



**Texas English Language Proficiency Assessment System**

# **TELPAS Writing Scoring Guide Grade 3**

**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 3. 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.

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# **Sentence Rewrite**

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## TELPAS Sentence Rewrite Writing Rubric

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

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

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

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

## **Grade 3 Sentence-Rewrite Question and Sample Student Responses**

### **Question 15**

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

To play the soccer, first the coach has give you the ball.

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

## Score Point 0

### **Response 1**

To play soccer, first the coach has give you the ball.

The writer corrects the first error by removing “the.” However, the second error remains unchanged. The response does not receive credit because one of the errors was not corrected.

### **Response 2**

first the coach has to give you the ball to play the soccer.

In this response, the writer rearranges the sentence and correctly replaces “has give” with “has to give.” However, “play the soccer” remains unchanged, and therefore, the response does not receive credit.

## Score Point 1

### **Response 1**

To play soccer, first our coach has to give you the ball.

The writer corrects both errors in the response by first removing the unnecessary article “the” from “play the soccer” and inserting “to” after “has” to resolve the second error. Although the writer changes “the coach” to “our coach,” the meaning of the original sentence stays the same, and this change does not impact the score.

### **Response 2**

to play soccer,the coach has to kick you the ball.

In this sentence, the writer corrects both errors by first removing the unnecessary article “the” from “play the soccer” and inserting “to” after “has” to resolve the second error. Replacing the verb “give” with “to kick” is an acceptable replacement and does not change the meaning nor impact the score.

### **Response 3**

To play soccer, the coach has to give you the ball.

The writer corrects both errors in the response by first removing the unnecessary article “the” from “play the soccer” and inserting “to” after “has” to resolve the second error. Removing “first” from the response does not impact the score as the original meaning remains the same.

### **Response 4**

To play soccer the coach gives you the ball.

In this sentence, the writer corrects both errors by first removing the unnecessary article “the” from “play the soccer” and replacing “has give” with “gives” to resolve the second error. Removing “first” from the response does not impact the score as the original meaning remains the same.

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# **Constructed Response**

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

## **Grade 3 Constructed-Response Questions and Sample Student Responses**

### **Question 20**

Imagine that you are on a spaceship high above Earth. You can choose any place on Earth you want to visit, and the spaceship will take you there. Describe:

- where you would go and who you would go with
- why you would choose that place
- what you would do there

## Score Point 1

### Response 1

I wat to visit mexico .

The writer of this response constructs a single sentence with most of the language drawn from the prompt stimulus ("wat to visit"). The only original language provided in the response is the word "mexico." The high-frequency word "wat [want]" is misspelled. Overall, the writer demonstrates a minimal ability to respond to the task in written English.

### Response 2

The erath is or favoert planet in the word the eraht is some many plases that oter porsens live like usais abig plase that we live and more plase.

In this response, widespread spelling errors with high-frequency words and phrases ("erath," "favoert planet in the word," "plases," "oter porsens") interfere with comprehensibility and make it difficult to evaluate the writer's tense usage and grammar. The sentences are simple and in the present tense. In addition, the writer offers few details ("abig plase") and demonstrates a minimal ability to communicate in written English.

## Score Point 2

### **Response 1**

I would go to jupiter and i would have fun there.

The writer provides a single compound sentence that is free of spelling errors, but the range of vocabulary is limited ("jupiter," "fun"). The writer also correctly uses a repetitive phrase to connect the ideas ("I would go," "i would have"). While the response is brief, the writer demonstrates limited proficiency. Overall, the writer does not demonstrate the language skills needed to communicate the intended message in more than a limited manner.

### **Response 2**

I would want to go to japan with my famliy because japan has lot of light and lot of yummy foods.

This response contains vocabulary that is mostly limited in range and variety, but the writer includes some details ("go to japan with my famliy," "lot of light," "yummy foods"). One spelling error ("famliy") does not interfere with comprehension. Grammatically, the phrase "lot of" should either be "lots of" or "a lot of." This phrase also creates repetition ("lot of light," "lot of yummy"). Even though the writer includes a subordinating conjunction ("because") and a coordinating conjunction ("and") to connect ideas, overall, the writer communicates in a limited manner.

## Score Point 3

### Response 1

I want to go to the Korea with my family and my best friend because I know my friends will like it and also, it's my country. And I still have many places that I want to go in my country. And I'll meet my old friends, travel around, and I must go back here.

The writer demonstrates a moderate range of grade-appropriate language ("Korea," "my country," "travel around") and includes some details with social language ("I know my friends will like it"; "many places that I want to go"; "meet my old friends"). The spelling is strong throughout the response. The writer uses mostly the simple present tense with minimal errors and shows a developing ability to construct compound ("and also, it's my country"; "and I must go back") and complex ("because I know") sentences. The response is effectively sequenced with a variety of sentence types. Overall, the writer demonstrates an emerging clarity to convey the intended message.

### Response 2

I would go to New York city with my family. I want to go there because it is a very big city and you get to see evrything at the top of the tall building and ther's lots of cool places I want to go. What I would do in new york city would be going to cool places swimming in the pool going to the National Museum Of History and I would go to the Statue of Liberty.

This response contains a moderate variety and range of grade-appropriate social language ("cool places") along with some precise vocabulary ("National Museum Of History," "Statue of Liberty"). Occasional spelling errors ("evrything," "ther's") do not interfere with the reader's comprehension. The writer shows a developing ability to use compound ("and") and complex sentences ("because") and uses verb tense consistently. No grammatical errors are present, but the response contains some minor repetition ("I would," "cool places"). Overall, the writer explains the intended message with some details ("tall building," "swimming in the pool"), displaying an emerging clarity of the intended message.

### **Response 3**

If i was above earth with a spaceship i would also go with my family and i would go to Abu Dabi. Its probally one of the most expencive places in the WORLD. I would fly to Abu Dabi because i want to see how is looks there and its in Dubai. Ive been waiting to see the tallest tower in the world and its in Dubai. If i was in Abu Dabi i would go jetsking because theres jetskis in Abu Dabi and i would go get a hotel and have a grate time.

In this response, the writer demonstrates a moderate variety and range of grade-appropriate social language ("Its probally," "Ive been waiting to see") and includes some precise vocabulary ("most expencive places in the WORLD," "the tallest tower," "go jetsking"). Occasional spelling errors ("probally," "expencive," "jetsking," "jetskis," "grate") do not interfere with comprehension and generally occur when the writer applies more advanced vocabulary. The writer shows a developing ability to use compound and complex sentences and consistently uses past tense with some repetition ("i was above," "i would also go," "I would go to Abu Dabi," "i would fly," "i was in Abu Dabi," "i would go jetsking," "i would go get a hotel"). Minor grammatical errors ("see how is looks there," "because theres jetskis") do not significantly interfere with comprehension. Overall, the writer explains in some detail with an emerging clarity of the intended message.

### **Response 4**

I would go to Mexico, Puerto Vallarta and i would take camilla. I chose this place because i want to see how its like, also have fun, and swim. Me and camilla would dance, rent a house with a pool, eat tacos, and eat ice cream as a dessert. We would have so much fun and maybe we can buy dulces from the candy shop and buy fancy clothes from a clothing store.

The writer demonstrates a moderate variety and range of language ("dance," "fun," "buy") and includes several phrases which add effective details ("rent a house with a pool," "eat ice cream as a dessert," "fancy clothes"). The writer's spelling and grammar are generally correct; the few errors that exist do not impact comprehensibility. Some slight interference from the writer's native language ("i want to see how its like"; "buy dulces") is present, but overall, the writer delivers the clarity needed to convey the intended message.

## Score Point 4

### Response 1

#### **SPACE**

If i wanted to go in space i would visit mercury because i think it would be cool too see a planet really close.i would go with my whole family and my friend and some of my classmates.i would bring a flag and put the flag there so it can be said that i was the first one their plus the other people! And the flag will say "Yamilet was here!" THAT WILL NE SO COOL

In this response, the writer demonstrates a wide variety of grade-appropriate social and academic language ("visit mercury," "bring a flag") with minimal errors. The writer effectively uses a variety of tenses, including some compound tenses ("wanted to go," "it can be said"). The writer shows an ability to construct compound ("i would bring a flag and put the flag there so it can be said . . . first one their") and complex ("because i think") sentences effectively. The writer's response is well organized with a cohesive structure. The writer provides specific details which add clarity to the message ("so it can be said that i was the first one their"; "Yamilet was here!"). Overall, this response is comparable to that of a native English-speaking peer.

### Response 2

If i could go wherever place I want it would be new york. I love new york it has so many places and it's very big. I think I would take my family and my friends Mia,Estrella,and Jared. I would take them beacuse my family takes care of me and I love them I would take my friends because they are always here for me.I woud choose New York because is really big and the hotel I would stay in would be really pretty because the hotels of New York are really big.What I would do in new york is go to the park's and the places where you can eat and go shopping and eat a hot dog.

The writer demonstrates mostly routine vocabulary ("places," "family") but also adds a variety of precise details ("very big," "eat and go shopping"). There are occasional grammatical errors ("wherever place," "because is really big"), but these errors do not interfere with comprehensibility. The writer uses a variety of verb tenses ("could," "would") and shows an ability to craft compound ("and it's very big," "and I love them") and complex sentences ("beacuse my family," "because they are always") effectively. The writer includes a variety of expressive details ("my family takes care of me," "always here for me") which adds a layer of emotion to the response. Overall, this response is on par with that of a native English-speaking peer.

### **Response 3**

Me and my friend went on a spaceship, We brought food just in case we get hungry, And lots of water and some snacks, We went so high i passed out, Then i woke up and my friend was right next to me, We pick a planet to go on and it was Mars, The reason why we picked Mars is beacuase our a favorit color is red and orange but we like red more. So we got on Mars, And we had so much fun on Mars, We took pictures,made videos,play tag,played hot potado,And LOTS more.Then we got hungry, but we wanted to go on another planet, So we went to Jupiter, Then we ate pizza, We also took pictures on Jupiter, I got thursty so then i went back inside of the spaceship and got my water, When i was drinking my water it looked so cool ,it took a long time to drink my water, then my friend git thursty so she drank water,Then we got SO tired so we went back to Earth and then we fell asleep.

In this response, the writer demonstrates a wide range of academic and social language with multiple precise details ("just in case we get hungry," "i passed out," "we like red more"). The writer's spelling is strong throughout with only a few errors, which do not interfere with comprehensibility. The writer uses varied tenses ("brought," "had," "wanted," "took") and sentence types with some complex ("beacuase") and compound ("but we like red," "so she drank") sentences. Occasional usage errors are present but do not interfere with comprehensibility. The response is appropriately sequenced with some grade-appropriate transitional phrases ("Then i woke up," "Then we got hungry," "took a long time"). Overall, this detailed narrative is comparable to that of a native English-speaking third-grade student.

### **Response 4**

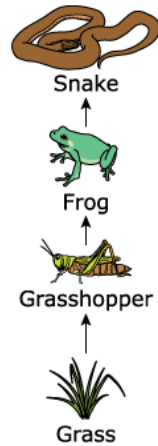
One day ,I and my most trusted friend Alan went on a spaceship for that was for free. We hopped on the ship and started the engine. Just when we started the engine, it went blasting out of the earth. Then a small robot asked us that where would you like to go on earth and why. Alan said he had no idea of where to go so he asked me. So I said "I would like to go to Canada to see the gigantic mountains and the crystal and beautiful waters and even swimming in there. We instantly teleported there on a mountain peak and saw the beautiful lakes and mountains under our feet. Alan was so shocked that he just ran off the mountain and aimed at the lake. "Splash!"I saw Alan in the water smiling and having fun so I also jumped in the water and had fun all day.

Generally, the writer uses a variety and range of grade-appropriate academic language and the correct words for the task ("blasting," "small robot," "gigantic mountains," "crystal," "teleported," "shocked," "Splash!") throughout the response. The spelling and grammar are mostly correct. The writer also correctly uses coordinating conjunctions ("and," "so") to form compound sentences ("so he asked"). In addition, the response contains grade-appropriate sequencing to connect ideas ("One day," "Just when," "Then"). Overall, the writing is comparable to grade-level native English-speaking peers.



### Question 33

Look at this food chain.



- Write about what you see in the food chain.
- Tell what you think each animal in the food chain eats.
- Explain what would happen if there were no grasshoppers in the food chain.
- Write about what other plants, insects, or animals could be in the food chain.

## Score Point 1

### Response 1

I see a grass is little and the grasshopper. and the frog and snake big.I think for the food chain she a asco. If there were no grasshoppers in the food chain the frog eat de grass.The first is a flower, mosca,frog and leon.

The writer demonstrates a minimal ability to respond to the task. Most of the response incorporates the language from the prompt stimulus ("I see," "If there were no grasshoppers"). Some of the vocabulary ("eat de grass," "mosca," "leon") and unnatural phrasing ("I see a grass is little," "the frog and snake big," "she a asco") may reflect borrowing from the writer's native language. These errors interfere with comprehensibility. Overall, the writer demonstrates a minimal ability to communicate in English.

### Response 2

The grass gets eten dae a grasshopper and the frog eats then dei grasshopper andthe frog getseare dei a snake.

In this response, the writer's vocabulary consists primarily of high-frequency words from the prompt stimulus with little original language. Even though this minimal response is a compound sentence with minor sequencing ("then") and includes the past participle form "eaten" of the irregular verb "eat," widespread spelling errors interfere with comprehensibility ("eten dae," "dei," "getseare dei"). In addition, the writer's usage of the word "dei" takes on different meanings ("the" or "by") within the sentence. Overall, the writer demonstrates a minimal ability to communicate in written English.

## Score Point 2

### Response 1

What i see is a food chain.The graass gets eaten by the grasshoper. The grasshoper gets eaten by the frog.The frog gets eaten by the snake and thats a food chain.

The writer demonstrates a limited range of vocabulary, mostly words from the prompt stimulus ("food chain," "graass," "grasshoper," "frog," "snake") and contains little original language. The spelling is mostly correct aside from "graass" and "grasshoper." The sentences are simple and primarily use the present tense except where the writer correctly uses the past participle "eaten." In addition, despite the missing apostrophe, the writer uses the correct contraction ("thats a food chain"). The writer employs repetitive, but correct, singular and plural subject-verb agreement ("graass gets eaten," "grasshoper gets eaten," "frog gets eaten"). Overall, the writer demonstrates a limited ability to communicate in written English.

### Response 2

snakes eat rats,insects, and frogs eat flys, and i think grasshoppers eat ants if grasshoppers weran't in the food chain itt'll just be the snake and frog, i think spiders can be on the food chain and i think ants could be on the food chain tooo.

In this response, the writer demonstrates a limited range of vocabulary and writes mostly in the present tense. The writer's spelling is mostly correct, except for the plural of flies ("flys") and some contractions ("weran't," "itt'll"). The response contains repetitive phrasing to connect ideas ("i think grasshoppers," "i think spiders," "can be on the food chain," "i think ants," "could be on the food chain"). Overall, the writer describes the food chain with few details and lacks the language to communicate the intended message in more than a limited way.

### Score Point 3

#### **Response 1**

So the grasshopper eats grass then the frog eats the grasshopper and then the snake eats the frog,so if grasshoppers were not in this food chain then the frogs will die because they will not have anything to eat,and if the frogs die the snakes would not have anything to eat either so they will die too.

The writer of this response displays the ability to construct an effective compound (“and”) and complex (“because”) sentence and makes no spelling errors. The writer correctly uses both the present (“grasshopper eats grass”) and the future tense (“frogs will die”). In addition, the writer employs the correct singular and plural subject-verb agreement (“grasshopper eats,” “frog eats,” “snake eats”) and uses grade-appropriate phrases to sequence events and to compare and connect ideas (“so if . . . then the . . . because”). The writer describes with some detail (“would not have anything to eat either”) and demonstrates an emerging clarity to convey the intended message.

#### **Response 2**

I see a snake, frog, grasshopper, and grass. I think a snake eats a frog. A frog eats a grasshopper. A grasshopper eats grass. And grass gets its energy from the sun. If there was no grasshoppers in the food chain the frogs will die because they are hungry and the grass will be very tall because there is no one to eat the grass. If i could add some animals to the foob chain it will be zebras, cows, lions, and cats.

In this response, the writer shows a moderate variety and range of grade-appropriate social language (“very tall”) with some precise vocabulary (“energy”; “hungry”; “tall”; “zebras, cows, lions”). The spelling is correct aside from one word (“foob”). The sentences are mostly simple, but the writing also contains complex sentences (“If there was no . . . because they are hungry . . . no one to eat the grass”). The writer also uses correct (“If i could”) and incorrect tenses (“it will be”), and the grammatical errors (“If there was no”) do not significantly interfere with comprehensibility. Overall, the writer demonstrates an emerging clarity to convey the intended message.

### **Response 3**

I see grass,grasshoper,frog,and a snake.The grasshopper eats the grass the frog eats the grass hopper and the snake eats the frog.If there were no grasshoppers then the population of frogs and snakes will start deacresing and the population of grass will start growing.A sun could also be at the food chain because it grows grass. another thing that could also be at the food chain is a eagle because it eats snakes.

This response contains a moderate variety and range of language, and the writer includes some precise vocabulary (“deacresing,” “population,” “eagle”). Occasional grammatical errors do not significantly interfere with comprehensibility (“also be at the food chain,” “a eagle”). The writer demonstrates a developing ability to create complex sentences (“because”) and a compound-complex sentence (“If there were no grasshoppers then the population of frogs and snakes will start deacresing and the population of grass will start growing”). The writer also includes some grade-appropriate words to sequence events (“then,” “another”) and connect ideas. Overall, the writing reflects the writer’s emerging ability to craft an original message.

### **Response 4**

I see a snake first and a frog second and i see a grasshopper third and i see grass last.I think that the grasshopper eats the grass and that the frog eats the grasshopper and i think that the snake eats the frog. if there was no grasshopper there would not be a food chain becuae if the grasshopper wasn't there the frog wouldn't be there neither becuae the frogs eats the grasshopper and if theres no grasshopper there no frog and if theres no frog tere wouldn't be a snake neither becuae the the snakes eat the frog. I think that a eagle could be there b eacuse an a eagle eats a snake.

In this response, the writer includes a moderate variety of language and grade-appropriate social language (“wasn’t,” “wouldn’t,” “theres”), but struggles with newly introduced vocabulary (“neither”). Occasional spelling errors are present but do not interfere with comprehensibility (“becuae,” “tere”). The response contains a mixture of compound (“and i see”) and complex (“becuae”) sentences. Some grammatical errors (“if there was no,” “there no frog”) are present but do not significantly interfere with comprehensibility. The writer includes some words (“first,” “second,” “third,” “last”) for sequencing events and repetitive phrases (“I think”) to connect ideas. The writer explains the food chain in some detail with emerging clarity to convey the intended message.

## Score Point 4

### Response 1

What I see in the food chain is that the grass gives energy to the grasshopper. The grasshopper gives energy to the frog. The frog gives energy to the snake. If there was no grasshopper then there would be less frogs and more grass. Another food chain is that the sun gives energy to the flower. The flower gives energy to the bees. The bees then make honey. That is the food chain of how they make honey.

The writer demonstrates a range of grade-appropriate academic and social language (“grass gives energy,” “less frogs and more grass,” “how they make honey”) and consistently chooses the right words for the task. There are no spelling errors and minimal grammatical errors throughout the response. While the sentences are primarily simple, the writer includes a complex sentence (“If there was no grasshopper . . . and more grass”). The writer also shows an ability to effectively sequence and connect ideas, including the use of cause and effect (“If there was . . . then there would be”). While some structural repetition is present, the response is comparable to ones written by native-English speaking peers.

### Response 2

As you see here there is a picture of a food chain as you. Also see here the snake ate the frog and the frog ate the grasshopper and the grasshopper ate grass. And what happens if the food chain didnt have the grasshopper? you ask.

Well if the food chain didnt have the grasshopper the snake wouldve just eaten the frog because frogs dont eat grass. Also we can get the snake out of the food chain. And keep the other ones.

But it could be like this the frog ate the grasshopper the grasshopper ate grass and grass came from the sun. Because the grass needs sun to grow.

Generally, the writer uses a variety and range of vocabulary with some social (“you ask,” “Well,” “be like this”) and precise language (“the grass needs sun to grow”). The writer correctly uses simple (“see”) and complex tenses (“wouldve,” “eaten,” “could”). The response contains correct spelling and grammar usage. The writer also forms complex sentences (“Well if the food chain . . . because frogs dont eat grass”) and uses grade-appropriate phrases and words to connect ideas (“And what happens,” “Also”). Overall, the writer describes the food chain in detail comparable to grade-level native English-speaking peers.

**Response 3**

I see grass, a grasshopper, a frog, and a snake.

I think the grasshopper eats grass, the frog eats the grasshopper, and the snake eats the frog.

If there were no grasshoppers then the frog will have nothing to eat and the frog population will go down and the snake will have nothing to eat.

Another plant or animal that could be in the food chain are flies that the frogs can eat, and mice and birds the snake can eat.

The writer delivers a range and variety of grade-appropriate vocabulary, including precise language (“nothing to eat,” “population will go down”), and uses the correct words for the task. There are no spelling or grammatical errors, and the writer employs the tenses effectively (“will have,” “could”). The writer demonstrates an ability to write compound (“Another plant or animal . . . can eat, and mice and birds the snake can eat”) and complex (“If there were no grasshoppers then the frog will have nothing to eat”) sentences and sequences events and connects ideas with grade-appropriate words (“If . . . then . . .,” “Another”). This response is comparable to writing by a native English-speaking peer.

**Response 4**

I see that grass gets eaten by a grasshopper and jumps around agilily before getting eaten by a frog that streches out its tounge and laches on, getting eaten by a snake that radicates the frog by suprise and swallows the frog whole.

If there were no grasshoppers, grass would nourish and live for a very long time and adapt to the similarities and no longer produce for the grasshopper. The frog would go exctinct and some frogs would eat other animals and adapt to the other animals being eaten, then the snake would die because many frogs are dying on this time, so they could die out for a long time.

You can put rats and some others insects to eat the grass and put ants as a diet for the grasshopppe aswell, include the snake being eaten by cow and cow being eaten by human.

Most animals survive off of grass in this food cycle and depend on grasshopper to eat thes grass so the frog can eat the grasshopper and so on with the snake eating the frog and the snake fertilising the grass to live and so on.

In this response, the writer uses a variety of grade-appropriate academic language which mainly includes precise vocabulary and the right words for the task ("eaten," "tounge and laches on," "swallows," "nourish," "adapt to the similarities," "exctinct"). Occasional spelling errors occur when the writer applies higher-level vocabulary ("agilily," "laches," "radicates"). However, these errors do not interfere with comprehensibility. Additionally, the writer includes grade-appropriate words to sequence events and to connect ideas ("before," "then the snake"). Overall, the writer demonstrates a proficiency in written English comparable to native English-speaking peers.