



**Texas English Language Proficiency Assessment System**

# **TELPAS Writing Scoring Guide Grades 6–7**

**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 6-7. 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.

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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.

## **Grades 6-7 Sentence-Rewrite Question and Sample Student Responses**

### **Question 14**

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

He had not gone to the field since outside it has wet.

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

## Score Point 0

### Response 1

he had not gone to the field since outside was wet

The writer correctly replaces “has” with “was.” However, the word order implies that the outside was wet, not the field. Ambiguity over what, exactly, is wet is not an acceptable rewrite and does not receive a point.

### Response 2

He had not gone to the field since outside is wet.

The writer replaces “has” with “is,” which resolves the word choice error. However, the word order implies that the outside was wet, not the field. Ambiguity over what, exactly, is wet is not an acceptable rewrite and does not receive a point. Additionally, the writer choosing “is” creates a tense disagreement error with “He had not gone.”

## Score Point 1

### **Response 1**

He had not gone to the field since it was wet.

The writer correctly replaces “has” with “was” (matching “had not gone”) and substitutes “outside” with “it,” which is acceptable because there is no ambiguity; the field is being referred to as “wet.”

### **Response 2**

He had not gone on the feild since it was wet outside.

The writer successfully replaces “has” with “was,” which resolves the word choice error. The misspelling of “feild” is a new error that does not impact the score.

### **Response 3**

He had not gone to the field since it was raining outside.

The writer successfully resolves the word order error and replaces “has” with “was.” Replacing “wet” with “raining” is acceptable for this prompt as it does not change the overall meaning and is grammatically correct.

**Response 4**

He hasn't gone to the field since it's wet outside.

The writer correctly replaces "it has wet" with "it's wet," which agrees with the present tense "He hasn't gone" at the beginning of the sentence, and the word order error has been resolved.



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# **Constructed Response**

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## TELPAS Twelve-Point Writing Rubric for Grades 4 through 12

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

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

## Grades 6–7 Constructed-Response Questions and Sample Student Responses

### Question 20

In social studies class, students are learning about the different tools made by early humans in prehistoric times.



#### Prompt

- Describe the types of tools in this picture and what they could have been used for.
- Compare the tools that we use today to tools used back then. Explain the differences and similarities you see.
- Describe what life might have been like during prehistoric times. Use as many details as you can.

## Score Point 3

### Response 1

There are do whit tree and rock there are litle big and midle
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#### **Vocabulary – 1**

The vocabulary in this response consists of high-frequency words (“tree,” “rock,” “litle,” “big”). The response also includes some spelling errors (“whit,” “midle”), which interfere with comprehensibility.

#### **Usage – 1**

The writer crafts a single sentence and uses the present tense. However, the writing includes significant grammatical errors that interfere with comprehensibility (“There are do whit tree”).

#### **Completeness – 1**

The lack of details (“there are litle big and midle”) do not provide much description or explanation, and the writer is minimally effective in communicating the intended message.

## **Response 2**

To huit for food and fighting,also to build a houes.the differences tools we have now is more moder.bad maybe the tools break.

### **Vocabulary – 1**

The writer relies on high-frequency words (“food,” “fighing,” “build”) and produces spelling errors that interfere with comprehensibility (“huit,” “moder”).

### **Usage – 1**

The response contains significant grammatical errors that interfere with comprehensibility (“the differences tools we have now,” “bad maybe the tools break”), and the writing has some sentence fragments (“To huit for food and fighting,” “to build a houes”).

### **Completeness – 1**

The lack of details and incomplete thoughts do not provide much explanation about the writer’s ideas. The writing is minimally effective in communicating the writer’s intended message.

## **Score Point 4**

### **Response 1**

the preastorick life for me woud make tools and hunt and make a home to live in and make anithing els usable and live a good life .

### **Vocabulary – 1**

The writer uses some high-frequency or routine words and phrases (“make,” “live”) and includes language from the prompt (“preastorick,” “life,” “tools”). Spelling errors (“preastorick,” “woud,” “anithing els”) interfere with comprehensibility.

### **Usage – 1**

The response is comprised of sentence fragments (“make a home to live in”) and contains grammatical errors that significantly interfere with comprehensibility (“make anithing els usable and live a good life”).

### **Completeness – 2**

The limited and repetitive use of the words (“life,” “make,” “live”) interferes with sequencing events, and the writer offers few details (“make tools and hunt,” “live a good life”) in the explanation. Overall, the writing reflects a limited effectiveness in communicating the intended message.

**Response 2**

They was using some tools to chase animals bulds some house and make their close.  
the tools that we are making today are not whic rock and some

**Vocabulary – 1**

The vocabulary consists of mostly high-frequency words (“some,” “animals,” “house”) with some spelling errors (“bulds,” “close,” “whic”).

**Usage – 2**

The writer uses mostly the present tense and includes a verb tense error (“They was”) in the response, and other grammatical errors (“the tools that we are making today are not whic rock and some”) interfere with comprehensibility.

**Completeness – 1**

The lack of details and incomplete thoughts do not provide much explanation about the writer’s ideas, making the writing minimally effective in communicating the intended message.

## Score Point 5

### Response 1

(The tool use to kill the animal and controtrion frams and homes) (the similar is the boht use to controtrion homes and frams and kill de animal the differences is the tenologia and the tool chame to more good) the tool is improntan because the tool has moch years and is imorintan from the humanos.

### **Vocabulary – 1**

The writer relies on high-frequency words and prompt language (“tool,” “similar,” “differences”) and produces spelling errors (“controtrion,” “tenologia,” “improntan,” “imorintan”) that interfere with comprehensibility. Some of the spelling errors reflect borrowing from the student’s native language (“humanos”).

### **Usage – 2**

Inconsistent and incorrect tense usage (“The tool use to kill”; “the similar is the boht use to controtrion”) within the response sometimes interferes with comprehensibility.

### **Completeness – 2**

The writer attempts to respond to the prompt, and the response contains a few details (“controtrion frams,” “kill de animal,” “differences is the tenologia”). Overall, the writer shows a limited effectiveness in communicating the intended message.



## **Response 2**

***Well i think the second last one looks like a hammer compared to the rest and it looks very old but noew on days it looks nice***

### **Vocabulary – 2**

The vocabulary in the response is limited in range and variety ("**hammer**," "**old**," "**nice**"). One spelling error occurs ("**noew**") but does not interfere much with comprehensibility.

### **Usage – 2**

The writer uses mostly present tense in the response, and grammatical errors ("**second last one**," "**old but noew on days**") sometimes interfere with comprehensibility.

### **Completeness – 1**

The lack of details and incomplete thoughts do not provide much explanation about the writer's ideas, making the writing minimally effective in communicating the intended message.

## Score Point 6

### Response 1

The tools in this image look very different from what we use today, i think that some tools may have been used for digging . Nowadays we use other materials like a shovel.

### **Vocabulary – 2**

The writer uses vocabulary that is limited in range and variety (“digging,” “materials,” “shovel”) but makes no spelling errors.

### **Usage – 2**

The response is comprised of mostly simple sentences (“The tools in this image . . . use today”; “Nowadays we use other materials like a shovel”). The present tense is used consistently throughout the response, and the writer displays an understanding of English grammar.

### **Completeness – 2**

The response contains limited words and phrases (“i think,” “Nowadays”) to show relationships between sentences, and the writer offers only a few details (“look very different,” “used for digging,” “like a shovel”), displaying a limited effectiveness in communicating the intended message.

## **Response 2**

The tools in this image are very pointy,sharp,ugy,and have weird colors.They are mostly alike because there all pointy.They are different because they have different shapes.

### **Vocabulary – 2**

The writer uses vocabulary that is limited in range and variety (“pointy,” “sharp,” “colors”). The response includes spelling errors throughout (“ugy,” “mostly”), but these generally do not interfere with comprehensibility.

### **Usage – 2**

The writer attempts a complex sentence (“They are mostly alike because there all pointy”), but the attempt contains a grammatical error (“there all”). However, the present tense is maintained correctly throughout the response.

### **Completeness – 2**

The writer communicates a limited message with few details (“pointy,sharp,ugy,and have weird colors”). While the writer describes the tools, the lack of language needed to align to the task limits the effectiveness in communicating the intended message.

### **Response 3**

The tools could be used to defend and to get food.

The life in the prehistoric times could be dangerous in there since there could be dangerous animals that are more powerful than the humans, so the humans use the tools to defend.

#### **Vocabulary – 2**

The writer uses a limited range and variety of vocabulary (“defend,” “dangerous,” “powerful”), but the response does not contain spelling errors.

#### **Usage – 2**

The past tense is mostly used correctly (“could”) throughout the response, but a tense shift to the present occurs at the end of the response (“the humans use the tools to defend”). Additionally, a usage error (“could be dangerous in there”) interferes with comprehensibility.

#### **Completeness – 2**

Although brief, the writer provides a limited narrative in response to the prompt and provides a little sequencing (“so the humans”) along with a few details (“used to defend,” “dangerous animals,” “more powerful than the humans”).

## Score Point 7

### Response 1

The tools that are on the picture what is think they are for are for like huntting because like they are sharp and they look like the can take down a bear and a deer. If i had to compare them to the ones we use on a days then they are diffrent the ones we have now they look nothng like that at all they are diffrent they don't have string on the tools that we have now and we don't have to use rock. They pretty much don't look like are tools at all.

### **Vocabulary – 2**

The response is comprised of a limited range of vocabulary ("sharp," "take down," "string"). Some spelling errors occur, but they do not significantly interfere with comprehensibility ("diffrent," "nothng").

### **Usage – 2**

Grammatical errors ("tools that are on the picture what is think they are for"; "we use on a days then they are diffrent the ones we have now") and usage errors ("are tools" instead of "our tools") sometimes interfere with readability. Additionally, the writer uses the present tense throughout the response.

### **Completeness – 3**

The writer describes the tools with some details ("they don't have string," "we don't have to use rock") but lacks the specificity required to fully address the task. Transitions ("The tools that are," "If i had to," "They pretty much") throughout the response help to show the relationship between ideas, and overall, the writer is mostly effective in communicating the intended message.

## **Response 2**

In the early humans they was making the tools on there own and it was working as they needed to .

And they was making the tools from rock the hard side was made of a rock .

The hand side that you geating it

it was made of wood .

And they made knife tools that can heat something .

When they made the tools they needed a food they kill anmiles and they got the meet of animels and they know how to cook it by a time ago.

This is how they made tools and wath they use it for.

Now the tools are in the musume and some of top of tools was made of iron and it was important for them so they can get food on it when they kill animles.

## **Vocabulary – 2**

The writer uses vocabulary that is repetitive (“tools,” “they,” “made”) and limited in range and variety. Some meanings are unclear to the reader (“hard side,” “hand side,” “knife tools that can heat something”). In addition, spelling errors occur (“geating,” “anmiles,” “wath” “musume”), and these errors may interfere with the reader’s understanding of the writing.

## **Usage – 2**

Frequent grammatical errors are present in the response (“they was making,” “that you geating it,” “they needed a food”), including structures that may indicate borrowing from the writer’s native language (“they know how to cook it by a time ago”). These errors sometimes interfere with the comprehensibility of the writing.

## **Completeness – 3**

This response contains some of the appropriate words needed to show relationships between sentences (“In the early humans,” “When they,” “Now”). Some details are provided (“can heat something,” “the meet of animels and they know how to cook it,” “made of iron”), which helps the writer communicate the intended message.

### **Response 3**

The tools i see in the picture are a knife, and like a hammer and also like a bone in arrow. The tools could of been used for hunting animals and to keep them safe. The diffrience is that there tools are a big and thick stick with a rock on top of it. The similaries are that the knives and hammer look a little of our tool till this day. Probaly during prehistoric they had to hunt and find there own food and had to build there own houses and other stuff.

#### **Vocabulary – 2**

The overall range of vocabulary ("arrow," "keep them safe," "thick stick") within this response is limited with some incorrect word choice ("bone [bow] in [and] arrow"). The spelling is generally correct and occasional misspellings ("diffrience," "knifes," "till," "Probaly") do not interfere much with comprehensibility.

#### **Usage – 2**

The writer uses simple sentences, and the present and past tenses are used throughout the response. However, usage errors ("there" instead of "their" and "look a little of our tool" instead of "look a little like our tool") sometimes interfere with the reader's understanding of the writing.

#### **Completeness – 3**

The writer provides a message that is generally effective at responding to the task and incorporates some of the appropriate phrases to sequence ideas ("The tools i see," "The diffrience is that," "The similaries are"). Some details are provided ("hunting animals and to keep them safe"; "big and thick stick with a rock on top of it"; "hunt and find there own food"), but the details are sometimes repetitive.

## Score Point 8

### Response 1

I belive that the first tool that we see in the picure is for small animals or cutting big tree branches, and the seconed tool was for hunting more larger animals like wolfs and goats ect, the third tool is for cutting grass and weeds in the ground, the fourth tool is a hammer i belive this was for hammering wood in to make their homes or shattering tooths to make weapons like spears and knives, the fith tool is for hunting down larger animals like deers or pigs and cows the sixth tool is to chop some wood down and carve wood all of these tools are useless compared to modern day tools hammers can hammer more than wood and nails we dont use spears any more we use hunting things the grass cutter just cut parts of the grass but a modern one cuts more and is more sharper.

### **Vocabulary – 3**

The response contains a range of grade-appropriate academic vocabulary (“shattering,” “carve,” “modern,” “sharper”). Although minor spelling errors occur (“seconed,” “belive,” “fith”), the errors do not interfere with comprehensibility.

### **Usage – 2**

The writer frequently employs simple sentences with compound predicates (“sixth tool is to chop some wood down and carve wood”) and shifts between the present and past tense. Additionally, grammatical and usage errors (“hammering wood in to make,” “deers,” “more sharper”) occur and sometimes interfere with comprehensibility.

### **Completeness – 3**

The tools are described in some detail, but the descriptions (“the fourth tool is a hammer i belive this was for hammering wood”; “modern day tools hammers can hammer more than wood”) lack the specificity required to fully address the task. Transition words and phrases (“first tool,” “the fourth tool,” “all of these tools”) are somewhat repetitive. Overall, the writer is mostly effective at communicating the intended message.



## **Response 2**

A tool in middle picture is made a rock or iron and it cut became a triagle and have a wood is cirle repair iron and cirle wood. Axe is made a wood and rock, all tools in this picture is made iron,wood, and rock. All tools is used for cut a tree, kill animals, cut a vegetable,meat,and fish, hammer used for building and repair a anythings is broken. Bomerang is used for relaxed and excersice. the axe use now is different with prehistoric axe because axe of prehistoric is made rock and axe in noe is made iron.Hammer in prehistoric is made a rock and hammer in now is made a iron. Knife in prehistoric is made a iron but middle kinfe is made a wood and knife in now is made iron all knife. In prehistoric, early human is very need al tool in this picture use for life but in now people can't use this and now people use money buy meat, fish, and evething.

### **Vocabulary – 3**

The writing consists of a variety of grade-appropriate academic vocabulary, and sometimes more precise words (“repair iron,” “vegetable,” “excercise”) are used by the writer. Minor spelling errors occur (“triagle,” “cirle,” “Bomerang”), but these errors do not interfere with comprehensibility.

### **Usage – 2**

The response contains some verb tense (“All tools is used”) and prepositional errors (“made a rock,” “made a iron”). The writer correctly utilizes a compound sentence structure at the end of the response (“early human . . . but in now people can’t use this”), but overall, the errors throughout the response (“for cut a tree,” “hammer in now,” “Knife in prehistoric is,” “use money buy meat”) prevent the writer from earning a higher score.

### **Completeness – 3**

The writer addresses the prompt with some details (“cut a vegetable,meat,and fish,” “repair a anythings is broken,” “used for relaxed and excercise”), but repetitiveness occurs at times (“made iron,wood, and rock,” “made rock,” “made a rock”). Although the use of cohesive devices to connect ideas is inconsistent, the relationship among the ideas in general is evident. Overall, the writer is mostly effective at communicating the intended message.

### **Response 3**

- The spear is basicaly to catch food.
- The "axe" was used to cut down trees to make a house or firewood.
- The "hammer" is the one with a rock on the top its used to build.
- The boomerrang i think it was used to atack prey or something idk
- and the little ones are for i think to cut open the food they catch
- the tools we use today in like 2000 and above to those years its called a HAMMER, AXE, KNIFE, and the boomer rang was not used to kill it is used to play nowadays
- and the 2000 and above tools were made nice looking even more sharp like the knife and axe.
- and the forsure in 1190s idk the tools were made out of rocks and sticks.
- the life from those prehistoric human life was like if the humans were the lions and their prey so they had to catch their food to be able to eat and survive and everything was free
- and the 2000 and above, life is a little more simple cause now you can just go to the store and buy your food and not much of dangers not like u have to run from wolfs or wooly mammoths or eny of that now u just have to learn how to drive cars to be able to go from one place to another and not go fast and crash or u will die.

### **Vocabulary – 3**

The vocabulary in this response represents a variety and range of grade-appropriate academic language that is sometimes precise ("prey," "survive," "mammoth"), but at times the writer struggles to find the appropriate word for the task ("i think," "and the 2000 and above," "idk the tools"). Spelling errors occur ("boomerrang," "wolfs," "eny") but do not interfere with comprehensibility.

### **Usage – 2**

The response is organized structurally in a bulleted list format and contains mostly simple sentences, and errors sometimes interfere with comprehensibility ("nice looking even more sharp"; "not much of dangers not like u have to run from wolfs or wooly mammoths or eny of that").

### **Completeness – 3**

The writer addresses the task with some detail ("house or firewood," "wolfs or wooly mammoths") but lacks specificity at times ("The boomerrang i think it was used to atack prey or something idk"; "and the forsure in 1190s idk the tools"), and the bulleted list does not help to establish the relationships between sentences and ideas. Overall, the writer is mostly effective at communicating the intended message.

## Score Point 9

### Response 1

I think that these are survival tools that people used back then like hammers,arrows,and knives.Todays tools are shiny,black and grey and are stronger and made out of metal and tools back then were made out of rocks,sticks,crystals,and wood .Something they have in common is they both work and were needed at some point or another.I think that during prehistoric times people had to hunt animals for food and had to use those tools to kill the animals and can build their homes.

### **Vocabulary – 3**

The writer offers a good range and variety of academic language (“survival,” “shiny,” “metal,” “crystals”), and the spelling is mostly correct.

### **Usage – 3**

The writer uses the tenses correctly (“Todays tools are shiny,black and grey and are stronger and made out of metal and tools back then were made out of rocks,sticks,crystals,and wood”) and displays the emerging ability to use more complex sentence structures (“I think that during prehistoric times people had to hunt animals for food . . . build their homes”). Although a few grammatical errors occur (“back then were”), the errors do not significantly interfere with the reader’s understanding of the writing.

### **Completeness – 3**

The writer communicates a mostly effective message with some details (“Todays tools . . . are stronger”; “made out of . . . rocks,sticks,crystals,and wood”). However, specificity is lacking when attempting to explain the similarities (“Something they have in common is they both work and were needed at some point or another”).

## **Response 2**

The tools in the image are fairly small, made of sticks and stones, and they could have been used for protection or to gather materials like wood. Some differencces in the tools back then to the tools now is that one is made of wood and stone while the other is made of mostly metal, but some similarities are that both could be used for protection abd both can be used for gathering materials. Finally, life in prehistoric times could have a lack of materials since they only used sticks and stones.

### **Vocabulary – 3**

The writer displays a good variety of academic vocabulary (“fairly small,” “protection”). Occasional spelling errors (“differencces,” “abd”) occur but do not interfere with comprehensibility.

### **Usage – 3**

The past tense (“could have been used,” “could be used”) is mostly used correctly throughout the response with one variation (“can be used”). The writer demonstrates an emerging ability to write compound (“The tools in the image . . . made of sticks and stones, and they could have been used . . . to gather materials like wood”) and complex sentences (“Some differencces . . . while the other”; “Finally, life in prehistoric times . . . since they . . . sticks and stones”).

### **Completeness – 3**

This writer crafts a mostly effective message with some specific details (“mostly metal,” “used for protection,” “gathering materials”). The explanation contains some appropriate sequencing (“but some similarities,” “Finally”) that makes the response easy to follow. The writer mostly achieves the intended task but lacks the specificity needed to complete the task.

### **Response 3**

It seems llike all these toold are made from little rocks shaped in certain ways and thick and strong looking sticks. I would think the small ones with the skick would be used to dig. The ones with no stck seems like thing you would throw to defend yourself and the one curved with a blade on it seems like to cut things. A lot of these remind me of different things like the tool with the whte rock kind of reminds me of a hamer by the way its shaped. If i were to see the one with the blade it would remind me of a knife. It seems to me that back in the prehistoric times they had to improvise a lot sense they didnt have a lot of resources.

### **Vocabulary – 3**

The writer displays a good variety and range of vocabulary (“defend,” “blade,” “improvise,” “resources”) throughout the response, and occasional spelling errors (“toold,” “skick,” “stck”) do not interfere with comprehensibility.

### **Usage – 3**

The writer demonstrates the developing ability to construct compound (“The ones with no stck seems like thing you would throw . . . seems like to cut things”) and complex (“If i were to see the one with the blade it would remind me of a knife”) sentences. The past tense is used consistently and correctly (“would think,” “would be used,” “were to see”). A grammatical error (“seems like thing you would throw”) does not significantly interfere with comprehensibility.

### **Completeness – 3**

The explanation is organized and easy to follow, and this response is a mostly effective message with some specific details (“would be used to dig,” “throw to defend yourself,” “one curved with a blade”). However, the writer lacks the specificity (“seems like,” “seems to me”) needed to complete the task.

#### **Response 4**

The tools in the picture are, daggers, spears, axes, and hammers, the tools could've been used for hunting.

The tools we use today are almost no different to the tools we used back then, the similarities are that, they are almost all the same tools we use, like the hammer or the knife, but the material they're made of is different as of now.

Life in the prehistoric times are mostlikely to be about survival, and hunting, I think that they had to move alot to be able to get food.

#### **Vocabulary – 3**

Generally, the writer uses a variety and range of grade-appropriate vocabulary ("daggers," "spears," "material"), and any spelling errors that occur do not interfere with comprehensibility.

#### **Usage – 3**

The writer demonstrates an emerging ability to correctly employ compound structures ("they are almost all the same tools we use, like the hammer or the knife, but the material they're made of is different as of now"), but there are some grammatical and usage errors ("Life in the prehistoric times are mostlikely to be about survival, and hunting, I think that they had to move alot to be able to get food") that do not significantly interfere with comprehensibility.

#### **Completeness – 3**

The writer describes the tools, but the descriptions are sometimes repetitive ("could've been used for hunting," "about survival, and hunting"). The response lacks the specificity required to fully address the task, but the writer is mostly effective in communicating the intended message.

## Score Point 10

### Response 1

The tools showned in this picute look like they were used over a thousand years. The two tool on top of the picture are small but it look like it has sharp point. I could think that those two were a knife. The reason is they both are small then they are sharp. So I could think these two tools were knife. The next tool is curved and made of wood. There are not alot of features to know what it is. But it could be a boomorang. Since it is also made of wood and is curved. The next tool has a rock trapped into the handle made of wood. It could be and hamer like the one at the bottom. Since they have a handle not big and is trapped goood. A present time hammer is almost the same. Now the biggest tool in the picture looks like it is sharp, and a very big handle. So i could think this is a spear. If it were now it would probaly be made by metal. The last item is a very small and looks polished. I could guess these where just very small weapong that could be ver small knife now. So with all of thise I could think that they were able to only able to do limited thing with the reosources because they had weak tool. But could still hunt since they wee able to make the rock sharp.

### **Vocabulary – 3**

The vocabulary in this response represents a range of grade-appropriate language that is sometimes precise (“thousand years,” “curved,” “polished”). Occasional spelling errors (“picute,” “alot,” “boomorang”) do not interfere with comprehensibility.

### **Usage – 3**

The writer demonstrates an emerging ability to use a compound sentence (“The two tool on top of the picture are small but it look like it has sharp point”). Some grammatical and usage errors (“The tools showned,” “The two tool on top,” “It could be and hamer”) exist, but these errors do not significantly interfere with understanding.

### **Completeness – 4**

Appropriate cohesive devices are used by the writer to show the relationship between sentences (“The next tool,” “Now the,” “The last item”). The writer includes details and specificity (“very big handle,” “small and looks polished,” “weak tool”) that are effective at communicating the intended message and achieves the goal while addressing the task completely.

## **Response 2**

The tools that were made by early humans in prehistoric times shows that the rocks look pointy and kind of sharp and that those rocks where tied up to a stick but now the tools are not tied up to a stick anymore (some could be) and also the tools created nowadays are mostly all made of metal and plastic, and not created out of rocks and sticks. Those tools were probably for hunting, to fight, or were just used as weapons to defend themselves. During the prehistoric times, they probably didn't have a lot of sources or food so they had to go out in forests or in caves but they didn't have any weapons. Probably that's why they created tools. Or some other ways they used their tools was to build something like a bed or chairs or they probably even used the tools to cook and cut the meat or chicken.

### **Vocabulary – 3**

Generally, the writer uses a variety and range of grade-appropriate language ("metal and plastic," "defend," "caves") and demonstrates some precision ("nowadays," "sources," "forests"). Correct spelling is found throughout the response.

### **Usage – 3**

The writer demonstrates consistent and correct use of the past tense ("where [were]," "used as weapons," "had to go") throughout the response and shows an emerging ability to employ compound sentences ("During the prehistoric times, they probably didn't have a lot of sources or food so they had to go out in forests or in caves").

### **Completeness – 4**

In this response, the writer's ideas progress logically, and the writing contains the degree of detail and specificity ("those rocks where tied up to a stick"; "all made of metal and plastic"; "go out in forests or in caves") required to address the task completely. Cohesive devices are used appropriately to show the relationships between parts of sentences and the transitions are varied ("During the prehistoric times," "Probably that's why," "Or some other ways").



### **Response 3**

The tools that I see in the picture looks like it have two knives, one looks like boommarage made out of wood, the next one looks like hammer made out of a rock, string, and wood, another one looks like a weapon that you would use to defend yourself, the last tool looks like a better version of a hammer. Next to all the tool looks like the different types of material that could have been used for the tools.

The tools could have been used for cutting stuff, building stuff, self defenses.

Some knives look better in the present than the past also like the hammers the bommarage and self defenses. The similarities that the tools have in common is that all tools from back then and present time are used for the same perpose, and the differentses are that the tools from today are more easy to find and make than the tools from the past.

Durng the prehistoric times, the people must have been looking for the materials to make the tools that they had, they must have had to work hard to frint the materials and cutting wood string, making the right shape of the stone to make them usefull.

### **Vocabulary – 3**

This response contains a variety of age-appropriate language; however, the word choice is repetitive at times (“made out of,” “cutting stuff”), resulting in a lack of precision. Spelling errors occur (“boommarage,” “defens,” “knifes”) but do not interfere with comprehensibility.

### **Usage – 3**

The writer demonstrates an emerging ability to use compound (“The similarities that the tools have in common . . . more easy to find and make than the tools from the past”) sentence structures. The response includes some grammatical errors that result in awkward phrasing (“Some knives look better in the present than the past also like the hammers the bommarage and self defenses”), but these errors do not significantly interfere with comprehensibility.

### **Completeness – 4**

In this explanation, the writer’s ideas progress logically, and the writing contains the degree of detail and specificity (“more easy to find”; “cutting wood string”; “making the right shape of the stone”) required to address the task completely. The writer mostly achieves the intended goal of communicating the message completely.

### **Response 4**

Some of the tools looks like a nife which i think they probobly use for self protection. There is a hammar which probably helped the them break woods which could help them cook for their self's. The hammar they used then compared to know is similar by how they design the hammar and how the it looks. The different is that then they used rock and woods to make a hammer but know they use metal and woods to make hammer. Life might have been like during prehistoric times wake up eat breakfast go hunting than come back home at lunch time and eat lunch . After lunch go back hunting, hunt until dinner time and when its time for dinner come home and eat dinner. After dinner spend time with family after that go to sleep and repeat the same thing every day. Life might be hard during prehistoric time because they had to make their own tools and their own houses.

### **Vocabulary – 3**

This response contains a variety of grade-appropriate language; however, the word choice is repetitive at times ("hammer," "prehistoric times," "lunch time," "dinner time"). There are spelling errors in the response ("nife," "hammar"), but these do not significantly interfere with comprehensibility.

### **Usage – 3**

Some grammatical errors occur ("Some of the tools looks like"; "the them break woods which could help them cook for their self's"), but these errors do not significantly interfere with comprehensibility. The writer demonstrates an emerging ability to construct compound and complex sentences structures ("Life might be hard during prehistoric time because they had to make their own tools and their own houses").

### **Completeness – 4**

The writer mostly achieves the intended goal of communicating the message completely. This descriptive response ("help them cook for their self's," "how they design the hammar," "wake up eat breakfast go hunting") maintains the degree of specificity and includes the appropriate devices and transitions to properly structure the response ("Some of the tools," "The different is," "Life might have been").

## Score Point 11

### Response 1

These tool could have been used for hunting and ti cut down trees and to mine rock and compared to the tools we use today there are many diffrences like our tools are more modern and more advanced because we use machnes like chansaw's to cut down trees and use guns to hunt animals and a similaritie is we still use knives to cut fish or to cut the skin of animals. The life during the prehistoric ages where probablydifficut because there was not many humans that were roaming the earth and the ice age killed many of them and they didnt have adanced tool that we use today.

### **Vocabulary – 4**

A consistent use of a broad range of specific and precise vocabulary ("mine rock," "chansaw's," "ice age") is found throughout the response. Infrequent spelling errors ("diffrences," "adanced") do not interfere with comprehensibility and are comparable to errors made by native English-speaking peers.

### **Usage – 3**

The writer demonstrates a developing ability to use a compound-complex sentence ("The life during the prehistoric ages . . . ice age killed many of them") and the tenses ("could have been used") are mostly used correctly. The grammatical errors ("These tool," "we use machnes like chansaw's") do not significantly interfere with comprehensibility.

### **Completeness – 4**

The writer's thoughts progress in a clear and organized way, and the response contains the appropriate cohesive devices to logically sequence events related to each aspect of the prompt. The writer includes many specific details ("machnes like chansaw's to cut down trees"; "cut fish"; "roaming the earth"). Overall, the writer includes enough specificity and detail to fully address the writing task.

## **Response 2**

The tools in this picture look like some weapons for hunting, they can be used for hunting animals and the axe may be able to chop some wood, it may be hard but it might be able to do it. These tools are different than our tools because they don't look as sharp as ours and they don't look as durable and don't look like they get the job done fast. Life during the prehistoric times might have been rough because using these tools to hunt may have been harder than usual, and getting some wood for houses would be hard, and then while the possibility of being cold and being hunted by other animals, so I think it was rough to live during the prehistoric times.

### **Vocabulary – 4**

The writer uses a wide variety and range of grade-appropriate social and academic language that is comparable to that of a native English-speaker ("durable," "rough," "possibility"), and no spelling errors occur within the response.

### **Usage – 3**

A developing ability to correctly use complex tenses ("may have been") is present, and the writer demonstrates an emerging ability to construct compound and complex sentences ("Life during the prehistoric times might have been rough . . . so I think it was rough to live during the prehistoric times").

### **Completeness – 4**

The response is well-organized, and the ideas progress logically. Overall, the writer includes enough specific detail ("chop some wood," "don't look as sharp as ours," "wood for houses") to communicate an effective message that addresses the task and shows the relationship between the ideas.

### **Response 3**

The 6th tool which has a stick to it could most lickly be used as a axe, axes are used for cutting trees, meat, ropes, and more. The axes we have now and days are way diffrent from the ones from Prehistoric, because the axes from Prehistoric use a rock to be able to cut things, but the axes that we use in 2024 have a silver metal knowed as a blade. Another diffrence is that the prehistoric axe looks more handmade, because of the rope, meanwhile the axes we have now look more machine made. During the prehistoric times I feel like people would have to hunt for their own food that's why some animals have gone extict because of them, and the people will have to make their own clothes by animals fur.

### **Vocabulary – 4**

The response includes a varied range of vocabulary ("silver metal," "blade," "extict"). The occasional spelling errors ("lickly," "diffrent") found in the response do not interfere with comprehensibility.

### **Usage – 3**

An emerging ability to correctly form complex sentences ("The axes we have now and days are way diffrent from the ones from Prehistoric, because the axes from Prehistoric use a rock to be able to cut things") is demonstrated by the writer. Usage errors ("now and days," "knowed as a blade") occur, but these errors do not significantly interfere with comprehensibility.

### **Completeness – 4**

The response is descriptive with specific details ("cutting trees, meat, ropes, and more"; "axes we have now look more machine made"; "silver metal knowed as a blade"), and a variety of phrases are used to show the relationship within and between sentences ("The axes we have now," "Another," "During"). The writer mostly achieves the intended goal of communicating the message.

#### **Response 4**

In this picture i see that theres tools from the prehistoric time, i see there made of wood and stones they have different shapes and different measurements i see that there knives and axe's even a hammer. The differences between these tools and the tools we use today is that they were handmade but now we have machines and a lot of features like the axe's now are way stronger and cool looking the knives theres a lot of them different kind's, like pocket knives,knives to cook or to cut meat,knives to hunt,different types of things and tools have been created and modified to be better and durable. What i think about the life back then is that it was hard you had to do all of that in order to survive that's why i describe it as hard,now we have stores to buy food we have tools to buy new modified features to choose from,this draws me to the conclution that all the things from the past in today date are now upgraded and more durable.

#### **Vocabulary – 4**

The writing includes a variety of grade-appropriate social and academic language that is often precise ("measurements," "modified," "durable"). Minor spelling errors occur ("conclution") but do not interfere with comprehensibility.

#### **Usage – 3**

The writer demonstrates an emerging ability to write compound sentences ("The differences between these tools. . . but now we have machines and a lot of features"). The response includes some awkward phrasing ("that it was hard . . . that's why i describe it as hard") and usage errors ("theres" instead of "there are," "there" instead of "they are," "there" instead of "there are"), but these errors do not significantly interfere with comprehensibility.

#### **Completeness – 4**

An organized response with the ideas progressing logically ("In this picture i see," "The differences," "this draws me to the conclution") shows the writer can craft the intended message. Elaborated explanations ("a lot of features like the axe's now are way stronger"; "knives to cook or to cut meat"; "now upgraded and more durable") contain the specificity required to fully address the task.

## Score Point 12

### Response 1

This tools are a replica of the ones they used in prehistoric times. I think this tools have been used to catch animals for food and build things out of rock. People often created this tools and they were really creative. I really love the creativity of prehistoric people because in those times they really didn't have the things we have now. For example, a long time ago they used things made out of rock. They didn't have technology or internet so this made it really difficult for them. Now in the present we use phones to communicate and have tools made out of different materials. People a long time ago created their own tools to survive and eat. Now we have machines that do the work for us and even cars. I think life in prehistoric times was really bad I wouldn't survive without the things we have now. Life in prehistoric times made it really difficult for people but they still survived and that is really incredible in my opinion. I wish people a long time ago could have lived the life we live now.

### **Vocabulary – 4**

The writer employs a wide variety and range of grade-appropriate academic language ("communicate," "survive," "incredible") throughout the response, and there are no spelling errors.

### **Usage – 4**

The writer consistently uses a range of correct verb tenses ("They didn't have," "I wouldn't survive," "could have lived") and writes compound sentences ("I think this . . . out of rock"; "Now in the present . . . different materials"). Any usage or grammatical errors ("I think this tools," "People often created this tools") do not interfere with comprehensibility.

### **Completeness – 4**

The writer crafts an effective message with specific details ("catch animals for food"; "created their own tools to survive and eat") that address the task completely. A variety of phrases are used to show the relationship within and between sentences ("I really love," "For example," "Now," "Life in").

## **Response 2**

Many of the tools have a sharp end to them, meaning they were most likely used for hunting. One of the tools looks like a boomerang, meaning it was most likely used for playing. The other tools looks like a hammer, meaning it was most likely used for hunting. Unlike before, our told are usually made from something sturdier. Our tools today are more effecient than before. Similarities I see would be that both the tools used today and before both contain sharp ends. Another similarity between today and before would be that both tools look similar. Life during prehistoric times would have been very hard due to the tools they had. The tools they had for hunting was very fragile due most of it being made out of wood.

### **Vocabulary – 4**

The writer uses good range of grade-appropriate academic language, (“boomerang,” “sturdier”) and consistently uses precise vocabulary (“effecient,” “contain,” “fragile”). A few spelling errors occur (“told [tools],” “effecient”), but these errors do not interfere with the reader’s comprehensibility.

### **Usage – 4**

Complex and compound sentences (“Many of the tools have . . . likely used for hunting”; “Unlike before, our told are usually made from something sturdier”; “Life during prehistoric times . . . due to the tools they had”) are correctly used by the writer in the response. A minor grammatical error (“tools they had for hunting was very fragile”), comparable to native English-speaking peers, does not interfere with comprehensibility.

### **Completeness – 4**

The writer’s thoughts progress in a clear and organized way, and the response contains the appropriate cohesive devices to logically sequence content related to each aspect of the prompt. The writer includes many specific details (“likely used for playing,” “more effecient than before,” “very fragile”) though one is repeated (“used for hunting”). Overall, the writer includes enough specificity and details to fully address the task.



### **Response 3**

The very sharp and very creative tools in the picture are different sizes and they are really distinct from each other since they are different sizes, and levels of sharpness. In my prespective I think that these handmade tools were used for hunting animals like deer, buffalo, and coyetes and much more. Also I think that these very creative tools were used like knives for cutting animal parts so the could eat them or use them for example they could use their fur for clothes or as blankets. The tools in the picture are very different from today's tools. The tools in the picture differ from today's tools because today's tools are made from more advanced technology and the tools in the picture look like they were made from resources from nature and they look handmade. In my point of view I think that the tools in the picture are similar from today's tools because some tools from today have the same use from tools in the past. I think that life in the past was rough since many people didn't have resources that they needed and also had to make things handmade since they didn't have advanced technology back then.

### **Vocabulary – 4**

The writer employs a wide variety of grade-appropriate social and academic language ("differ," "advanced technology," "resources"). The spelling is primarily correct, and misspellings ("prespective," "coyetes") involving more advanced words do not interfere with comprehensibility.

### **Usage – 4**

The writer demonstrates a consistent ability to form expanded compound and complex sentences ("In my prespective I think . . . and coyetes and much more"; "In my point of view . . . tools in the past"). Any errors ("animal parts so the could eat them"; "similar from today's tools") are comparable to errors made by native English-speaking peers and do not interfere with comprehensibility.

### **Completeness – 4**

In this response, the writer's ideas progress logically, and the writing contains the degree of detail and specificity ("really distinct from each other"; "hunting animals like deer, buffalo, and coyetes"; "resources from nature") required to address the task completely. Appropriate cohesive devices are used to show the relationships between sentences and the transitions are varied ("Also I think," "In my point of view").

#### **Response 4**

The tools in the picture look like spears and axes used for hunting. They also could have been used for weaving clothes, soft as a rug, or catching food and having a delightful feast. Some of the tools look small as an ant, while some look big and strong. Some have sticks so they can be more easily held and some don't. Most of them are similar by having sharp points as sharp as a knife. The tools we use today are very high tech and advanced, we have artificial intelligence, drills, and air pump too. The tools shown in the picture look old and rusty. They do not look like they would benefit the modern human. Life in the prehistoric times must have been tough. you have to sleep in a poorly built cave with what felt like a million other people crowded together like sardines. You also could not just walk to your local grocery shop and buy food, you had to hunt big, fearless monsters.

#### **Vocabulary – 4**

The writing includes a variety of grade-appropriate language and uses precise vocabulary ("soft as a rug," "delightful feast," "crowded together like sardines"). A single spelling error ("inteilligence"), a similar error to those made by native English-speaking peers, does not interfere with comprehensibility.

#### **Usage – 4**

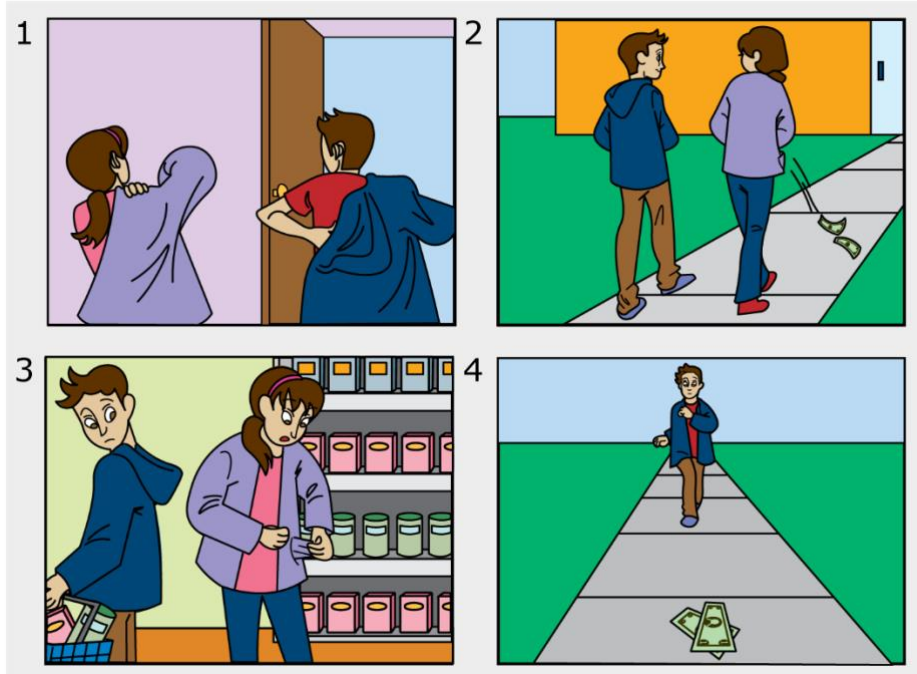
An ability to form compound and complex sentences ("Some of the tools look small as an ant, while some look big and strong") is demonstrated by the writer. The verb tenses are employed correctly throughout the response with a mixture of present ("can be") and past ("used for hunting," "held," "would benefit") tenses.

#### **Completeness – 4**

The writer's thoughts progress in a clear and organized way, and the response contains the appropriate cohesive devices to logically sequence content related to each aspect of the prompt. The writer describes the prehistoric tools with sufficient detail and specificity ("small as an ant," "poorly built cave," "million other people crowded") to fully complete the task.

### Question 36

Look at the pictures. Use the pictures to write a story. Your story should have a beginning, a middle, and an end. Write about each picture in order. Include as many details as you can.



#### Prompt

- Tell who the people are, where they went, what they did, and why.
- Explain what the people saw, what they said, and how they felt.

### **Score Point 3**

#### **Response 1**

she and he they are, walk and the, 30\$ the wa to the, Soers and she, fors she manry he ren! and, he fors the maney.

#### **Vocabulary – 1**

The vocabulary in this response consists of high-frequency words (“they,” “walk,” “maney”) and includes multiple spelling errors that interfere with comprehensibility (“Soers,” “fors,” “manry”).

#### **Usage – 1**

The response includes significant usage errors that interfere with comprehensibility (“30\$ the wa to the, Soers and she, fors she manry he ren!”).

#### **Completeness – 1**

The writer is minimally effective at communicating the intended message. The response contains simple sentences lacking the language necessary to align to the prompt.

#### **Response 2**

there gowin to the store to get grosies

#### **Vocabulary – 1**

The vocabulary in this response consists of mostly high-frequency words and includes spelling errors that interfere with comprehensibility (“gowin,” “grosies”).

#### **Usage – 1**

The response contains a significant grammatical error (“there gowin”) which interferes with comprehensibility.

#### **Completeness – 1**

The writer attempts to respond to the prompt but lacks the language needed, making the response minimally effective in communicating the intended message.

## Score Point 4

### Response 1

i was goin to the storwit me sister inmwe was woking in the money of my sister felt out in go in gerit in my sster look in his poquet in the moenywas not there in I go to the part in I see the money in the flor in I go geted

### **Vocabulary – 1**

The vocabulary in this response consists of high-frequency words (“money,” “sister,” “flor”) and misspelled words that interfere with readability (“storwit,” “gerit,” “poquet”).

### **Usage – 1**

Pronoun errors (“me sister,” “my sster look in his poquet”) and significant grammatical errors that interfere with comprehensibility (“inmwe was woking in the money of my sister felt out in go in gerit”) are found throughout the response.

### **Completeness – 2**

The writer tells the story in a limited way with few details (“see the money in the flor in I go geted”) and lacks the language needed to align to the task. This shows an overall limited effectiveness in communicating the intended message.

## **Response 2**

one day two firend weare coats and thier mony is fall and when go a market see a don't have a mony and the boy back and give a mony an back
---

### **Vocabulary – 1**

The response includes high-frequency vocabulary words and phrases (“one day,” “mony,” “market”). In addition, the response includes spelling errors (“firend weare”) that interfere with comprehensibility.

### **Usage – 1**

The response consists of descriptions of the four pictures, but significant grammatical errors (“thier mony is fall,” “go a market,” “give a mony an back”) interfere with the reader’s understanding of the writing.

### **Completeness – 2**

The writer narrates in a limited way with few details (“two firend weare coats,” “when go a market”) and lacks the language needed to align to the task, showing an overall limited effectiveness in communicating the intended message.

## Score Point 5

### Response 1

panchito y panchita are walk to the store to buy a food but panchita take away the money, panchito y pamchita are in the store and panchita remember the money are in thre street and panchito run and panchito take the money.

### **Vocabulary – 2**

The writer of this response uses Spanish phrasing (“panchito y panchita”) and a limited range of English vocabulary (“walk,” “money,” “remember,” “street”) to tell the story. In addition, the writer’s response also includes a spelling error (“thre”), though this does not significantly interfere with comprehensibility.

### **Usage – 1**

Verb tense errors (“are walk”; “the money are in thre street”; “panchito run and panchito take the money”) interfere significantly with comprehensibility.

### **Completeness – 2**

The writer tells the story in a limited way with few details (“to buy a food,” “in thre street”), lacking the language needed to align to the task. This shows an overall limited effectiveness in communicating the intended message.

## **Response 2**

First,Gimi and Alex they d'not have eni food at home.Soy they graf they yakes.  
Seken,They go wokeg to the stor.But end the whey to the shor mony fell of of the  
gral yeket poket.

The that the stor they gram all the food they need.Soy the Gimi chet's her poket  
end Gimi said !!oh no!! Alex said:what Gimi and Gimim said: the money fell off of  
my yaket.

Last,Alex siad:i go fand the many.Soy he fande end he go bak to the stor.

### **Vocabulary – 1**

The response contains widespread spelling errors that significantly interfere with the reader's understanding of the writing, including the misspellings of high-frequency words ("eni," "wokeg," "gral," "fande") and phoenetic spellings ("Seken," "chet's," "yaket").

### **Usage – 2**

The writer primarily uses the present tense, but other tenses are also used and used incorrectly ("need" should be "needed," "chet's" should be "checked"). The writer includes frequent grammatical errors ("Soy they graf they yakes," "The that the stor they gram") and usage errors "the money fell off of my yaket") that sometimes interfere with comprehensibility.

### **Completeness – 2**

The response contains limited sequencing to connect ideas ("First," "Seken," "Last") and few details, missing an opportunity to elaborate further during the dialogue ("Gimi said !!oh no!! . . .off of my yaket"). Overall, the writer lacks the language needed to align to the task, showing a limited effectiveness in communicating the intended message.



## **Score Point 6**

### **Response 1**

first two kids are putting on jackets the they go walking and the girls money fell out of her pocket then the girl relized that they fell so the guy runs back for the money.

### **Vocabulary – 2**

The writer uses vocabulary that is limited in range and variety (“jackets,” “walking,” “pocket”), but there is only one spelling error (“relized”).

### **Usage – 2**

The present participles (“putting,” “walking”) and the past tense (“fell,” “relized”) are used correctly with one inaccuracy (“so the guy runs”). Mostly simplistic sentences (“first two kids are putting on jackets”) are found throughout the response.

### **Completeness – 2**

The writer provides some sequencing to connect ideas (“first two kids,” “the [then] they go walking,” “so the guy”) and offers a limited description of the lost money. Overall, the response reflects a limited effectiveness in communicating the intended message.

## **Response 2**

At first they wanted to go to the store and they were walking and then they werwe about to pay and she relased that the moneyb fell out.And at last he went running to get the money again

### **Vocabulary – 2**

The response contains vocabulary limited in range and variety (“walking,” “pay,” “running”), and some spelling errors (“werwe,” “relased,” “moneyb”) that may interfere with comprehensibility.

### **Usage – 2**

The writer mostly uses the past tense (“wanted,” “were,” “relased”) and a more complex verb tense (“running”), but the sentences are simple sentences linked by a conjunction (“and,” “And”). In addition, the writer displays a general understanding of English grammar.

### **Completeness – 2**

The response contains some words and phrases (“At first,” “then,” “And at last”) needed to sequence events and show relationships between sentences. However, the writer offers only a few details (“go to the store”; “about to pay”; “moneyb fell out”; “he went running to get the money”) to tell the story, showing a limited effectiveness in communicating the intended message.

### **Response 3**

Sara and her brother max got ready to walke to the stor and will they wher alking to the stor Sara dropd her mony and the sidewalke and she did not know and they got all the stufe she nided they wre about to pay she foud out she droped her moy so Saras brother went to find the mony and he found it and he went back for thay can pay for the groseres.

#### **Vocabulary – 2**

The writer uses a repetitive (“Sara dropd her mony,”) and limited range and variety of vocabulary (“brother,” “pay,” “mony”), and frequent spelling errors (“stor,” “dropd,” “nided”) sometimes interfere with comprehensibility.

#### **Usage – 2**

Issues with sentence construction and grammatical errors interfere with comprehensibility (“and will they wher alking to the stor”; “he went back for thay can pay for the groseres”).

#### **Completeness – 2**

The writer provides some sequencing to connect ideas (“will [when] they,” “so”) but provides few details. Overall, the response reflects limited effectiveness in communicating the intended message.

## Score Point 7

### Response 1

there leaving for school there butting there jackets on so they can go to the store and he second one they found money in the side walk and they didnt pick it up cause thats being nice cause its not your money and they went to the store and then they needed more money so the boy her brother went running to pick it up and the end .

### **Vocabulary – 2**

The writer uses vocabulary that is limited in range and variety (“school,” “jackets,” “nice”). Occasional spelling errors (“butting,” “didnt”) sometimes interfere with understanding.

### **Usage – 2**

Sentence construction issues (“they didnt pick it up cause thats being nice cause its not your money”) and grammatical errors (“there leaving for school,” “there butting there”) sometimes interfere with comprehensibility. Other grammatical errors (“in the side walk,” “the boy her brother”) do not hinder the reader’s understanding of the writing.

### **Completeness – 3**

The writer uses appropriate phrases to help sequence the explanation (“there leaving for school”; “they went to the store”; “so the boy her brother went running”) and show the relationship between sentences. The story has some details (“leaving for school,” “went running to pick it up”) to give the reader a clearer picture of what took place. Overall, the writer communicates a mostly effective message.

## **Response 2**

bob and michelle decided to go groecry shopping so the went walkin to the store thinking what are they gonna get at the groecry shopping and then the money felled from michelled pocket sweater when they got to the store bob and michelle went to take their time to go groecry shopping and then went they where about to done groecry shopping and they where about to paidn michelled din't feeled his money in the pocket and then bob when outside and run to look for the money michelled drop and bob found it in the sidewalk.

### **Vocabulary – 2**

The writer's vocabulary is limited in range and repetitive ("groecry shopping," "money," "pocket"). Additionally, there are spelling errors that may interfere with comprehensibility ("the [they]," "michelled," "went [when]," "where [were]," "paidn," "din't," "when [went]").

### **Usage – 2**

The writer uses past tense grammar that is repetitive ("went walkin," "went to take," "when [went] outside") and includes frequent usage errors ("felled"; "went to take their time to go"; "feeled"; "run [ran]"; "drop [dropped]"). These errors sometimes interfere with comprehensibility.

### **Completeness – 3**

The writer is mostly effective in communicating the intended message. Words and phrases are included to sequence the narrative ("so the went," "and then," "when they got to," "went [when] they where about to done"). The action in the story is described in some detail ("went walkin to the store," "the money felled," "din't feeled his money," "when outside and run to look"), and the writer gives the characters names.

### **Response 3**

One boy and One girl were putting on there jacket and aheading out the door and when they were walking there money fell out there pocket they got to the store and got food when they were about to pay the didnt have the money so the guy went back to check if the the money had drop and it did to thr guy pick it up and went to pay.

#### **Vocabulary – 2**

The vocabulary is limited in range and variety (“putting on,” “jacket,” “walking,” “pocket”), and there is some repetition (“the money,” “guy”). Additionally, a few spelling errors (“aheading,” “thr”) occur and may interfere with comprehensibility.

#### **Usage – 2**

Issues with proper sentence construction (“they got to the store and got food . . . guy pick it up and went to pay”) and grammatical errors (“there money fell out there pocket,” “if the the money had drop”) sometimes interfere with comprehensibility.

#### **Completeness – 3**

Appropriate phrases are included to sequence events (“when they were walking there,” “so the guy went back”), and the story is narrated with some details (“putting on there jacket and aheading out the door”; “when they were about to pay the didnt have the money”), resulting in a mostly effective response.

## Score Point 8

### Response 1

One cold day in the winter a brother and sister wanted to go to the store to buy some food the brother opened the door before they went outside they put on there jacket went they were walked to the store the wind blow the money out of the sister jacket when they got the to store they were about to pay but sister realize that the money was not there in her jacket so her brother left her at the store to go look for the money he was ran to back to their when he saw the money on the ground then he putted up the money and ran back to the store.

### **Vocabulary – 3**

The writer offers a range of grade-appropriate social vocabulary (“winter,” “realize,” “ground”), and a spelling error (“putted”) does not interfere with comprehensibility.

### **Usage – 2**

The verb tenses are inconsistent (“they were walked to the store the wind blow the money”), and there are usage errors (“went they were walked”) and grammatical errors (“the wind blow,” “but sister realize”) which sometimes make the story more difficult to understand.

### **Completeness – 3**

The writer narrates with some sequencing that makes the story easier to follow (“One cold day,” “they were about to pay,” “her brother left”), and some details (“cold day,” “wind blow”) help the writer communicate a mostly effective message.

## **Response 2**

Two sibling go on a walk to th grocereo store the sisters money falls and dhe dosnt even realise. They arive at the store they get everything they need and they go to the register but then she realizes she dosnt have any money so then she thinks she had dropped while walking. Then the brother go on he same exact path that they took to get to the grocereo and there he finds the money then he gets the money go to the store and pays for the groceries.

### **Vocabulary – 3**

Generally, the writer uses a variety and range of grade-appropriate social language (“sibling,” “register,” “exact path”). The spelling errors (“grocereo,” “realise,” “dosnt”) do not represent a significant level of interference to the reader’s understanding of the writing.

### **Usage – 2**

Sentence structure issues, such as connecting a stream of thoughts with a conjunction (“and,” “but,” “so”), and some verb tense errors (“falls” instead of “fell,” “They arive”) are present in the response. In addition, the response contains some grammatical errors (“she thinks she had dropped”; “Then the brother go on he same”) that sometimes interfere with comprehensibility.

### **Completeness – 3**

The writer provides connections between ideas and sentences (“They arive,” “but then”) that strengthen the storyline along with some details (“everything they need,” “same exact path,” “pays for the groceries”) that add clarity to the writing. Overall, the writer communicates a mostly effective message.



### **Response 3**

Me and my brother whanted some snakes and we both had 10\$ so we dicited to walk to the store but it was a bit cold out side so we put on are jackits and walket to the store, I ges when we where talking I dropt the money that was in the poket of my jackit because when we got to the store the monye was gone I chekt all my pokets and the floor of the store but the monye was not ther so my brother started to think and sade to retras are steps, so he whent to check the path and the monye was still ther I so happy when he told me and then we baut are snacks and whent home.

### **Vocabulary – 2**

The student displays a limited range of vocabulary (“store,” “money,” “path”) and is repetitive in places (“to walk to the store . . . walket to the store”). In addition, frequent spelling errors (“dicited,” “jackits,” “poket,” “chekt,” “baut”) occur throughout the response, and sometimes, the errors interfere with comprehensibility (“snakes [snacks],” “ges” “sade [said],” “retras”).

### **Usage – 3**

The writer demonstrates an emerging ability to construct more complex sentence structures (“we both had 10\$ so we dicited to walk to the store”). The past tense is primarily used (“whanted,” “dicited,” “walket”) and generally correct. Other grammatical errors occur (“I so happy”), but these errors do not significantly interfere with comprehensibility.

### **Completeness – 3**

The response contains some of the appropriate words and phrases needed to show the relationship between sentences (“when we where talking,” “because”), and some details are included (“we both had 10\$”; “a bit cold”; “we baut are snacks and whent home”) within the response. Overall, the writer communicates a mostly effective narrative as intended.

## Score Point 9

### Response 1

One day there were two siblins and there was a boy and a girl and the boy's name was John and the girls name was Janne.

When they wock up they foug out that there mother left a message and whanted them to go buy groseries and left them with money so they whent to go get there jackets the girl took the money and puted it in her pocket and started walking but as they were walking she did not nothis but the money fell out of her pocket and when they went to the groserly they had everything exept Janne saide to John that she might have droped the money on the way here and then he whent to go get it and when he foubg they foug out it was windy and that was maybe the soution and why the money fell off her.

### **Vocabulary – 3**

A variety of social language ("siblins," "groseries," "windy") occurs in the response. A number of spelling errors occur ("wock," "whanted," "whent," "soution"), but these errors do not significantly interfere with comprehensibility.

### **Usage – 3**

An emerging ability to write complex sentences ("When they wock up they foug out that there mother left a message and whanted them to go buy groseries") is demonstrated by the writer. Occasional grammatical errors ("when he foubg they foug") do not significantly interfere with clarity ("so they whent to go get there jackets the girl took the money and puted it in her pocket").

### **Completeness – 3**

The writer is mostly effective in communicating the intended message with some sequencing ("One day," "When they wock up," "as they were walking") and details ("left them with money," "money fell out," "it was windy"). The sequencing and details add clarity to the writing and make the story easier to follow.

## **Response 2**

The two siblings put on there jackets to go to the food market because they where running out of food. While on there way to the mrket all the money the sister had gone with fell out her pocket. Once they arrived the sister relzed that th money she had brought with her haad fell out her pocket. She was sad and asked her brother "can you go check if it fell on the side walk" the brother replide "yes i will go check" finally the brother went to the sidewalk and there it was on the side walk and he felt happy.

### **Vocabulary – 3**

Generally, the writer uses a variety and range of grade-appropriate social language. The occasional spelling errors ("mrket," "relzed," "replide") do not represent a significant level of interference to the reader's understanding of the writing.

### **Usage – 3**

The writer demonstrates an emerging ability to construct compound ("finally the brother went to the sidewalk and there it was on the side walk") and complex sentences ("The two siblings put on there jackets to go to the food market because they where running out of food"). Some errors ("where running," "haad fell out her pocket") do not significantly interfere with comprehensibility.

### **Completeness – 3**

The writer includes some of the appropriate words to sequence events ("While," "Once," "finally") and offers some details ("food market," "She was sad," "he felt happy"). Overall, the writer is mostly effective in communicating the intended message.

### **Response 3**

People: Siblings

A girl and her brother decided to go to the store to buy some food, they put their hoodies on and walked to the store. The sister had put the money in her pocket.

When they were walking they were talking about what they could get "we should get some cookies". Something they didn't realize was that the sister dropped the money! When they were going to pay the sister reached to her pocket and saw that the money was gone she got scared that someone might have taken it. The brother ran back where they were walking and luckily found the money.

### **Vocabulary – 3**

The writer uses a range and variety of grade-appropriate language ("put their hoodies on," "get some cookies," "luckily") to tell the story, and the few spelling errors ("decided," "didn't") that occur do not inhibit the reader's comprehension of the writing.

### **Usage – 3**

The writer demonstrates an emerging ability to write more complex sentences ("When they were going to pay the sister reached to her pocket and saw that the money was gone"), and the past tense ("decided," "walked," "should") is consistently used throughout the response.

### **Completeness – 3**

The response contains connections between ideas and sentences ("When," "Something") along with details ("put their hoodies on"; "she got scared that someone might have taken it"; "ran back where they were walking") that add clarity to the writing. Overall, the writer is mostly effective in communicating the story.

#### **Response 4**

Amy and Peter decided to go to a grocery store to buy food becuase they were running out and they were hungry, but on their way to the store the money for the groceries had fallen off from Amy's pocket later on when they had chosed what they were going to buy, Amy realized that she had lost the money she was nervous, she tells Bob to go look for the money, so Bob runs away trying to find where he lost it and he found it in the sidewalk and Bob was relieved .

#### **Vocabulary – 3**

A variety and range of grade-appropriate social language ("running out," "groceries," "realized") is used by the writer, and one spelling error ("becuase") does not represent a significant level of interference to the reader's understanding of the story.

#### **Usage – 3**

An emerging ability to use complex grammar structures ("Amy and Peter decided to go to a grocery store to buy food becuase they were running out and they were hungry") is demonstrated. Some grammatical errors occur ("fallen off from," "they had chosed"), but these errors do not significantly interfere with comprehensibility.

#### **Completeness – 3**

The response contains some details ("they were hungry," "she was nervous," "Bob was relieved") but lacks the specificity needed to complete the task. Additionally, the writer includes some appropriate words and phrases to sequence events ("but," "later on," "so") and overall, communicates a mostly effective message.

## Score Point 10

### Response 1

These for images seem to show two siblings leaving a house with intentions of going grocery shopping although when the female sibling arrives and tries to pay she notices her money is gone, then the male sibling returns and gets the money that the female sibling dropped.

### **Vocabulary – 4**

The writer consistently uses a variety and range of grade-appropriate vocabulary (“siblings,” “intentions,” “although,” “female,” “male”), and the spelling is correct. The only issue is with a homophone (“for” instead of “four”). Overall, the writer’s control of vocabulary is comparable to that of native English-speaking peers.

### **Usage – 3**

The writer demonstrates an emerging ability to employ compound-complex sentence structures (“These for images seem to show two siblings . . . tries to pay she notices her money is gone”) and the verb tense usage is consistent (“arrives and tries to pay”; “gets the money that the female sibling dropped”).

### **Completeness – 3**

The response contains some details (“two siblings leaving a house,” “intentions of going grocery shopping,” “she notices her money is gone”) that add clarity to the story. Overall, the writer communicates a mostly effective message.

## **Response 2**

Micheal and Suzie are getting ready to go to the store because they need to go get some gorceries. Micheal and Suzie are walking but Suzie doesn't notice that she dropped the money and she kept walking. After that they get to the grocery store and get what they need, but Suzie notices that she lost her money so she tells Micheal. So Micheal starts running where they were walking and he finds it. After that he returns and gives her the money so they can pay.

### **Vocabulary – 3**

The writer offers a variety and range of grade-appropriate social vocabulary ("getting ready," "notice," "returns"). A spelling error occurs ("gorceries"), but this error does not interfere with comprehensibility.

### **Usage – 3**

The writer demonstrates an emerging ability to write complex ("Micheal and Suzie are getting ready to go to the store because they need to go get some gorceries") and compound ("Micheal and Suzie are walking but Suzie doesn't notice that she dropped the money and she kept walking") sentences, and the response contains no tense errors.

### **Completeness – 4**

The writer narrates an effective story with specific details ("need to go get some gorceries," "Suzie doesn't notice," "Micheal starts running"). Appropriate phrases and words are used to sequence the narrative ("After that," "So Micheal"). The writer mostly achieves the intended goal, and the response contains the degree of specificity needed to address the task completely.

### **Response 3**

So one day it was bright and sunny outside and my mom send me and my sister to the store and we said yes so we put on our sweaters and headed out. As we were walking money fell out of my sisters pocket. When we got inside the store we grabbed the stuff we needed to grab and when it was our turn to pay my sister couldn't find her money I asked her were she left it and she said I dont know I think it fell out of my pocket so I went running outside and I found it outside just sitting there in the ground waiting to get picked up. So I went back inside gave the money to cashier and headed back home.

### **Vocabulary – 3**

The response contains a variety and range of grade-appropriate social language ("bright and sunny," "sweaters," "grabbed," "ground"), and most words are spelled correctly throughout the response.

### **Usage – 4**

The writer consistently demonstrates the ability to correctly use complex sentences ("As we were walking money fell out of my sisters pocket") and compound sentences ("I asked her were she left it and she said I dont know"). Infrequent grammar usage errors ("my mom send me," "there in the ground") that occur do not interfere with comprehensibility.

### **Completeness – 3**

The writer provides connections between ideas and sentences ("As we were walking," "When we got inside") along with some details ("bright and sunny"; "put on our sweaters and headed out"; "money fell out of my sisters pocket,") that add clarity to the writing. Overall, the writer communicates a mostly effective story.



#### **Response 4**

First, Mia and Axel were putting their jackets on because they were going to the store and there some sections cold. Next, Mia's money fall down from her pocket since she was focused on the conversation she was having with Miguel. Then, when they were going to pay when she perceived her money wasn't there she was worried because how she was gonna pay what she got. Instantly, Miguel noticed and run outside the store to see if the money was still there. Finally, with a happy and relief face he run towards the money of Mia.

#### **Vocabulary – 4**

The writer consistently uses precise vocabulary ("focused," "conversation," "perceived," "Instantly") along with a variety and range of grade-appropriate language ("worried," "relief"). A spelling error occurs ("wasen't") but does not interfere with readability. The writer's control of vocabulary is comparable to that of native English-speaking peers.

#### **Usage – 3**

The writer demonstrates an emerging ability to write complex sentences ("First, Mia and Axel were putting their jackets on because they were going to the store"), and infrequent usage errors ("there some sections cold," "money fall down," "with a happy and relief face") do not interfere with comprehensibility.

#### **Completeness – 3**

The response contains connections between ideas and sentences ("First," "Next," "Then," "Finally") along with some details ("sections cold," "focused on the conversation," "she perceived her money wasn't there") that contribute to the telling of a mostly effective story.

## Score Point 11

### Response 1

There was a girl named Janet and a boy named sam, they were getting ready to go to the store, as they were walking to the store Janet had dropped the money their mom gave her to buy food, when they were finished getting all the stuff they needed she realized that the money was not in her pocket anymore, her brother Sam had told her to take care of the food while he went to go look for it, as he was tracing their steps he found the money on the floor and he went back to the store with his sister Janet, they paid for the food and went home with smiles on their faces laughing at how scared she had gotten when she checked her pocket and realized the money wasnt there.

### **Vocabulary – 4**

The response contains a good range and variety of grade-appropriate language (“getting ready,” “realized,” “her brother,” “tracing,”) throughout the response along with precise word choice (“smiles on their faces”). One minor spelling error (“hope [home]”) does not interfere with comprehensibility, and overall, the vocabulary usage is similar to native English-speaking peers.

### **Usage – 3**

An emerging ability to construct compound (“There was a girl named Janet and a boy named sam”) and complex sentences (“when they were finished getting all the stuff they needed she realized that the money was not in her pocket anymore”) is demonstrated by the writer. A pronoun usage error (“their mom gave her”) and sentence control issues occur, but these issues do not significantly interfere with comprehension.

### **Completeness – 4**

The writer crafts an effective story with specific details (“to buy food,” “tracing their steps,” “smiles on their faces”). Appropriate phrases and words contribute to the sequence of the narrative (“as they were walking,” “when,” “as he was tracing their steps”). The writer mostly achieves the intended goal, and the story contains the degree of specificity needed to address the task completely.

## **Response 2**

A brother and her sister where making their way to thei rgrocery they put their jackets on because it was cold outside. Mary had the money she decided to put it on her pocket but on their way out Jack and Mary got distracted and didn't noticed the money fell out of her pocket .Mary and Jack got to the store they had all their grocery they were about to pay but Mary noticed the money wasnt on her pocket she got scared and told Jack to run as fast as he can to go and chek for it on the track .Jack ran fast as the wind and went back fortunaly he found the money it was on the floor as Mary assumed he take a deep breath out and laugh he ran back and told Mary he found the money Mary felt nerveous and relaxed at they same time .Mary and Jack pay their grocery ,on the way home MArY said to jack "remember me to buy a bag for the money next time" they both started laughing .

### **Vocabulary – 4**

The writer uses a good range of vocabulary ("cold outside," "distracted," "nervous and relaxed") throughout the response, including an appropriate simile ("fast as the wind") and more precise word choice ("deep breath"). Infrequent spelling errors ("chek," "fortunaly," "nerveous") do not interfere with comprehensibility, and overall, the writer's vocabulary is similar to the vocabulary of a native English-speaking peer.

### **Usage – 3**

An emerging ability to use complex sentences ("they put their jackets on because it was cold outside") and compound sentences ("they were about to pay but Mary noticed the money wasnt on her pocket") is shown by the writer. In addition, grammatical errors ("didn't noticed," "they had all their grocery") and usage errors ("wasnt on her pocket") do not significantly interfere with understanding the story.

### **Completeness – 4**

The writer narrates an effective story with specific details ("Mary had the money," "got distracted," "Mary felt nervous and relaxed," "both started laughing"), achieving the intended goal of addressing the task completely.

### **Response 3**

The two wife and husband had put on the thick coat on because it was windy outside, the wife's coat was purple and the husbands was dark blue. During their walk to the supermaket because they needed to buy food. the money to buy the groceries with flew out of her pocket, but she didn't notice, they both carelessly walked into the supermarket, the husband was looking at the items on the shelve's, he noticed that his wife was panicing when she checked her pocket, she said "Oh no! I think I droped our groceries money.." she said, the husband told her "Don't cry over spilt milk!" He rushed outside to observe if the money was there fornanetly for him the money was there!

### **Vocabulary – 4**

The writer consistently uses precise vocabulary ("windy outside," "purple," "dark blue," "carelessly," "spilt milk," "observe") along with a variety and range of grade-appropriate language. Additionally, the writer effectively uses an English idiom ("Don't cry over spilt milk!"). Infrequent spelling errors ("panicing," "droped," "fornanetly") do not detract from the reader's ability to understand the story.

### **Usage – 3**

More complex sentence structures, including complex sentences ("The two wife and husband had put on the thick coat on because it was windy outside") and compound sentences ("the money to buy the groceries with flew out of her pocket, but she didn't notice"), are found within the response. A few grammatical errors ("put on the thick coat on") do not significantly interfere with comprehensibility.

### **Completeness – 4**

The writer consistently includes appropriate phrases to sequence events ("During their walk," "she said," "husband told her"), and the response contains the degree of specificity ("thick coat," "items on the shelve's," "wife was panicing," "He rushed outside") needed to address the task completely.

#### **Response 4**

Cara and Max are siblings. On Monday evening they had a list of stuff that they had to buy that their mom gave to them earlier. When they got dressed there was a long way to grocery store. While walking and talking about their day and how it went. Accidentally money that they had to buy groceries disappeared from Cara's jacket, but she didn't notice.

After a while when they were about to pay for alk stuff Cara realized that she lost all of it. She cheked everywhere in her pockets or jeans. She even walked through the store again but she couldn't find anything. Then Max realized that the money that they lost are still in the park that they walked through. He had to run as fast as he could until they get blown away by a wind, or somebosy picks them up. But he was right on time, and he found everything that.

After that Max had to run gain to store, so they can pay for all groceries.

#### **Vocabulary – 4**

The writer consistently uses a wide variety and range of grade-appropriate social language ("a list of stuff," "walking and talking," "disapeared," "run as fast as he could") with precise word choice ("Monday evening," "pockets or jeans," "get blown away") and effective use of an informal phrase ("right on time"). Although the writer makes infrequent spelling errors ("groscery," "disapeared," "alk"), the errors do not interfere with understanding the writing.

#### **Usage – 3**

An emerging ability to write compound ("But he was right on time, and he found everything that") and complex sentences ("When they got dressed there was a long way to groscery store") is shown in this response. Some grammatical ("the money that they lost are still") and usage ("everything that") errors occur, but these errors do not interfere with comprehensibility.

#### **Completeness – 4**

The writer consistently includes appropriate words to sequence events ("When," "While," "After a while," "Then," "After that") and provides details ("their mom gave to them earlier," "Cara's jacket," "walked through the store again," "blown away by a wind") with the specificity needed to address the task completely.

## Score Point 12

### Response 1

The people in the picture are twins called Emily and Ethan, when they ran out of food they decided to go to their local store not far from home when Emily went to get some of her money because she wanted to buy some chips to eat later while watching a movie. When they were walking to the orange store some of Emily's money fell out of her pocket, but Emily nor Ethan noticed. When they got all they needed Emily was deciding what else she could get with her remaining money when she noticed 2 dollars were gone. Emily didn't know what to do, so Ethan re-did the steps they had taken to go to the store. On the sidewalk he had found her money and gave it back to Emily who was able to buy herself a pack of gum.

### **Vocabulary – 4**

The response contains a varied range of social language throughout the response ("twins," "watching a movie," "gum"), and a single spelling error ("wnated") is comparable to an error made by a native English-speaking peer and does not interfere with comprehensibility.

### **Usage – 4**

The writer consistently uses more complex sentence structures, for example, crafting a compound-complex sentence correctly ("When they were walking to the orange store some of Emily's money fell out of her pocket, but Emily nor Ethan noticed"), but one grammatical error ("but Emily nor Ethan") occurs and does not interfere with comprehensibility.

### **Completeness – 4**

The writer effectively crafts a story with specific details ("local store not far from home," "2 dollars were gone," "Ethan re-did the steps") that address the task completely, and cohesive devices ("when they ran out of food," "When they were walking") make the story easy to follow.

## **Response 2**

Me and my sister were getting ready to get groceries for our mom. I opened the door but a cold rush of wind bursted into our house. "Guess we better put on our jackets!" my sister said. We quickly put on our coats and began the walk to the supermarket. Due to the cold weather, we put our hands into the pockets of our jackets, hoping for some extra warmth. "Eliza, do you have the money for the groceries?" I asked. "Yup! Got it all in my pocket, see?" she said as she pulled out the bills.

Soon, we arrived at the store. All the aisles of food, clothing, and household products were extremely overwhelming. "Where should we go first?" I said. "Maybe we should go off of the shopping list?" Eliza said. We scanned and searched for all of the products on the list. The cart was growing heavier every minute. "Alright, time to check out." I said. I got in the checkout line and told my sister to take the money out. "All of the money is gone! It must've fell out of my pocket when we were walking!" Eliza exclaimed. "Don't worry, stay here. I'll be right back." I said.

I dashed out of the store, quickly turning onto the sidewalk. I ran as fast as I possibly could, until I finally saw the cash. I picked it up and walked back to pay.

### **Vocabulary – 4**

The response contains a wide variety and range of precise social language ("bursted into our house," "supermarket," "extra warmth," "household products," "extremely overwhelming") and no spelling errors occur. The writer's control of vocabulary compares to that of native English-speaking peers.

### **Usage – 4**

The writer demonstrates consistent tense usage ("We quickly put on our coats and began the walk to the supermarket") and crafts compound sentences ("I opened the door but a cold rush of wind bursted into our house") correctly. A few grammar usage errors ("bursted," "must've fell") do not interfere with clarity.

### **Completeness – 4**

The writer guides the reader with the appropriate phrases and words ("Due to the cold weather"; "Soon, we arrived"), showing a progression of ideas and creating a cohesive story. Specific details ("cold rush of wind"; "cart was growing heavier every minute"; "ran as fast as I possibly could") help make this an effective story. The writer achieves the intended goal, showing relationships between sentences and addressing the task completely.

### **Response 3**

There was a girl named Samantha who was trying to find food to eat, but she couldnt find any so she grabs some money in her wallet and asked her brother named Jason if he wanna go to the store with her to get some food "Okay." Jason said. "Do you wanna ride or just walk?" Samantha asked. "Let's just walk." They walked to the store for 10 minutes talking and laughing. At the store, Samantha got some food. "Where is the money?" Jason asked. "I don't know, i had it in my pocket earlier!" Samantha panicked. "Calm down, I think its just outside" Jason said. Jason went outside and looked for the money after 5 minutes trying to find it, he found it at the sidewalk. Jason went back to the store. "I found the money." Jason said. "That's great! I was worried, I really thought I lost it." Samantha said. They payed for the food and went back home and cook.

### **Vocabulary – 4**

The writer demonstrates a varied range of social language throughout the response ("grabs some money," "wallet," "panicked") and spelling errors ("wanna," "payed") are infrequent. The vocabulary used compares well with vocabulary used by native English-speaking peers.

### **Usage – 4**

The writer mostly uses the correct past tense ("asked," "got some food," "panicked") and writes clear compound sentences ("There was a girl named Samantha . . . Jason if he wanna go to the store with her to get some food") effectively. Infrequent grammar usage errors ("found it at the sidewalk") do not interfere with comprehensibility and are similar to errors made by native English-speaking peers.

### **Completeness – 4**

The writer crafts an effective story and includes the phrases needed to progress the storyline ("At the store," "after 5 minutes"). Dialogue between the two characters is handled well and moves the story forward, providing some insight into the characters' personalities ("Samantha panicked. 'Calm down, I think its just outside' Jason said."). Specific details are included ("trying to find food to eat," "grabs some money in her wallet," "10 minutes talking and laughing," "went back home and cook") that address the task and are easy to follow.



#### **Response 4**

One day two siblings, Jack and Sarah, were getting ready to go to the grocery store. Jack was reminding Sarah to bring a jacket since it was cold, and some money for the groceries. While on their way to the store, Sarah had dropped her money without noticing, this was because the two siblings were too distracted talking about next weeks test. Once inside the store, the two started reading the list of items and grabbed a cart to store the products in. After they had finished gathering the items, Jack asked Sarah to get the money to pay the man at the cashier. Sarah reaching in her pocket, turned into a ghost white sheet, she had realized that she dropped the money while walking! Jack, asking Sarah if she had remembered to grab the money, replied saying that it mustve been dropped on the way to the store. So Jack ran the path back home searching for the money, which he finally found. So finally Jack returned with the money, with Sarah waiting in line to pay, handed the money to the cashier. Once they had bought the produce, they walked back home with a big sigh of relief.

#### **Vocabulary – 4**

The response contains a variety and range of grade-appropriate social language (“distracted,” “products,” “cashier,” “produce”) throughout the response and no spelling errors are evident. The writer’s control of vocabulary compares to that of native English-speaking peers.

#### **Usage – 4**

The writer consistently uses tenses correctly (“getting,” “dropped,” “distracted”) and writes complex sentences (“After they had finished gathering the items, Jack asked Sarah to get the money to pay the man at the cashier”) consistently. The grammar usage is comparable to that of native English-speaking peers.

#### **Completeness – 4**

A clear alignment to the task shows through the narration of losing the money and ultimately finding it again. The writer effectively crafts a story with specific details (“reading the list of items,” “turned into a ghost white sheet,” “bought the produce,” “sigh of relief”) that address the task completely.