phrases used to connect ideas in the explanation ("Since I was," "and I hope," "since I am"), which provide clarity. Overall, this message is mostly effective at addressing the goal of becoming a pediatric nurse.

Score Point 10

Response 1

A goal that I once had was to make it into my old softball team. The reason that I wanted to make into the softball team was because I had always had a love for the sport and wanted to do it while I was in school so that I had that memory of being in the team and making new friends with the girls from the team. Some problems that I challenged were that I have to improve in my batting skills and a bit more in my catching skills to be able to make it onto the team, so I would practice my batting and catching skills everyday. I did succeed and was in the softball team for three years, but sadly had to quit my last year in high school.

Vocabulary – 3

A range of language is used to explain how the goal of making the softball team was achieved (“softball team,” “memory,” “improve,” “batting skills”). However, the word choice is not always precise (“make it into my old softball team”). There are also spelling errors (“practice,” “succeed”), but they do not significantly interfere with comprehensibility.

Usage – 3

The grammar usage is generally correct in the construction of compound and complex sentences (“I did succeed and was in the softball team for three years, but sadly had to quit my last year in high school”). There are some prepositional errors (“make into the softball team”) that do not significantly impede the clarity of the message.

Completeness – 4

The writer utilizes the appropriate phrases to show the relationship between ideas and to sequence the response (“I once had,” “while I was,” “so that,” “but sadly”). The specific details about making the softball team (“love for the sport,” “making new friends,” “girls from the team,” “catching skills”) effectively communicate the intended message and completely address the writing task.

Response 2

when I started welding I thought I could make some thing cool or like a new inventoion or a cool looking item out of metal . but since I was new at welding I didn't know how to go about with this goal. I continued to weld for two years and now in my third year I am about to graduate and my opourtunite came up with my art teacher saying I need to present an art piece to a art competition. my first thought was welding I wanted a skulpture. I built a cactus out of metal and weled it together and from there I painted it. at the art competion I managed to get 1st and now my art piece is going to the state art competition.yes I belive I succeded.

Vocabulary – 3

A variety of language is used ("started welding," "third year," "built a cactus"). There are places where word choice becomes less precise ("some thing cool") and somewhat repetitive ("art competition") indicating a lack of academic vocabulary. Also, there are some spelling errors ("opourtunite," "skulpture"), but they do not interfere with understanding.

Usage – 3

The ability to extend simple sentences is demonstrated. There is an emerging ability to control sentence structure. Additionally, some errors that indicate second language acquisition are present ("I didn't know how to go about with this goal") but do not significantly impact clarity.

Completeness – 4

There are appropriate phrases throughout the explanation to show the relationships between ideas in the sentences ("when I started," "I continued," "my first thought," "and from there"). The writer effectively develops the response with enough specific details to completely address the task.

Response 3

I had a goal my goal was to get better at acting. And get better at theater. And as an actor I've grown and learn new things. It has been a journey. I've met new people, made lots of friends, and have learn new things. There were some challenges of course in any goal there has to be challenges that put you to the test. My challenge was coming out of my comfort zone. Before theater I didn't really like to be noticed and I wasn't really open minded. But with time I've learn and got out of my comfort zone. I learn that it is good to come out of it cause then if you don't you will not be able to see all of things you are missing out in life.

Vocabulary – 3

The writer uses words and phrases comparable to the vocabulary of English-speaking peers ("acting," "of course," "put you to the test," "comfort zone"). However, the language becomes less precise when explaining more academic and abstract concepts ("get better at theater," "learn new things").

Usage – 3

There is an emerging ability to construct compound sentences ("Before theater I didn't really like to be noticed and I wasn't really open minded"). Errors with verb tenses ("have learn new things," "with time I've learn") do not significantly interfere with comprehension.

Completeness – 4

This is an effective message that completely addresses the writing task. There are phrases to sequence the explanation ("Before theater," "But with time") and enough specific details ("made lots of friends"; "got out of my comfort zone"; "see all of things you are missing") to explain the goal to become better at acting.

Response 4

Once I had a goal of being a singer and trying to be great at it. It was important to me because I wanted to make my parents proud. I was signing almost everyday and practicing my singing everyday to see if I got better. I lost my voice way too many times because I would try to hit notes that weren't in my vocal range. I didn't succeed because I'm focused with being a medical assistant but I still feel okay with my singing. Practice and working hard on it payed off in the end.

Vocabulary – 3

A range of vocabulary is used to explain the goal of becoming a singer ("lost my voice," "hit notes," "vocal range"). The word choice is not always precise and sometimes repetitive ("I was signing almost everyday and practicing my singing everyday to see if I got better"). Spelling errors are infrequent and do not interfere with clarity.

Usage – 4

The writer consistently demonstrates the ability to construct complex sentences ("It was important to me because I wanted to make my parents proud"). Grammatical errors associated with second language acquisition are rare ("I'm focused with being a medical assistant") and do not interfere with clarity. Overall, the usage is generally correct and comparable to native English-speaking peers.

Completeness – 3

There are some appropriate phrases to sequence the response ("and trying," "but I still," "in the end") and add clarity. The writer explains with some details ("trying to be great," "too many times," "I'm focused," "medical assistant") but lacks the consistent specificity necessary to completely address the goal of becoming a singer.

Score Point 11

Response 1

Entering my senior year, they offer me a class named Phlebotomy. They told me that In that class we where gonna learn how to draw blood and learn many other things. I agree to be in that class because one of my dreams is to become a nurse. When the day reached to take out blood I was super nervous, I didn't know if I should go to the restroom or if I should stayed in class. I got more relaxed when I saw the everyone was gonna draw blood. When it was my turned I was scared and shaking, I tried all my best to keep myself relaxed and that really helped me. I did it and everything went fine. I was so excited that I wanted to do it again. Always tried to keep away all the bad things in your mind, because then your inside voices tells you that your not capable os anything.

Vocabulary – 4

There is consistent use of a variety of vocabulary throughout the response ("senior year," "Phlebotomy," "super nervous"). The writer adds details with phrases that are comparable to native English-speaking peers ("got more relaxed," "everything went fine," "wanted to do it again"). Spelling errors are infrequent ("capacable") and do not interfere with understanding.

Usage – 3

The writer constructs expanded sentences ("They told me that In that class we where gonna learn how to draw blood and learn many other things"). However, some grammatical errors ("I should stayed in class," "When it was my turned," "tried all my best") make the writing awkward in places.

Completeness – 4

The explanation of the goal to become a nurse contains appropriate phrases to show the relationships between ideas ("Entering my senior year," "When the day," "Always tried," "because then") and clearly sequence the response. There is also a level of specificity ("one of my dreams," "scared and shaking," "keep myself relaxed") that thoroughly addresses the task and communicates an effective message.

Response 2

The time that I had a goal was back in 2019, about 4 years ago. It was that I wanted to learn more about sports stats and analytics. Yet it was quite difficult at first but it took me some time to get used to it. Even though I never understood it at first, I knew that i would like this sort of stuff in the near future. I've played sports for many years yet I slowly had my eyes on the stats where it reveals a players true value. Yet as time went by i slowly realized that I wanted to be a sports analyst and as time going by, i am very close to achieving my goal since I've been recently accepted into college to a program that I've always wanted to do.

Vocabulary – 3

The writer consistently uses words and phrases comparable to the social language of native English-speaking peers ("back in 2019," "near future," "had my eyes on"). However, more precise academic word choice is lacking ("sort of stuff," "played sports," "a program") in the explanation regarding how to achieve the goal of becoming a sports analyst.

Usage – 4

The writer constructs compound-complex sentences ("I've played sports for many years yet I slowly had my eyes on the stats where it reveals a players true value"). The grammar usage is comparable to native English-speaking peers ("Even though I never understood," "Yet as time went by," "that I've always wanted to do"). Grammatical errors are infrequent and do not interfere with comprehensibility.

Completeness – 4

There are appropriate words and phrases to show the relationships between ideas ("but it took me some time," "i am very close to achieving") and clarify the response. The writer clearly explains the reasoning behind wanting to become a sports analyst with appropriate details ("stats and analytics," "players true value," "recently accepted into college") that completely address the task.

Response 3

.Working hard for something and not giving up on it is a big accomplishment. To accomplish a goal we must work hard for it no matter the obstacles in life. The time when I had a goal was when I was in 5th grade and I made a goal to myself at that time that goal was really important to me.

My goal was to read all the books in the library by the end of the year. The reason why i made this goal was because i really liked to read everyday i was reading and i liked it because I would read faster than all my friends. Since they wouldn't read as much, I did face some challenges which were each book would take me two to three days to read depending how many chapters it had and also it would depend if i had homework or I was busy.

I did succeed on my goal it was one of the many goals i accomplished and i was proud of it.

Vocabulary – 3

A range of descriptive language is used ("no matter the obstacles," "read faster," "two to three days," "if i had homework") to explain reaching the goal of reading all the books in the library. There is a lack of precise language, and at times more routine vocabulary is repeated ("a goal," "to read"). Occasional spelling errors ("succeed," "proud") do not significantly interfere with understanding.

Usage – 4

The student displays the ability to expand sentences with prepositional phrases ("To accomplish a goal . . . no matter the obstacles in life"; "My goal was to read all the books . . . by the end of the year") along with crafting compound ("The time when I had a goal was . . . and I made a goal to myself") and complex sentences ("The reason why i made this goal was because i really liked to read everyday"). In addition, the grammar usage is generally correct although a few errors occur in complex grammar structures ("Since they wouldn't read as much . . . if i had homework or I was busy").

Completeness – 4

There is sufficient detail in this explanation to communicate an effective message. Appropriate phrasing adds sequencing and clarity ("The time when," "The reason why").

Response 4

When I was little, I used to watch a lot of international football. I always wanted to play the sport and when I was in middle school, I finally played for a team. My goal in football was to score a free kick; ever since I started watching football, I wanted to score a free kick. One problem I had was that my kicking strenght wasn't enought for the game balls we used, they were a bit to hard to kick for me. As the years went on I started getting more strength, and in my 10th grade year I joined the football team. I could kick the ball better than in middle school. In one of the games, the time had finally come. I was up to kick the free kick, and I was nervous eventhough I've practice. When I kicked the ball, I knew I messed up in the kick but I saw the keeper jump to the opposite side of the ball, and at that moment I scored. I was so happy to finally score and accomplish one of my childhood goals.

Vocabulary – 3

A variety of language ("international football," "middle school," "strenght," "keeper") is used in the response. The writer adds expressions that reflect the English of peers ("the time had finally come," "I knew I messed up," "opposite side of the ball"). There is some repetitive word choice ("football," "kick") that makes the response less precise at times. The spelling is mostly correct and adds to the clarity.

Usage – 4

The writer begins this response with a complex ("When I was little, I used to watch a lot of international football") and a compound-complex sentence ("I always wanted to play the sport and when I was in middle school, I finally played for a team"). Then, in the next sentence, the writer effectively uses a semicolon to connect independent clauses ("My goal in football . . . free kick; ever since I started . . . free kick"), demonstrating overall proficiency in sentence construction. A few minor grammatical errors occur throughout the response, but these errors are comparable to errors made by native English-speaking peers ("I was nervous eventhough I've practice").

Completeness – 4

This detailed explanation of the goal to score a free kick in soccer is sequenced with appropriate phrases to show the relationship between ideas ("One problem I had," "As the years went on," "When I kicked the ball," "at that moment"). Overall, this is an effective message with the degree of specificity necessary to address the writing task.

Score Point 12

Response 1

I had a goal about wanting to learn how to drive and own a car of my own but the only issue was that I couldn't afford to get my own car. While I did learn how to drive from my mom but those days were limited and those days came to an end. When my driving lessons had ended I was determind to get a car but I didn't put very muc effort as I though I would. Even though I liked to driving i didn't again after I learned and I realized that if we can't afford one then that is okay. Then there was a solution to where my mom or my sister would let me take their car if I wanted to go out and drive myself. So even though I couldn't succeded I don't have any regerts.

Vocabulary – 4

The writer consistently utilizes precise word choices ("learn how to drive," "a car of my own," "the only issue," "those days were limited," "and I realized," "can't afford one," "drive myself") that are comparable to native English-speaking peers. Infrequent misspellings ("determind," "succeded") do not affect comprehensibility.

Usage – 4

The ability to construct complex sentences is consistent ("While I did learn how to drive . . . those days came to an end"; "Even though I liked to . . . if we can't afford one then that is okay"). The grammar usage is generally correct, and the writer successfully varies verb tenses ("my mom or my sister would let me take their car if I wanted to go out and drive myself").

Completeness – 4

The response clearly aligns with the writing task and provides a detailed explanation about the challenges involved with learning to drive. Clear reasoning and connections between ideas in the sentences ("When my driving lessons had ended," "after I learned and I realized," "Then there was a solution") add clarity and communicate an effective message.

Response 2

Working hard to complete a goal is a statement everyone finds to be true. Someone could work hard all their life but aren't able to succeed because they didn't have a goal. Giving up is one of the worst things to do in life, it means you have no more aspirations and weren't able to reach a place in life.

My goal is to have a well balanced life that is healthy and fun. I created this goal to become healthier and to enjoy life more. Creating routines everyday to make sure you do the best you can is a great mindset to have. Having a balanced life would mean to have healthy habits and have free time. The challenges I face are learning to balance school with pleasure. I can work on all my homework during school and have free time outside of that time. I am trying to succeed by creating plans and continuing my hobbies.

Vocabulary – 4

Precise word choices and academic vocabulary ("aspirations," "well balanced," "routines," "mindset," "healthy habits") are used throughout the response. The writer demonstrates the English language proficiency necessary to clearly address the task in detail ("a statement everyone finds to be true"; "do the best you can"; "balance school with pleasure"; "have free time").

Usage – 4

The writer constructs complex sentences correctly ("Someone could work hard all their life . . . because they didn't have a goal"; "My goal is to have a well balanced life that is healthy and fun") and maintains control over verb tenses ("I created this goal to become healthier and to enjoy life more"). In addition, the response contains no grammatical errors that interfere with clarity.

Completeness – 4

The writer provides the appropriate phrasing to sequence the response ("it means you have," "Creating routines everyday," "The challenges I face," "during school") and show the relationships between ideas. The explanation is developed with enough details ("become healthier and to enjoy life more"; "a great mindset to have"; "creating plans and continuing my hobbies") to fully address the writing task and communicate an effective message about the goal to have a balanced life.

Response 3

A goal I once really wanted to achieve was getting over nerves before a presentation at school and talking to new people. I've always had difficulty with getting nervous around people I didn't know because I never tried to talk to new people. When I realized everytime I would present a project for school around people did not know, I would get so shaky and my voice would also get shaky, I decided it was time to get over the fear of talking to new people. I first started by recording myself infront of my sisters and talked with confidence even though they would laugh at me, I was committed to act like it didn't bother me. I also tried talking to classmates I didnt usually talk to in my classes because I also realized there could be other people that feel the same way as me. I made a lot of new friends while trying to get over the fear of talking infront and to new people so I'll forever be glad I went for it. I think what helped me succeed in trying to get over my fear was having confidence and knowing I could one day present a class project with no worries of feeling judged.

Vocabulary – 4

The writer consistently uses a variety and range of social and academic language. Precise word choices ("presentation at school," "getting nervous," "recording myself," "talked with confidence") are used to clearly communicate ideas about achieving the goal. The writer's phrasing is also detailed ("always had difficulty," "get over the fear," "they would laugh at me," "feel the same way as me," "no worries of feeling judged") and adds clarity to the response.

Usage – 4

There is consistent expansion of compound and complex sentences ("A goal I once really wanted to achieve . . . and talking to new people"; "I've always had difficulty . . . I never tried to talk to new people"). The grammar usage is correct and comparable to native English-speaking peers. Occasionally a word is omitted ("around people [I] did not know"), but it does not impact the clarity of the explanation.

Completeness – 4

The response clearly aligns to the writing task and offers the appropriate phrases ("When I realized," "I first started," "while trying") to sequence the explanation. There is clear development and specific detail ("my voice would also get shaky"; "committed to act like it didn't bother me"; "forever be glad I went for it") that effectively explains how the fear of talking to new people is conquered.

Response 4

Hard work and detirmination, are the keys to accomplishing your goals. My biggest goal was to come into highschool and be good at something and loving it. My freshman year i did not succeed, i didn't have my mind set right. My sophmore year i was working really hard to make varsity on for the cheer team, i knew it wouldn't be easy and i had to work really hard. I had never cheered before and was stepping into something that i wasn't experienced with. I worked super hard, practiced everyday. I faced a lot of challeges, there was so many girls that were experienced, so i had to prove that i had some kind of potential. My hard work started to pay off and a lot of the cheerladers recognized my potential and told me i was really good. I made varsity my first year of cheer and i could not be more proud of that.

Vocabulary – 4

A consistent range and variety of language (“detirmination,” “freshman year,” “cheer team,” “varsity”) is apparent throughout the response. The writer skillfully adds phrases that are clear and precise (“knew it wouldn't be easy,” “that were experienced,” “started to pay off,” “could not be more proud”) throughout the response.

Usage – 4

The grammar usage is generally correct and comparable to native English-speaking peers. The writer expands complex and compound sentences to add specific details (“I had never cheered before and . . . something that i wasn't experienced with”; “My hard work started to pay off . . . and told me i was really good”). Grammatical errors are infrequent (“there was so many girls that were experienced”) and do not interfere with clarity.

Completeness – 4

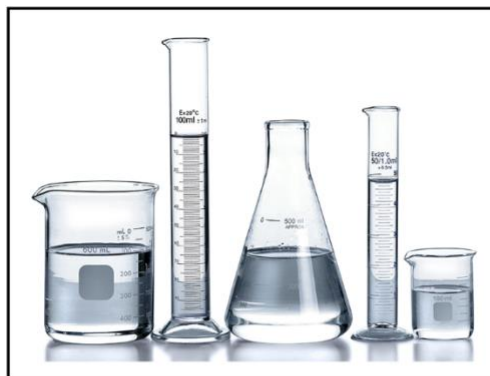
The writer communicates an effective message about the goal to make the cheer team. There are specific details and appropriate phrases to show the relationships between ideas (“My sophmore year,” “I faced a lot of challeges,” “so i had to prove,” “I made varsity”) and completely address the writing task.

Question 34

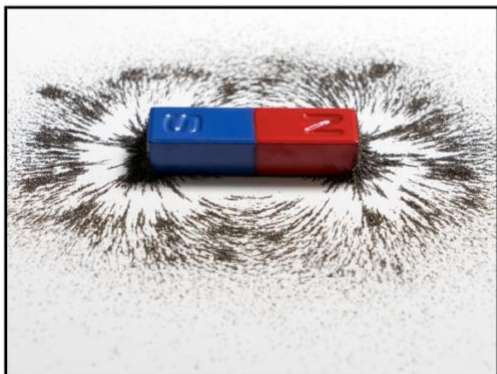
In your science classes, you have seen and used tools and equipment like this.



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- First, describe each tool or piece of equipment. Explain how people use it in experiments and investigations.
- Next, write about an experiment or investigation that you have done or observed in one of your science classes. Explain what the experiment or investigation was about, what equipment you used, and the results.

Score Point 3

Response 1

the tools the are is a maicroscope a magnet and a becon aescaol the maicroscope is usto lok a cells os eni maicroscopik ting and the manet dos that it brigs eni mrtol tong tors it the bicon is tomist camicals togather and the escale is to mesher the mas of an aitom one taime iso ma chemistri tiche mist a chamilal in the becom and shi the camico estaredbabolis and troin gas tha it was toxic

Vocabulary – 1

Widespread spelling errors significantly interfere with comprehensibility (“the bicon is tomist camicals togather”) and may reflect borrowing from the writer’s native language (“maicroscope,” “escale,” “camico”). There are some appropriate words (“magnet,” “cells,” “gas”), but the writer does not yet have the vocabulary to address the writing task.

Usage – 1

There is an attempt to use the present tense and add details using a conjunction (“and”). Sentences are not formed correctly, and that sometimes causes the ideas to run together. Significant grammatical errors also interfere with comprehension (“the tools the are is”; “and troin gas tha it was toxic”) throughout the response.

Completeness – 1

Even though the writer attempts to identify the scientific equipment and describe how the equipment is used, the sentences lack language and details that the reader can understand. This results in a minimally effective message that is difficult to follow.

Response 2

the first thing that i see is a telelescope is to see germs, they is something to messure the quimics then is a magneg and a thing to weight

Vocabulary – 1

The writer provides a few routine words ("see," "germs," "something"). Frequent spelling errors interfere with comprehensibility ("telelescope," "messure," "quimics") and may indicate borrowing from the writer's native language.

Usage – 1

A simple sentence in the present tense is attempted ("the first thing that i see is a telelescope is to see germs"). When details are added, significant grammatical errors occur ("they is something to messure," "a thing to weight") that make the phrasing consistently awkward.

Completeness – 1

There is a struggle to correctly identify and describe the scientific tools. The response is only minimally effective at communicating a message that addresses the writing task in a meaningful way.

Score Point 4

Response 1

This is a microscope, is a tool of laboratory and this work to look the bacterias on something

A Magnet work with metal

Vocabulary – 2

This brief response contains a limited range of language (“microscope,” “laboratory,” “metal”). Word choice becomes less precise when the writer attempts to explain how the equipment is used (“the bacterias on something”).

Usage – 1

The writer tries to use the present tense in sentence construction, but grammatical errors make the writing awkward (“is a tool of laboratory,” “this work to look”) and difficult to follow.

Completeness – 1

The message is communicated with only minimal effectiveness. It lacks the clear explanations and sequencing necessary to describe the scientific equipment in the picture.

Response 2

Microscope to observe things close up beakers and tubes to mix solutions magnets scales to weigh objects

Vocabulary – 2

A limited range and variety of language is used to correctly identify the scientific equipment. The writer displays an emerging acquisition of limited word choice and phrasing (“Microscope to observe things,” “scales to weigh objects”).

Usage – 1

The writer attempts to construct simple sentences in the present tense to describe each tool. The lack of clear sentence structure impedes understanding when ideas run together (“things close up beakers and tubes”).

Completeness – 1

Although some of the scientific equipment is correctly identified, there are few details and cohesive devices to develop the response. This is a minimally effective message because of the lack of language and explanation.

Score Point 5

Response 1

all these tools are used in a science lab to measure, look into little objects and many more.

Vocabulary – 2

Although the spelling is correct, the writer displays only a limited range of vocabulary in this response ("lab," "measure," "look," "little objects," "many more").

Usage – 2

In this response, the writer crafts only a simple sentence in the present tense. In addition, the use of "many more" is inappropriate in a series of infinitive verbs.

Completeness – 1

The writer is minimally effective at communicating the intended message, lacking details, cohesive devices, and the language needed to fully align to the task.

Response 2

microscope- see things up close

beackers-used for mesuring liquid

magnets-atracts other metal

scale-used to find out the wait of objects

Vocabulary – 2

There is a range of appropriate academic language (“liquid,” “magnets,” “metal,” “scale”) to identify the scientific equipment. Imprecise word choice and spelling errors (“beackers,” “mesuring”) occasionally interfere with comprehensibility.

Usage – 1

The writer combines words and phrases to construct simple sentences with usage inaccuracies (“the wait of objects”). There are also grammatical errors when the writer attempts to add details (“magnets-atracts other metal”).

Completeness – 2

Although the writer identifies and describes the tools, the details are limited (“things,” “objects”) and the explanation lacks the cohesive devices to make connections between ideas. This results in a message that has limited effectiveness.

Score Point 6

Response 1

The telescope you can you it to see things clearly and the macnect its to see what has more force and the tubs its to measure how much liquite to use and the balance its to balance things and weight things better .

A experiment i have done its with the telescope i have see cells and diffine the diffrence between them.

Vocabulary – 2

The response contains a limited variety of vocabulary and the word choice is not always precise when identifying the equipment ("telescope," "tubs," "balance"). Spelling errors ("macnect," "diffine") sometimes impede clarity.

Usage – 2

The writer displays a limited grasp of English language structures by extending sentences and adding details using repetitive phrases ("its to see," "its to measure," "its to balance"). Grammatical errors ("weight things better," "i have see cells") make the explanation awkward in places.

Completeness – 2

There is an attempt to describe the tools and experiment, but the details are limited ("the balance its to balance things," "the diffrence between them"). The cohesive devices used to show the relationships between ideas are repetitive. The intended message is communicated with limited effectiveness.

Response 2

In my calss we was investagating about different rocks and what they look like inside , we used a microsoft, after we used water to clean the rocks . couple hours later we used a magnet to see if it could be attracted if it was metal. Thn after we would weight it to see how heavy the rocks were.

Vocabulary – 2

The English language use is limited in range. The response uses routine words (“rocks,” “water,” “heavy”) and some English phrasing (“look like inside,” “couple hours later”). The word choice is not always correct (“microsoft”), and that interferes with understanding at times.

Usage – 2

The writer displays the ability to add prepositional phrases to simple sentences (“In my calss”). There are attempts to use more complex structures (“couple hours later we used a magnet to see if it could be attracted if it was metal”) that make the writing awkward in places. In addition, usage errors and inaccuracies (“we was investagating”; “we would weight it to see how heavy”) sometimes interfere with comprehensibility.

Completeness – 2

The writer provides simple sequencing (“after we used,” “couple hours later,” “after we would”), which adds some clarity to the response. Overall, the ideas are described in a limited way with some errors that also limit the effectiveness of the message.

Response 3

in the first photo you tipicaly use when inspecting something extreamly small such as blood cells ect. the beakers are mainly used to mix liquids and to muesur the magent is used to magnitize things and the weighing thing is used to weigh objects.

and experiment ive done involve the thing in the first photo we we checking cells from bactira

Vocabulary – 2

The variety of vocabulary is limited and the writer struggles to identify and describe the equipment (“the weighing thing,” “the thing in the first photo”) with precise word choices. Misspellings (“muesur,” “bactira”) occasionally interfere with comprehension and may reflect borrowing from the writer’s native language.

Usage – 2

The writer attempts to expand sentences with detail, but sometimes the ideas run together. Grammar and usage errors (“and experiment ive done involve the thing”; “we checking cells from bactira”) sometimes interfere with comprehension.

Completeness – 2

There is an attempt to structure the response with words and phrases (“in the first photo,” “such as,” “is used”) to connect ideas. The lack of appropriate details and description communicates a message with limited effectiveness.

Score Point 7

Response 1

The frist tool help the investigator to see things that none one can see with the normal eyes. The second tools are use to masume a liquid. The tred item is an magnet that is use to verifie is a struture has electrisity. The last piece of equipment that masure the mass of the things.

An experiment that a my friend and I did was with the sencond tool. I remader the we were tring to do a a volcone in my house and I mesere some thing rong nd we get all wet

Vocabulary – 2

Word choice is not always precise (“The second tools,” “The last piece of equipment”) when attempting to identify the scientific tools. The description and explanation are also limited due to the lack of language. Additionally, there are spelling errors (“masume,” “tred,” “volcone”) that sometimes interfere with clarity.

Usage – 2

The writer attempts to construct simple sentences and add details. Usage errors and inaccurate verb tenses (“The frist tool help the investigator,” “The second tools are use”) occasionally interfere with understanding and make the writing awkward.

Completeness – 3

The response includes enough details to convey a mostly effective message. There are attempts to sequence the explanation (“The frist tool,” “The second tools,” “The last piece”) and provide structure and clarity. Overall, the writer communicates a mostly effective message.

Response 2

The firts equipment you see is use to see bacteria really up close from any object. it has diffrent settings there a little whole you can see throug . The second tool you see is use to masuare any liquiod to get the right ammount . The third tool you see is use for magtetich things , is a small rectangle shape with two colors red and blue . The last equimeny you see is use to blance objects and get there weight . One experiment i had to do that require that i had to use one of this tools is . To get the weight of diffrent objectes ,

Vocabulary – 2

The range of vocabulary is repetitive (“you see,” “use to”) and shows some reliance on prompt language. The attempt to identify the scientific equipment (“The second tool,” “The third tool”) displays a limited range of academic language. Also, there are misspellings that interfere with understanding (“liquiod,” “magtetich,” “blance”).

Usage – 2

The writer is able to construct simple sentences, and there is an attempt to add details (“The last equimeny you see is use to blance objects and get there weight”). Additionally, usage errors (“is use to masuare,” “is use for magtetich things,” “one of this tools”) throughout the response impede clarity.

Completeness – 3

The basic sequencing of the message (“The firts equipment,” “The second tool,” “The third tool”) adds structure and clarity to the response. Although there is a lack of precise academic vocabulary, there are enough details in the explanation (“see bacteria really up close,” “get the right ammount,” “with two colors red and blue”) to communicate a mostly effective message.

Response 3

I see in the picture is have the mangnet, beaker, balnce, and the miscropre. They use this tools to measure, expirement and to see things. the miscrope is used to see a litter organ in the subject. and the baker and the tube are used to measure volume. the mangnet is used to attrack things that are metaland the last isthe balance that is used to measure mass andt the wieght of the object.

Vocabulary – 2

A limited range of vocabulary is used to describe the equipment (“to measure, expirement and to see things”). There are attempts to identify the tools (“mangnet,” “beaker,” “balnce,” “miscropre”), and the spelling errors (“litter,” “attrack”) sometimes interfere with comprehensibility.

Usage – 2

There is the ability to write simple sentences and add details about the equipment. Verb tenses are inconsistent and usage errors (“I see in the picture is have the mangnet”; “They use this tools”) create awkwardness in the writing.

Completeness – 3

The writer provides some elaboration in the descriptions (“to measure volume,” “measure mass,” “the wieght of the object”). This response is a mostly effective message that provides some details but lacks the specificity to fully address the writing task.

Score Point 8

Response 1

- the first tool is like a magnifying glass in order for you to look at small objects , second picture is where you measure different types of liquids , third picture is where magnet attracts other magnets , and last picture is where an object holds a weight
- One time in 5th grade I believe , I remember doing quite few experiments , they were fun , we used the magnifying glass thing in order for us to see little tiny peices of glass , it was cool because the way it made small things look super big , with the beakers and stuff we also used to mixed liquids , I remember we used to mix liquids in order to make a lava vocanoe , another experiment we tried was we used to get tons of paper clips and grabbed a magnet so we could see how fast they would stick together , lastly we used to go outside grabbed a huge rock and we would weight it.

Vocabulary – 3

The writer uses a variety of words and phrases (“look at small objects,” “measure different types of liquids,” “magnet,” “beakers,” “make a lava vocanoe”) to describe the tools and experiment. At times academic word choice is not always precise (“like a magnifying glass,” “where an object holds a weight”). Spelling errors are infrequent and do not significantly impede clarity.

Usage – 2

The response displays a limited grasp of English language structure by extending sentences with details. Occasionally, grammar and usage errors (“where magnet attracts other magnets”; “we used to go outside grabbed a huge rock and we would weight it”) interfere with comprehensibility. Phrases used to build the sentences are also sometimes repetitive (“is where,” “we used”).

Completeness – 3

The writer describes and explains how each tool was used in an experiment (“see little tiny peices of glass,” “mixed liquids,” “they would stick together”). Appropriate words connect ideas and sequence the response (“the first tool,” “second picture,” “One time in 5th grade,” “lastly”) and add clarity. The response is mostly effective at communicating the intended message but lacks the development to fully address the task.

Response 2

The microscope is used to magnify small objects like cells the beakers are used to measure chemicals or mix them the magnets are used to attract metal things also used for sound the scale is used for weighting
one of the many experiments i have done is used a magnet wrapped around copper wire in order to create a magnetic field that produces sound this is how alot of speakers are made .

Vocabulary – 3

The response contains a range of academic language (“microscope,” “magnify,” “cells,” “chemicals,” “scale,” “copper wire,” “magnetic field”) to describe the equipment and the scientific experiment. Word choice is not always precise and there are some spelling errors (“measure,” “create”) that do not significantly interfere with understanding.

Usage – 2

The writer builds simple sentences, but boundaries are lacking. The attempt to extend sentences and add details sometimes results in usage errors (“magnets are used to attract metal things also used for sound the scale is used for weighting”) that interfere with clarity in places.

Completeness – 3

This is a mostly effective message that addresses the writing task with appropriate details (“small objects like cells,” “measure chemicals or mix them,” “that produces sound,” “how alot of speakers are made”). There is an effort to add transitional words and phrases (“one of the many experiments,” “in order to”) to give the response some structure and sequencing. Overall, the writer constructs a mostly effective message that addresses the writing task with appropriate details and specificity.

Response 3

i wil choose the microscope which is the image in the top left , the microscope is used to see bacteria or other small things that are found everywhere but you are not able to see them, when i was in 9th grade, in my biology class we had to use microscopes to see the differences between some bacteria that were found in water, there was a lot of tiny bacteria , in fact there was at least 500 different ones .

Vocabulary – 3

Although word choice is not consistently precise, there is a range of appropriate vocabulary ("microscope," "image," "bacteria," "biology class") throughout the response. The writer also includes English phrasing ("in the top left," "see the differences," "at least 500 different ones"), and the spelling is mostly correct.

Usage – 3

There is an emerging ability to construct more complex sentence structures ("the microscope is used to see bacteria or other small things that are found everywhere but you are not able to see them"). The writer displays some command of the English language and adds clear details to the explanation. Grammar is generally correct, and usage errors do not significantly interfere with comprehension.

Completeness – 2

Ideas are introduced and addressed in a limited way ("i wil choose the microscope," "found everywhere"). The writer provides some basic sequencing ("when i was in 9th grade," "in fact there was") to join ideas in the sentences. Overall, the lack of specific details necessary to fully address the task limits the effectiveness of the message.

Score Point 9

Response 1

The item on the top left is a magnifying glass which is used to see things very up close. The items on the top right are beakers and they are used to measure liquids. The item on the bottom left is a magnet which attracts and clings to metals. The final item on the bottom right is a scale and it is used to measure the mass of items. I have used beakers with different chemicals to put over a flame to see if they changed the color of the flame, it produced green flames, red flames, orange, flames, white flames, and yellow flames.

Vocabulary – 3

The writer is able to identify the scientific equipment with a variety of details (“measure liquids,” “attracts and clings to metals,” “the mass of items,” “red flames”). Vocabulary is not consistently precise (“magnifying glass,” “things”) and sometimes repetitive (“flames”) in the explanation. Spelling is correct and adds to the clarity.

Usage – 3

The response contains simple and compound sentences (“The items on the top right are beakers and they are used to measure liquids”). There is also an emerging ability to build more complex language structures (“I have used beakers with different chemicals to put over a flame to see if they changed the color of the flame”). Verb tenses are controlled, and grammar usage is mostly correct.

Completeness – 3

There are some repetitive phrases provided to sequence the response (“The item on the top left”; “The items on the top right”; “The final item on the bottom right”) and show the relationships between ideas. The writer communicates a mostly effective message that lacks the consistently specific language necessary to completely address the task.

Response 2

On the first image we see a blue object that is used to see bacteria or blood cells ect up close. The second picture we see multiple sides and shapes bickers there are used to measure the amount of chemicoules. On the third picture we see a red and blue magnet that attracts substance. On the forth picture we see a scale that meaures the weight of an abject.

I have used the bickers in chemistry class where there where many substance to make a penny change colors. I've made one look more copper.

Vocabulary – 3

There is a range of language ("blood cells," "weight," "chemistry class," "copper") used in the descriptions of the tools. Spelling errors do not significantly interfere with understanding ("bactiria," "chemicoules").

Usage – 3

The writer displays the emerging ability to use complex sentences ("I have used the bickers in chemistry class . . . to make a penny change colors"). Verb tenses are mostly correct ("On the forth picture we see a scale that meaures the weight of an abject"). Usage errors ("there are used to measure") do not significantly interfere with understanding.

Completeness – 3

The clear details communicate a mostly effective message that identifies and describes the scientific equipment and experiment with some specificity. The explanation is appropriately sequenced ("On the first image," "The second picture," "On the third picture") and shows the relationships between sentences.

Response 3

The first picture shows a microscope this equipment is used to oserve little objects or even liquids. The sencond photo shows beakers theses are used to measure liquids or mix them. Third photo is a magnet its used to collect metal objects. The last picture is a weight scale its used to find out the weight of things. From the four images the equiment i have used in class is the microscope it was for an investigation where we would see different pieces of hair and would have to figure out what color or if human or animal hair.

Vocabulary – 3

The response contains a range of academic language (“microscope,” “beakers,” “magnet,” “weight scale”) and appropriate phrasing (“measure liquids or mix them,” “collect metal objects,” “animal hair”) to describe the scientific tools and experiment. There are occasional spelling errors (“sencond,” “equiment”) that do not significantly interfere with comprehensibility.

Usage – 3

The writer can build simple sentences, and there is an emerging ability to use more complex structures (“From the four images the equiment i have used . . . and would have to figure out what color or if human or animal hair”). Grammar usage is generally correct, and errors do not interfere with understanding.

Completeness – 3

There are transitions to sequence the explanation (“The first picture,” “Third photo,” “The last picture”) and connect ideas. The message is mostly effective, but the more consistent use of precise details would be necessary to completely address the writing task.

Response 4

The first picture is a microscope and people use that to see small bacteria such as the bacteria in your mouth or your DNA. in the second picture is a graduate cylinders and burette this object are used to measure liquid. in the third picture we have a magnet and is use to gather iron or metal. and lastly we have a weight bakance and is where people measure weight. one time in my science class our teacher allowed us to have a experiment to see how what type of bacteria was on our mouth and how they look on this experiment we had to use a microscope because bacteria is to small so we can't see it easily.

Vocabulary – 3

In addition to identifying the science equipment, the writer uses a range of academic language to describe how the pieces of equipment are used ("DNA," "measure liquid," "gather iron," "measure weight"). There are occasional spelling errors ("magnet," "easily") that do not interfere with comprehensibility.

Usage – 3

The writer is familiar with English grammar structures and can construct simple sentences ("The first picture is a microscope . . . the bacteria in your mouth or your DNA"; "in the second picture . . . are used to measure liquid"). There is a developing ability to use tenses, and usage errors do not significantly interfere with understanding ("this object are used," "and is use to gather").

Completeness – 3

The message provides some details about the equipment and experiment ("type of bacteria," "use a microscope," "so we can't see it easily"), but more specific language is needed to develop the ideas. Appropriate phrases ("in the third picture," "and lastly," "one time in my science class") connect the sentences and communicate a mostly effective message.

Score Point 10

Response 1

These tools are used for different things but all help with experiments. The first tool helps see tiny things that the human eye can not see. The next is used to measure liquids. The red and blue is a magnet that attracts those tiny things around or can even push it away. The last tool is used to weigh things.

I have used the first one to look at different things that I can not see with my eyes. In my school's lab we used tape to mark our fingerprints and see them under the microscope. Each of our fingerprints were different and had a different pattern.

Vocabulary – 3

There are some details about the equipment and science experiment ("human eye," "measure liquids," "weigh things," "under the microscope," "fingerprints," "different pattern"), but word choice is not consistently precise ("The next," "tiny things"). There are no spelling errors.

Usage – 3

The writer constructs simple sentences ("The last tool is used to weigh things") and shows an emerging ability to use complex tenses and sentences ("I have used the first one to look at different things that I can not see with my eyes"). Usage errors are infrequent and do not significantly interfere with clarity.

Completeness – 4

There are phrases to sequence the response and show the connections between sentences ("The first tool," "The last tool," "In my school's lab"). The descriptions contain sufficient details ("that the human eye can not see"; "attracts those tiny things around or can even push it away"; "we used tape to mark our fingerprints and see them") to address the task completely.

Response 2

The Microscope is a tool mainly used to look up small particles. The Glass containers are used mainly to have reactive substances or chemicals. The Magnet is used attracts pieces of metal. The Weighter is used to measure a small objects weight.

One experiment I still remember we did on chemistry class had to do with little magnets being mixed on a bag that also had salt and sand. In order to show how the magnets could be separated from the salt and water they used a bigger magnet making the little pieces get attached to it.

Vocabulary – 3

Although the writer sometimes struggles with precise word choice, a range of academic vocabulary is used to identify and describe how the scientific tools are used ("The Glass containers," "The Weighter," "small objects"). Spelling is mostly correct.

Usage – 3

The writer is able to construct simple sentences ("The Microscope is a tool mainly used to look up small particles"). Occasional grammatical errors ("we did on chemistry class"; "being mixed on a bag that also had salt") do not significantly interfere with understanding.

Completeness – 4

Appropriate phrases sequence ideas and show the relationships ("The Magnet," "One experiment," "In order to show"), adding to the cohesiveness of the response. The description of the tools and experiment ("reactive substances or chemicals," "pieces of metal," "chemistry class," "used a bigger magnet") provides the specificity needed to fully address the writing task. Overall, the writer clearly communicates an effective message.

Response 3

During the years that I have been studying, i have used many different tools to help me during experiments during science class. Each one of them as a different use and a specific use depending on the experiment. The microscope is used to watch from close organisms that are not seen by the human eye. Beakers are used for measure, depending on the experiment is important to measure exactly the quantity of everything so that errors don't occur. During a science experiment in chemistry class, we used a lot of beakers to put on our experiment, we were trying to change the color of a substance, the substance was supposed to change from transparent to pink, only using a substance,a nd it worked.

Vocabulary – 4

A full range and variety of language is consistently provided by the writer with precise words and phrasing ("organisms," "Beakers," "depending on the experiment," "so that errors don't occur," "chemistry class," "transparent"). Spelling errors are infrequent ("science") and like those made by native English-speaking peers.

Usage – 3

The writer constructs expanded sentences, and there is an emerging ability to use more complex structures ("During a science experiment in chemistry class . . . only using a substance,a nd it worked"). There are occasional grammar and usage errors ("to watch from close organisms"; "Beakers are used for measure"; "is important to measure exactly the quantity") associated with second language acquisition that do not significantly interfere with comprehension.

Completeness – 3

The response is sequenced with phrases ("During the years," "during experiments," "During a science experiment") that are repetitive. The tools and experiment are explained with some detail ("not seen by the human eye," "chemistry class," "used a lot of beakers," "change the color of a substance"). This is a mostly effective response that lacks the specificity to completely address the task.

Response 4

These tool are used for scientist they are called microscope, beakers, magnet, and a scale. The microscope help to see tiny organisms such as bacteria and cells. It has multiples lense to see different visual lengths. The beakers are glass holdings for chemical or liquid. This helps people to measure chemical or liquids the right and easy way. They help to mix chemical too. The magnet is a metal that attract other metal. It has a positve and negative side to each and can attrck metal with the positve side. The scale is to measure any liquid, mass, or weigh to a object. This helpes to find certain specific numbers to the mass.

Vocabulary – 4

The writer identifies each tool and consistently uses a variety of academic language (“tiny organisms,” “visual lengths,” “positve and negative side,” “mass,” “specific numbers”) throughout the response. Spelling errors are infrequent (“multiples lense”) and do not interfere with comprehensibility.

Usage – 3

Sentences are extended with conjunctions (“The microscope help to see tiny organisms such as bacteria and cells”) to add details about how the equipment is used. There are some grammatical errors (“These tool are used for scientist,” “a metal that attract other metal”), but they do not significantly interfere with understanding.

Completeness – 3

The writer describes each tool with some detail (“bacteria and cells,” “measure chemical or liquids,” “the right and easy way,” “attrck metal with the positve side”). Communication is mostly effective but lacks the development and specificity needed to completely address the task.

Score Point 11

Response 1

The equipment being showned here is a microscope, beakers/ cylinders, a magnet, and mass scale. The first image which is a microscope people/ scientist uses that type of equipment to see smaller things that people's eyes cant see. They discover new bacterias new chlorosomes and all those type of stuffs. The second picture which are beakers and cylinders they use those things to measure the chemicals that they would mix in for ther experiments. The third image which is the magnet people use that to separate iron things from dirt/ sand it collects metals. For example if you can't get that metal from a deep hole you use a metal to collected. Now the last image is a mass scale people use those to see how much the object waits. I remember that last year in my chemistry class we made a experiment using the beakers/cylinders. Our goal was to get the chemicals change color and we had to measure how much liquid we had to put to be able to change the color.

Vocabulary – 4

A variety of academic language and English phrasing ("**type of equipment**," "**people's eyes**," "**beakers and cylinders**," "**mix in for ther experiments**," "**I remember that last year**," "**how much liquid**," "**change the color**") is consistently used. Misspellings are infrequent ("**chlorosomes**," "**ther**") and do not significantly interfere with comprehensibility.

Usage – 3

The writer can extend sentences with details and there is an emerging ability to construct more complex sentences ("**The second picture which are beakers and cylinders . . . mix in for ther experiments**"; "**I remember that last year . . . a experiment using the beakers/cylinders**"). Throughout the response, there are grammatical errors that make the expression awkward ("**The equipment being showned**," "**a metal to collected**," "**how much the object waits**"), but the errors do not significantly interfere with clarity.

Completeness – 4

Appropriate words and phrases connect ideas ("**The second picture**," "**The third image**," "**For example**," "**Now the last image**," "**Our goal was to**") and create cohesiveness. The descriptions and explanations contain sufficient specificity ("**discover new bacterias**," "**measure the chemicals**," "**separate iron things from dirt**") to completely address the writing task.

Response 2

In the pictures he see we are shown a microscope, beakers, a magnet, as well as a scale. The microscope is used to zoom in to small things like cells or smaller organisms. As the beakers are used to measure liquids and other things that you might have to pour out, The magnet is used to pull in metals. Lastly the scale is used to weight in things mainly supplies for a lab.

One lab that I have done will be when we cut part of a leaf then we removed the oxygen the leaf had after that we put 10 leaves in light and 10 with no light this to see if the leaves would regain the oxygen by themselves, At the end we were able to see that the leaves put to light were able to regain their oxygen while the ones with no light stuck to the bottom of the beaker.

Vocabulary – 4

The writer identifies the scientific equipment and displays a variety and range of academic vocabulary (“cells or smaller organisms,” “pull in metals,” “supplies for a lab,” “part of a leaf,” “oxygen”) to communicate specific ideas. The writer consistently adds precise details, and spelling errors do not interfere with understanding.

Usage – 3

The writer constructs simple sentences (“In the pictures . . . as well as a scale”). Sentences are extended with details, but there are some usage errors (“the scale is used to weight in things”; “stuck to the bottom”) that do not significantly interfere with clarity.

Completeness – 4

Appropriate phrases are included to show the relationship between sentences (“Lastly the scale,” “One lab that I have done,” “At the end”). There is also enough detail and specificity (“used to zoom in”; “have to pour out”; “10 leaves in light and 10 with no light”; “able to regain their oxygen”) to communicate an effective message that completely addresses the task.

Response 3

The first tool in the upper left is used to see molicules. The next one to the right is used to measure and mix liquid substinces. The one on the left is a magnet the last one on the right is used to figure out the weight of an object. in middle school my teacher made us work in a year long project we worked n that project throught the year. We were on and off working on it the project consisted on us creating a boat. To be more especific we created a magnet boat. We used a inflatable pool to try out he boat. We placed the pool in the courtyard of the school. At the end of the year all the students had a competetiton on who's boat is faster.

Vocabulary – 4

There is a full range of appropriate word choices (“measure and mix liquid,” “the weight of an object,” “year long project,” “creating a boat,” “inflatable pool,” “courtyard,” “competetiton”) used to provide details throughout the response. The writer’s expression is like that of native English-speaking peers, and infrequent misspellings (“molicules,” “throught”) do not interfere with comprehension.

Usage – 3

The writer consistently constructs expanded sentences (“The next one to the right . . . to measure and mix liquid substinces”; “We placed the pool in the courtyard of the school”). There are some grammatical errors associated with second language acquisition (“We were on and off working on it the project consisted on us creating a boat”) that create awkwardness in the writing.

Completeness – 4

Basic sequencing phrases are provided (“The next one,” “The one on the left,” “At the end of the year”). Detailed descriptions of the scientific tools and experiment contain the specificity (“figure out the weight,” “created a magnet boat,” “who’s boat is faster”) to address the writing task completely.

Response 4

First, the microscope helps us in the lab, by letting us observe what our regular eyes can't, we use this instrument to observe small particles of life.

Second, beakers, graduated cylinders, etc. Helps us calculate how much of a liquid we have to put on giving us specific measurements.

Next equipment helps us a lot during labs.

Lastly the Triple beam balance, it helps us measure the mass of physical object with exact measurements.

Two years ago, in my biology class our teacher showed us how to use the microscope, and we have to identify the type of bacteria we were looking through the microscope. The types of bacteria were shown in a chart, and we just had to write the name of the bacteria and if it was a bacteria or a pathogen.

Vocabulary – 4

The writer employs a full range of specific academic language ("particles of life," "graduated cylinders," "calculate," "exact measurements," "shown in a chart," "bacteria or a pathogen"). Spelling errors are infrequent ("observed," "Triple beam balance") and do not affect comprehensibility.

Usage – 3

The sentences are extended throughout the response ("Two years ago, in my biology class . . . we were looking through the microscope") with details that develop ideas. However, verb tense errors ("us observed," "Two years ago . . . we have to") along with other errors ("measure the mass of physical object") occur throughout the response.

Completeness – 4

The response contains a combination of specific details and English phrasing ("helps us in the lab," "giving us specific measurements," "our teacher showed us," "looking through the microscope," "the name of the bacteria") to describe the equipment and experiment. Appropriate phrases are also used to connect sentences and ideas ("Second," "Lastly," "Two years ago"). The response is effective and contains the degree of specificity needed to fully address the task.

Score Point 12

Response 1

The microscope is an equipment that is used to see objects that can not be seen with your bare eyes. The flasks are used to store or measure the amount of liquid or chemical you will use. The magnet is used to pull any type of iron like thing. The balance scale is to measure the amout of mass an object has. I remember in middle school we used a microscope to see different types of bacterias and try to guess which one was which just by hearing the name and seeing the bacteria. Whoever guessed the bacteria correctly would get a prize at the end of the class period.

Vocabulary – 4

A consistent variety and range of language comparable to native English-speaking peers is used (“to store or measure,” “chemical,” “any type of iron,” “balance scale,” “which one was which,” “just by hearing the name”) throughout the response. Spelling is mostly correct and adds to the clarity of the message.

Usage – 4

The writer correctly constructs simple sentences (“The microscope is an equipment . . . seen with your bare eyes”; “The balance scale is to measure the amout of mass an object has”). They also correctly create a complex sentence with a dependent clause functioning as the subject of the sentence (“Whoever guessed the bacteria correctly . . . at the end of the class period”). There are few usage errors (“microscope is an equipment”) that do not impede clarity.

Completeness – 4

The response is clearly aligned with the writing task to identify and describe the scientific equipment and experiment. The ideas presented are specific (“chemical you will use,” “see different types of bacterias,” “try to guess which one,” “would get a prize”) and provide the necessary detail to effectively address the task.

Response 2

The first tool that I'm going to describe is the microscope. The microscope is used to observe certain things up closer/ in detail. Since the microscope does have a lens which lets the human eye see things in detail. The next tool is the beakers. Beakers are used to measure certain liquids or chemicals. They have certain lines that indicate the amount of liquid is in that beaker so you know the actual amount you are using. The next tool is the magnet. The magnet is used to attract certain particles or things that are metal. The last tool is the balance beam. The balance beam is used to measure the weight of a certain object. You will have to adjust the scales on the side to balance the weight and get the correct weight of whatever it is you are weighing.

Not long ago in my Forensic Science class we used a microscope to observe up close different types of fibers that we had burned. We had to identify the changes in the fiber and how they look after they had been burned.

Vocabulary – 4

The writer uses language and specific phrasing comparable to native English-speaking peers ("see things in detail," "certain lines that indicate the amount," "attract certain particles," "have to adjust the scales," "get the correct weight," "Forensic Science class"). Imprecise word choices ("balance beam") and spelling errors ("amount") are rare and do not interfere with comprehensibility.

Usage – 4

The writer constructs simple sentences ("Beakers are used to measure certain liquids or chemicals"; "The next tool is the magnet"). Tenses are also used correctly ("You will have to adjust the scales . . . of whatever it is you are weighing"). There are some usage errors ("to observe certain things up closer") and grammatical errors ("The magnets is used"), but they are infrequent and do not impact clarity.

Completeness – 4

Words and phrases are used to sequence and show the relationships between ideas ("The next tool," "The last tool," "Not long ago"). The descriptions of the pieces of scientific equipment and explanation of the experiment contain the specificity ("the microscope does have a lens," "so you know the actual amount," "different types of fibers," "identify the changes") to address the writing task completely.

Response 3

The microscope helps people look at small things that the naked eye can't pick up on. For example, a scientist may look at individual blood cells through a microscope, or a student may observe the process needed for cell division by looking at the cells of an onion.

The graduated cylinder and all those other glass objects help to figure out the volume of a liquid, and helps measure out liquids in mL.

The magnet allows you to observe which metals are magnetic through its' North and South poles.

Lastly the scale allows you to observe and compare the mass of certain objects.

A few days ago in my chemistry class, we conducted a few different experiments. My favorite was pressure testing, we did this by filling up a small tub with cold water and ice, getting a coke can and filling it with a small amount of water then setting it on a hot plate, we waited until the water boiled. Then carefully we picked up the can with tongs and submerged it upside down in the tub of water. While slowly picking the can up, you can observe it sucking in tons of water and the can crushing from the pressure.

Vocabulary – 4

There is a range of vocabulary ("individual blood cells," "cell division," "volume of a liquid," "pressure testing," "hot plate," "tongs"). Precise phrasing also helps to clearly communicate ("a student may observe"; "My favorite was"; "cold water and ice"; "submerged it upside down in the tub") and develop ideas.

Usage – 4

The writer consistently constructs simple sentences ("The microscope helps people look . . . the naked eye can't pick up on"). Expanded compound sentences are also correctly constructed ("For example, a scientist may look at . . . by looking at the cells of an onion"). Grammar usage is handled well, and the writer's command of English language structures is comparable to that of native English-speaking peers.

Completeness – 4

There is consistent elaboration about the equipment and experiment in this response. The descriptions are detailed ("cells of an onion," "which metals are magnetic," "until the water boiled," "slowly picking the can up") and contain the specificity necessary to completely address the writing task.

Response 4

The first tool is called a microscope and we use this to look at small things and not only identify them but observe them. The ones next to the microscope are called graduated cylinders and beakers. We use these to measure liquids and pour them into different containers. The first one on the second row is called a magnet. We use them in class to see if something is magnetic or made out of metal. The last tool is a scale, we use this to measure the weight of an object. One time in my Chemistry class we did this experiment on chemical reactions where we mixed many substances together and observed their reaction. We were given a couple of beakers with chemicals and were told to mix them and observe them. They'd smoke and change colors. I wrote it down and got a good grade. We used beakers, graduated cylinders and mixing rods.

Vocabulary – 4

The writer provides a consistent range of appropriate academic language. Precise word choices ("graduated cylinders and beakers," "made out of metal," "the weight of an object," "chemical reactions," "mixing rods") are used to clearly describe the equipment and experiment. There are no spelling errors.

Usage – 4

Grammar usage is generally correct and comparable to native English-speaking peers. Sentences are expanded to add detail ("The first tool is called a microscope . . . not only identify them but observe them"; "One time in my Chemistry class we did this experiment . . . and observed their reaction") and develop the ideas in the response.

Completeness – 4

The writer adds phrases to create relationships between the ideas ("The first one," "We use them in class," "in my Chemistry class," "and were told to"). There are specific descriptions ("pour them into different containers," "to see if something is magnetic," "observed their reaction," "wrote it down") that effectively address the task of describing the scientific equipment and experiment.