



Texas English Language Proficiency Assessment System

TELPAS Writing Scoring Guide Grade 2

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 grade 2. 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. In grades 2 and 3, constructed responses are scored by two different scorers, and the scores are summed to create a student's raw score for that question, so students may receive up to 8 points per constructed response.

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 Four-Point Writing Rubric for Grades 2 and 3 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.

Grade 2 Sentence-Rewrite Question and Sample Student Responses

Question 13

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

How I can find my classroom?

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

Score Point 0

Response 1

were can i find my classroom

The writer does not correct the error in the sentence and receives no credit. The writer attempts to correct the error by replacing "How I can" with "were can i." However, the new word "were," which is part of the correction, is misspelled.

Response 2

I can find my classroom.

Although the writer corrects the original word order error, the original meaning of the sentence is lost, so the writer receives no credit. The response is no longer a question and, therefore, does not satisfy the rewriting parameters.

Score Point 1

Response 1

how do i find my classroom?

The writer corrects the original word order error by replacing “How I can” with “how do i.” Using “do” is an appropriate replacement for “can,” and these revisions earn credit. The lack of capitalization does not impact the score.

Response 2

How can i find my classroom.

The original word order error is corrected by replacing “How I can” with “How can i.” The incorrect punctuation and the lack of capitalization do not impact the score.

Response 3

how will i find my classroom.

The writer corrects the word order error by replacing “How I can” with “how will i.” The word “will” is an appropriate replacement for “can” in the prompt text, and the response remains a question. The lack of punctuation and capitalization does not impact the score.

Response 4

HOW DO I FINDE MY CLASSROOM?

In this revision, the writer corrects the word order error by replacing “How I can” with “HOW DO I.” The word “DO” is an appropriate replacement for “can” in the prompt text, and the response remains a question. Writing the response in all capital letters does not impact the score, and the misspelling “FINDE” is considered a new error, which also does not impact the score.

Constructed Response

TELPAS Four-Point Writing Rubric for Grades 2 and 3

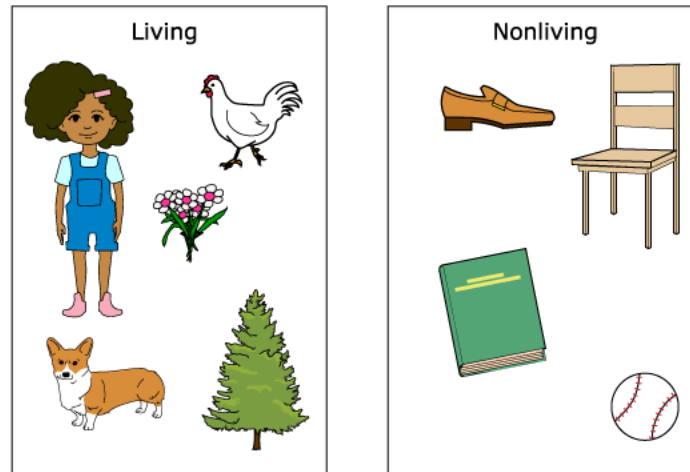
As part of the TELPAS writing assessment, rubrics were developed to determine the score points that should be ascribed to a student's response based on their performance on a particular item. The rubrics demonstrate the possible number of score points that students can achieve on each writing test item. There is one rubric for grades 2–3 and one rubric for grades 4–12. The four-point rubric for grades 2 and 3 is derived from the TELPAS proficiency level descriptors (PLDs). A single score ranging from 1 to 4 is assigned to a single response based on the characteristics the student demonstrates most consistently. This rubric demonstrates how a student will be assessed for writing; however, the rubric should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

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

Grade 2 Constructed-Response Questions and Sample Student Responses

Question 18

In science, students learned that things on Earth can be living or nonliving. They sorted objects into two groups.



- Think about the words “living” and “nonliving.” Write about what each of those words means to you.
- Describe three things that are living and tell how you know that they are alive.
- Describe three things that are nonliving and tell why you think they are nonliving.

Score Point 1

Response 1

pepol and animols hav bones. shus

In this response, the writer shows a minimal ability to respond to the writing task. The response demonstrates a lack of range in vocabulary, partially due to the brevity of the response. Multiple spelling errors throughout the response are severe and significantly impede the reader's understanding ("pepol," "animols," "shus"). The sentence structure consists of one simple sentence and one single word sentence fragment ("shus"). Overall, the message is not clear, and the response reflects minimal writing proficiency.

Response 2

1. a living ting nits ol thes 4 tings are, watar,som nid
cos and celtar. 2. a no nliving ting dos not
nid phos tings.

In this response, the writer attempts to show more varied and potentially academic language ("celtar [shelter]"), but the reader has difficulty ascertaining the writer's message because of severe and pervasive spelling errors ("nits ol thes 4 tings," "nid phos tings"). The response consists of two simple sentences whose structures make it difficult to determine whether they are grammatically correct. Overall, this response does not reflect more than a minimal ability to respond to the task because of the prevalence and severity of the errors.

Score Point 2

Response 1

living and nonliving things aren't the same living things can smell nonliving things can't. a chickin a dog a bird can move a shoe a book a desk can't

In this response, the writer demonstrates a limited range of vocabulary that is not notably academic. Most of the words chosen come from the prompt stimulus ("living and nonliving") or the names of the items in the prompt image ("a chickin a dog a bird," "a shoe a book a desk"). The sentence structures are mostly simple and repetitive. One spelling error ("chickin") does not significantly interfere with comprehension. The writer adds only minor details to respond to the task ("can smell," "can move"). Overall, the writing reflects a limited ability to respond to the task because of a limited vocabulary and lack of details.

Response 2

a chair is not living because its not alive and its not a animale a book is not a living thing because its not alive and a shoo is not a living thing too.

The writer displays only a limited range of language with little academic vocabulary aside from language from the prompt stimulus or listing the images ("**chair**," "**not living**," "**animale**"). Spelling errors ("**its**," "**animale**," "**shoo**") do not significantly impede comprehension. The writer uses "because" as a subordinating conjunction to create more complex sentence structures ("**a chair is not living because its not alive**") and attempts to use the coordinating conjunction "and" to form compound sentences and connect ideas. The writer provides few details, and the logic is sometimes circular ("**a book is not a living thing because its not alive**"). Holistically, this response reflects a limited ability to convey an original message.

Score Point 3

Response 1

I think living means that it's alive and I think nonliving means it's not alive. A person is living, animals are living and plants are living I know this because living stuff move and nonliving stuff don't move. A shoe is not living, and a book is not living, a ball is not living because its not moving or breathing.

In this response, the writer shows a moderate variety of language with occasional academic vocabulary ("moving or breathing") and uses the correct word for the task although there are examples of general language ("living stuff") as well. The sentence structures show more variety, including a compound sentence ("I think living means . . . and I think nonliving . . . alive") and a sentence with multiple clauses ("A person is living, animals are living and plants are living"). The writer explains the differences between living and nonliving things with few details ("living stuff move," "not moving or breathing"). Overall, this writer shows an emerging clarity in crafting an original message.

Response 2

Nonliving is when something is not alive and living means when somethings alive. A girl, chicken and a plant, Inow that theese are living because they all need air, water and food to servive. A shoe, book and ball are nonliving because they need nothing to servive.

The writer uses a moderate variety of language with the vocabulary occasionally more precise and academic ("air, water and food"; "servive") and the remainder being more common language that is used appropriately. The occasional misspelled word ("servive") does not impact the reader's ability to understand the writing. The sentence structures include some complex sentences ("A shoe, book and ball are nonliving because they need nothing to servive"). The response contains some details needed to convey the ideas about why certain objects are living or nonliving ("they all need air, water"; "they need nothing to servive"). Overall, this writer responds to the task in some detail and maintains clarity of the intended message.

Response 3

How i feel about the two words livin and nonliving is they are both kinda the same i know that a tree is living something else that is living is a seed a other living thing is a animal how i know a tree is living by well it is gonna be small then medium and then huge or big how i know a seed is living by it is small the it grows and grows to a plant or a normal tree some other living thing is a animal becuae you can see it touch it and see if its playful why a shoe is nonliving is becuae you wear it and it dosen't grow something else that is nonliving is a ball again it dosen't eat or move a othr nonliving chair you sit on it it dosen't eat or grow.

In this response, the writer demonstrates some variety and range of language. The response consists largely of social language ("i feel," "i know," "gonna") with little academic vocabulary. There are some more precise word choices as well ("small then medium and then huge"). In addition, the few spelling errors ("livin," "becuase," "dosen't," "othr") do not impede the reader's understanding. The sentence structures are mostly simple with a few complex sentences added ("some other living thing is a animal becuae you can see it touch it and see if its playful"). Grammatical errors found throughout the response do not significantly interfere with comprehensibility ("a other living thing," "is living by it is small," "why a shoe is nonliving is becuae"). The writer sequences in places ("it is small the [then] it grows and grows"), and the response contains some details to explain the intended message with some clarity ("grows to a plant or a normal tree"). Overall, this response reflects the writer's emerging ability to craft an original message.

Response 4

A human is a living thing becace in youses water and food to live.plants are a living thing becace it needs water and all so becace the sun makes it grow.Animals are all so living thing becace they drink water and eat and the have a heart and brain like humans.Noneliving thing are like shoes becace shoes don't have heart or a brain and they do not eat drink water.chaires all so a noneliving thing becace they cant breath or move.ball is not a living thing becace iit does brain or a heart and it cannot breath or eat.

The writer of this response uses a moderate variety of language throughout, featuring some notable academic language from time to time ("heart and brain"), though not consistently. Spelling errors are present at times ("youses," "all so [also]," "becace") but do not significantly interfere with comprehensibility. The writer displays the ability to successfully employ complex sentences throughout the response ("plants are a living thing becace it needs water and all so becace the sun makes it grow"). Although grammatical errors are present ("becace in youses," "chaires all so a noneliving thing") throughout the response, they do not significantly interfere with the reader's ability to understand the writing. The response contains some details to convey the writer's intended message with emerging clarity ("youses water and food to live"; "have a heart and brain like humans"; "they cant breath or move") and serve to accurately convey the reasoning behind the writer's categorizations.

Score Point 4

Response 1

I know that living means like a human, dog or maybe some cows, and nonliving has the prefix -non and that prefix means not. Three things that are living are a parakeet, dolphin or a narwhal, I know this because they can control what they do and you sometimes dont have to tell them what to do. Three things that aren't living are a car, bus or bike. I know this bbecause you have to control all of them and they dont blink or breathe.

In this response, the writer displays a wide range of grade-appropriate social and academic language. The academic language is clear and precise ("prefix"). Additionally, the variety of different animals shows a stronger range of vocabulary ("parakeet, dolphin or a narwhal"). A single spelling error ("bbecause") does not impede the reader's understanding of the writing. The writer's grammar and usage are correct, and the sentence structures are clear throughout the response and show complexity and variety. The response contains grade-appropriate words, phrases, and clauses to connect ideas ("Three things," "I know this because"). In addition, the writer provides details ("car, bus or bike"; "they dont blink or breathe"), which help make the writing comparable to grade-level native English-speaking peers.

Response 2

The word living means that it has a live. The word non-living means that it just is an object, you can do anything to it, you will not harm it. A human is alive because it can move and do activities. Animals are alive because they can eat food and do activities. A tree is alive beccuase it gives air, if you kill it it will stop giving air so it stops giving its thing. Books are non-living becuase you grab it and if you grab a human it will say STOP! a book has no feelings. Chairs are non-living becuase if you break it it will feel no pain at all. Shoe's are non-living because you can put it on and it will nooot care at all non-living objects have no life.

The writer demonstrates a variety and range of grade-appropriate social and academic language. The wording throughout the response is frequently precise ("**gives air**," "**will say STOP!**," "**has no feelings**," "**will feel no pain at all**"). Spelling and grammatical errors are infrequent and do not meaningfully impede comprehension. The writer shows skill with using complex sentence structures ("**A human is alive because it can move and do activities**"; "**Chairs are non-living becuase if you break it it will feel no pain at all**"). The ideas have details that justify the writer's categorizations ("**A human is alive . . . move and do activities**"). Overall, this response reflects a writer who performs at a level comparable to grade-level native English-speaking peers.

Response 3

Things that are living are things that need to breath, they need water, and they need food.Lets suppose we're comparing a bird to see if it is living or nonliving. So about birds, do birds need to breath ?yes, do they need water? yes, and do they need to eat food? yes.So birds need all of these things to grow and to survive so are they living? yes!Now lets do the same thing with people. Do people need to breath,drink,and eat to survive? Yes! So are they living? Yes! Now last one for living.....trees! So about trees they need to breath, they need water , and they need to eat to survive and grow,so are they living.....yes!

Now lets talk about nonliving things. Nonliving things are things that do not need air water and food and they do not grow.First lets talk about walls do walls need to breath?No! Do they need to drink? No! Do they need food ?No!So are they living? No!Same with computers . Do they need food,water and air? No!Do they need to grow? No! So are they living?No! And again with phones they do not need air,water,or food and they do not grow.

THATS ALL TY!!!!!!

In this response, the writer displays a range of social and academic vocabulary. Although most of the vocabulary is social and conversational in tone, the writer includes precise and specific language ("survive and grow," "computers") and makes few spelling errors ("breath," "suppose"). The sentence structures are clear and show the writer's ability to use more complex structures without the loss of clarity, and the grammar is generally correct. The writer uses a methodical line of questions in examining the topic, performing an analysis for each potential living or nonliving thing ("do birds need to breath ?yes, do they need water? yes . . ."). This analysis effectively helps to connect ideas and develop the writer's thoughts about living and nonliving things. Overall, this response conveys the writer's intended message with skills comparable to those of native English-speaking peers.

Response 4

Humens,like us,are living because we grow.and we survive/live.we have lungs and a stoamch,lungs help us breath in air and the stoamch allows us to eat food and drink liquids.A plant is living because plants grow and live it has roots to allow it to drink water.Plants also have holes on the plants leafs,it allows it to breath in air.An animal is living because like humens,us,the animal can breath and eat,that is how an animal is a living.shoes are nonliving because it dosen't breath or eat because it dosen't have a mouth or lungs,it can't breath or drink or eat if it dosen'thave any mouth or lungs! so that is why it is nonliving.A book is nonliving because it is like the shoe and can't breath or eat or drink!so it is nonliving.A ball is nonliving because it is like the shoe and book it is not able to breath or eat or drink it is not able to do anything!So it is definitely nonliving!

The writer of this response uses a wide variety of language, including academic language that is used correctly throughout the response ("we grow.and we survive," "lungs . . . the stoamch," "roots to allow it to drink"). Errors in spelling ("Humens," "stoamch") do not interfere with comprehensibility, and grammatical errors are comparable to those made by native English-speaking peers. The sentence structures show a clear ability to comfortably create longer and more complex sentences with multiple clauses. The writer's explanation is thoroughly detailed ("lungs help us breath in air," "eat food and drink liquids") and goes into clear detail regarding which things are living versus nonliving ("A ball is nonliving . . . not able to breath or eat or drink . . . So it is definitely nonliving!"). This elaboration helps to fully convey the intended message. Overall, this response is comparable to responses written by grade-level native English-speaking peers.

Question 25



Imagine you can design your very own tree house. Write about:

- what it would look like
- what it would have inside it
- how you would get into it
- who you would invite to play in it with you

Score Point 1

Response 1

look nic a tree and lits lader wet the lader mai frends.

The writer of this response uses mostly high-frequency language with multiple spelling errors, and these errors significantly impede comprehension ("nic," "lits," "mai"). The sentence structures are unclear and are mostly a string of fragments addressing a different bullet from the prompt stimulus. There are minimal details, and the writer does not successfully convey the intended message. Overall, the writer does not demonstrate an ability to respond to the prompt in more than a minimal way.

Response 2

I see alot of forms to make a tree house.

In this response, the writer uses mostly routine words and does not show much range or variety of vocabulary. The response is spelled correctly with one exception that may impede understanding ("olot"). The sentence structure is a simple, but complete, sentence. The response contains no meaningful detail and does not clearly attempt to respond to the writing task. Instead, the writer describes the images shown in the prompt stimulus. Overall, the writer demonstrates a minimal ability to communicate through written English.

Score Point 2

Response 1

my tree house would look like woud.
my tree house would have A room and tv and A bathroom.
I would make a door.
I would do a playgrord.

The writer demonstrates a limited range of language and includes everyday routine words and items ("room," "tv," "bathroom," "door"). There are occasional errors in spelling that may impede comprehension ("woud," "playgrord"). The sentence structures are simple and lack variety but are mostly clear. The writer's attempts to include relevant details do not go beyond simple answers to the prompt directives ("look like woud," "make a door"), and overall, the response reflects the writer's ability to convey an original message in a limited way.

Response 2

our tree house is gonna have a slide and a door also a swing we can get in the door were gonna have beds to sleep in i will invite my brother.

In this response, the writer displays vocabulary that is limited in range and is largely comprised of naming different objects in the tree house ("slide and a door also a swing," "beds to sleep in"). While these objects provide an idea of the writer's imagined tree house, there is no elaboration or any description to fully convey the writer's vision. The sentence structures are simple and mostly in the future tense ("house is gonna have," "i will invite my brother"). Overall, the writer demonstrates a limited ability to convey the intended message.

Score Point 3

Response 1

My tree house would look like the a home whith a ladder and I would have my stuff animals in the whith me also my verry important one I would get in it by using the ladder because most of the tree houses have ladders,well maybe all tree houses have ladders. I would invite Vale and my little brother Andres and Diego to play whith me and me stuff animals my important stuff animal name is Harmonie its a spanish name.

The writer employs a moderate variety of language with grade-appropriate social language ("well maybe all tree houses have ladders") and demonstrates some range of vocabulary by listing objects ("stuff animals," "ladders") and including a little descriptive language ("verry important"). Spelling ("whith," "verry") and grammatical errors ("look like the a home," "stuff animals in the whith me") are present but do not interfere with the reader's understanding. Overall, the writer demonstrates the ability to present the intended message with some details ("look like the a home," "spanish name") and clarity.

Response 2

I will make a tree house it will look in the outside like a house it will be shaped like a house and it will be colored yellow in the tree house they will be a door shaped like a heart And ones you go inside it you will find so many things it will have photos Drawings plushies a couch And a bed and toys and more it will awslo have a table and note books and markers and pencils and more You would get inside Bye a later a pretty later thats yellow i will invite my friends to come over my tree house

In this response, the writer uses a variety of language featuring some descriptive ("colored yellow," "door shaped like a heart") and precise language ("photos Drawings plushies," "books and markers"). Occasional spelling ("awslo," "Bye a later [by a ladder]") and grammatical errors ("look in the outside like a house"; "they will be a door shaped") do not significantly interfere with the reader's understanding. The response contains some clear details that help to explain the writer's intended vision ("a bed and toys and more," "a pretty later thats yellow"). Overall, the writer conveys the intended message with some clarity.

Response 3

So my tree house will look like pink amd lavender . In the inside will have toys and inside it will have a sofa and a tv ans also a bed with a slide lava lamp it also will look like number8. If you come to my tree house is go up the lader and we will make a swing for us.I will invite Kiara and Ashley and Kathy , Manuela

The writer displays a moderate range and variety of language comprised of some descriptive language ("pink amd lavender") along with more precise language ("sofa and a tv," "lava lamp"). Occasional spelling ("amd," "ans," "lader") and grammatical errors ("In the inside," "is go up the lader") are present but do not significantly interfere with comprehensibility. The response contains compound sentences, but the additional information frequently results in a run-on sentence. The writer provides some details ("will have toys," "make a swing") that add clarity to the response and demonstrate the ability to convey the intended message.

Response 4

What my tree house would look like a tipi. Here is the reson why i like the tipi as a tree house is so that way it can be beutiful. What i would have insaid of it would be a good hiding spot for triking pepople. Fancy colores a place where we can have a meting also a door that said we are doing a meting! who i would invite is my brother so that way he is not left out on the fun and all of my frends and my brothers to.

In this response, the writer shows some variety and range of social language ("so that way he is not left out") and precise language ("tipi," "beutiful," "Fancy colores"). Multiple spelling ("beutiful," "insaid," "triking pepople," "meting") and some grammatical errors ("What my tree house would look like a tipi"; "left out on the fun"), do not interfere with the reader's understanding. The sentence structures show an ability to write more complex sentences where the writer occasionally explains the reasoning behind their decisions ("so that way it can be beutiful"; "so that way he is not left out"). Overall, the response contains some detail, providing clarity of the intended message.

Score Point 4

Response 1

My treehouse would be on a very tall tree. It would look like a princess castle.
Inside it there would be a dollhouse, a play kitchen, and more fun stuff.
I would get in by climbing a princess staircase and get out by sliding on a purple and blue tie-die slide.
I would want my little sister Chloe to play with me in my treehouse.

The writer uses a variety and range of precise and descriptive language throughout the response ("**princess castle**"; "**dollhouse, a play kitchen**"; "**purple and blue tie-die slide**"), which helps to create a clear vision of the tree house. The spelling and grammar usage are comparable to native English-speaking peers, and the sentence structures are clear and easy to follow. In addition, the writer offers details ("**very tall tree**," "**princess staircase**") that add further clarity to the writing, showing proficiency with written English.

Response 2

If i had a treehouse it would be a circle with a cone top. There would be a tire swing on 1 side and a regular swing on the other side. On the bottom of it there would be strings of pompoms hanging from it and it would also have those on the inside hanging on the roof. It would be the color purple on the outside and pink on the inside and you could get in by a rockwall with a rope or a blue ladder. People that can go in it must have a special ticket i made that is the only way they can get in. So if you have a ticket it would have your name on it. So if you do not have ticket no coming in.

In this response, the writer shows a variety and range of grade-appropriate vocabulary ("strings of pompoms"; "purple on the outside and pink on the inside"). The sentence structures show skill with writing longer and more complex sentences ("It would be the color purple . . . a blue ladder") without any corresponding decrease in clarity, and the spelling and grammar usage are comparable to native English-speaking peers. The response contains specific descriptions that fully explain the writer's vision ("a tire swing on 1 side and a regular swing on the other side"; "must have a special ticket i made"). The writer maintains a consistent level of detail throughout the response, and overall, the writing clearly expresses the writer's vision of the treehouse.

Response 3

If I had a tree house then it would have a long ladder that goes to the front of the treehouse then it wold be super big as big as a giants whole finger it would have a lot of books in it and it wold have three tables to study and play like the game spy it would be so fun i would invite my sister and one luky friend and in the bake door tere is a kitchin and a cheif who will cook for us and by the side it will be three beds s that i could live there forever of course when it is night my friend has to go home so me my sister and my parents will live there and the shower is on the other side of course no windows in the restroom

The writer demonstrates a variety and range of precise vocabulary by employing a simile (“as big as a giants whole finger”) along with additional descriptive language (“a long ladder,” “one luky friend”). There are relatively few spelling errors (“wold,” “luky,” “bake door”) that do not interfere with the reader’s understanding of the writing, and the grammar usage is generally correct. The sentence structures show variety, and the more complex sentences are generally clear even though they run together at times. The writer provides details (“three tables to study and play,” “no windows in the restroom”) about the treehouse and how things would work (“cheif who will cook for us”), crafting a response comparable to native English-speaking peers.

Response 4

My tree house would look like a cat shaped house because i love cats ! My tree house would have inside it some cats and some cat plushies and a nice tv on my tree house and it would have a mini kitchen for me to cook on and it would also have inside a play room to play with.I would go inside it by making a elavator to go into my tree house .I would invite my best friend Teagan to play with me inside my tree house .And thats how you make the perfect tree house for me and your friends.

In this response, the writer demonstrates a range and variety of language and frequently includes precise vocabulary (“cat shaped house,” “plushies,” “mini kitchen,” “elavator”). Two spelling errors (“elavator,” “play room”), a few grammatical errors involving prepositions (“a nice tv on my tree house”), and word order errors (“it would also have inside a play room”) do not interfere with comprehensibility. The sentences are mostly clear and show variety and complexity. The writer connects ideas (“look like a cat shaped house because i love cats”; “I would go inside it by making a elavator”) and offers details (“inside it some cats,” “nice tv”), creating a clear vision of the treehouse. Overall, the response fully explains the writer’s tree house in a manner that is comparable to grade-level native English-speaking peers.