TELPAS

Texas English Language Proficiency Assessment System

TELPAS Writing Scoring Guide Grades 8–9

Spring 2025

General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for grades 8-9. It is intended to be used alongside the spring 2025 TELPAS reading and writing released test. Sentence-rewrite and constructed-response questions are identified as they appear on the released test ("question" is referred to as "item" in the rubric).

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

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

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

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

Sentence Rewrite

TELPAS Sentence Rewrite Writing Rubric

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

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

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

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

Grades 8–9 Sentence-Rewrite Question and Sample Student Responses

Question 12

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

Hector said they be here in a few hour.

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

Score Point 0

Response 1

> Hector said they're be here in a few hour.

The writer attempts to resolve the first error by replacing "they be" with "they're be," which remains grammatically incorrect. The pluralization error ("a few hour") remains unresolved. The response receives no credit.

Response 2

> Hector said, "they be here in a few hours".

The writer corrects the pluralization error by changing "hour" to "hours." However, by placing "they be here in a few hours" within direct quotations, the verb conjugation error remains unresolved, and this response does not receive credit.

Score Point 1

Response 1

> Hector said they were going to be here in a few hours.

The writer successfully resolves the verb conjugation error by adding "were going to" to make "they were going to be." Changing "hour" to "hours" resolved the pluralization error.

Response 2

> Hector told me that that they would get here in a few hours.

The writer successfully resolves the verb conjugation error by replacing "they be" with "they would get," which is an appropriate change and does not change the meaning of the sentence. The writer also resolves the pluralization error by changing "hour" to "hours." The introduction of a repeated word ("that") does not impact the score.

Response 3

> Hector said they'll be here in a few hours.

The writer successfully resolves the verb conjugation error by replacing "they be" with "they'll be" and resolves the pluralization error by changing "hour" to "hours."

Response 4

> Hector said they will arrive in a few hours.

The writer successfully resolves the verb conjugation error by replacing "they be here" with "they will arrive," which is an appropriate change and does not change the meaning of the sentence. The writer then resolves the pluralization error by changing "hour" to "hours."

Constructed Response

TELPAS Twelve-Point Writing Rubric for Grades 4 through 12

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

	(1) Writing that receives a score point 1 per characteristic	**(2)** Writing that receives a score point 2 per characteristic	**(3)** Writing that receives a score point 3 per characteristic	**(4)** Writing that receives a score point 4 per characteristic
Vocabulary	• May contain some high-frequency or routine words and phrases; may even contain a small number of very simple formulaic sentences • May include vocabulary from the student's native language • Contains widespread spelling errors that significantly interfere with comprehensibility even with common, high-frequency words; spelling errors reflect frequent borrowing from the student's native language	• Uses vocabulary that is repetitive or limited in range and variety, particularly when writing is academic • May circumlocute when the precise word is unknown or struggle to use words correctly • Contains some spelling errors that may interfere with comprehensibility; spelling errors may reflect some borrowing from the native language	• Generally uses a variety and range of grade-appropriate social language; may struggle to use vocabulary that is academic or newly introduced • Sometimes uses vocabulary that is precise; may not always have the right word(s) for the task • Contains occasional spelling errors that do not significantly interfere with comprehensibility; errors do not represent a significant level of interference from the native language	• Consistently uses a variety and range of grade-appropriate academic and social language • Consistently uses precise vocabulary; employs the right word(s) for the task • Contains infrequent spelling errors that do not interfere with comprehensibility, similar to those made by native English-speaking peers; errors are only rarely due to interference from the native language
Usage	• May contain some simple sentences using present tense or memorized past tense verbs but with errors and inaccuracies • Includes significant grammar usage errors that interfere with comprehensibility	• Contains mostly simple sentences using present tense; other tenses used inconsistently or inaccurately • Includes frequent grammar usage errors that sometimes interfere with comprehensibility	• May still contain many simple sentences but shows ability to use simple tenses successfully and a developing ability to use complex tenses • Demonstrates an emerging ability to write compound and/or complex sentences • Includes some grammar usage errors that do not significantly interfere with comprehensibility	• Consistently demonstrates ability to correctly use both simple and complex tenses • Contains some expanded compound and/or complex sentences • Demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers • Includes infrequent grammar usage errors which do not interfere with comprehensibility; errors may be similar to those made by native English-speaking peers or be limited to complex grammar structures
Completeness	• May copy the prompt or contain no English • Contains simple sentences lacking details or language needed to align to the task • Is minimally effective in communicating intended message	• May include limited or repetitive use of words and phrases needed to sequence events and show relationships between sentences (cohesive devices) • Narrates, describes, or explains in a limited way with few details; lacks language needed to align to the task • Shows limited effectiveness in communicating intended message	• Includes some of the appropriate words and phrases needed to sequence events and show the relationship between sentences but does so inconsistently and with some repetition or unnaturalness • Narrates, describes, or explains in some detail but shows a decline when topics are more academic or abstract • Is mostly effective in communicating intended message but lacks some specificity needed to complete the task	• Includes the appropriate words, phrases, and/or clauses needed to sequence events and show the relationship between sentences or parts of sentences • Reflects a clear alignment to the specific genre (narration, description, explanation, etc.) • Mostly achieves the intended goal and contains a degree of specificity and detail needed to address the task completely

Grades 8–9 Constructed-Response Questions and Sample Student Responses

Question 18

Think about the foods you most like to eat.

- What are five of your favorite foods? Why do you like these foods?
- Would you rather have to eat only these five foods every day for a month or not eat any of these five foods for a month? Explain your decision.

Score Point 3

Response 1

my favorite are pizza, burgers,hotdogs,steak and chicken. why i like them? cause they are good

Vocabulary – 1

The vocabulary consists of some high-frequency words ("pizza, burgers,hotdogs") and routine phrases ("i like them," "they are good"). Although there are no misspellings that interfere with comprehensibility, the response demonstrates a limited range of language.

Usage – 1

The ability to use the present tense in simple constructions ("my favorite are . . . chicken," "cause they are good") is demonstrated. The question ("why i like them") is grammatically incorrect and shows interference from the writer's primary language.

Completeness – 1

The writer is only minimally effective in communicating the intended message. The response lacks the explanations of the writer's ideas and the language lacks details to align to the task.

Response 2

> noodles it becuse it habe the spicy nist of the flaver to eat the leve form spicy to not spicy leve of eat the noodles
>
> not eat the five food for monthe becuse it not halth and it not good for your body. you can eat everday but no a month.

Vocabulary – 1

Although the writer shows some range of vocabulary, widespread spelling errors significantly interfere with the reader's ability to comprehend the meaning of the response ("it becuse it habe the spicy nist of the flaver to eat the leve form").

Usage – 1

The response does not contain any correctly formed sentences. Significant grammar usage errors interfere with comprehensibility ("spicy to not spicy leve of eat the noodles"; "not eat the five food for monthe").

Completeness – 1

Even though the response contains a couple of phrases about food not being healthy ("becuse it not halth and it not good for your body"), the overall effort shows that the writer lacks the language skills to address the task in a meaningful way.

Score Point 4

Response 1

> Five different foods that i like are tacos, tortas, pozole,menudo, and hamburgers. I like these foods because i like how they taste.

Vocabulary – 1

The vocabulary consists of routine words ("different," "hamburgers," "taste") and one high-frequency verb ("like") that is repeated. Although there are no misspellings that interfere with comprehensibility, the response demonstrates a limited range of language.

Usage – 2

The writer shows an understanding of English language structures by properly constructing a simple sentence ("Five different foods that i like are . . .") and a complex sentence ("I like these foods because i like how they taste") without any grammar usage errors occurring.

Completeness – 1

The writer lacks the language needed to align to the writing task. The only explanation of the writer's ideas lacks details ("i like how they taste"). The response is only minimally effective in communicating the intended message.

Response 2

1 My first favorite food is the Lasagna.
2 My second favorite foods are tacos de buche.
3 My three favorite food is egg with bacon.
4 My four favorite food are tacos de barbacoa.
5 And my five favorite food is Menudo.

2 These foods i like it because has a sabor delicious.
3 I think what yes because are my favorite foods and I like it.

Vocabulary – 1

The vocabulary consists of high-frequency ("first," "three," "egg," "like") and routine ("delicious") English words, along with some Spanish words ("de buche," "de barbacoa," "sabor"). The writer also relies on repeating language from the prompt ("favorite food").

Usage – 1

The response contains simple sentences using the present tense but with usage errors ("My second favorite foods are," "My three favorite food is"). The writer attempts to extend sentences, but the grammar and construction errors ("These foods i like it because," "I think what yes because") are significant and interfere with comprehensibility.

Completeness – 2

The writer uses sequencing words ("first," "second," "three") to order the choices of the favorite foods, giving structure to the list, but the explanation ("has a sabor delicious") and reasoning ("are my favorite foods and I like it") provided are very limited.

Score Point 5

Response 1

Five of my favorite foods are tacos,enchiladas verdes,posole,flautas and enchiladas rojas.I like these foods becasuse they are really good.I would rather not eat any of these foods for a month becasue I can try other foods.

Vocabulary – 1

The writer's vocabulary consists of routine clauses ("I like these foods," "they are really good," "I can try other foods") and borrowing from the prompt ("I would rather not eat any of these foods for a month").

Usage – 2

A basic understanding of proper sentence construction and present tense grammar usage ("I like," "they are," "I can try") is demonstrated in the response. Complex sentences using subordinating conjunctions are present ("I like these foods becasuse . . ."; "I would rather not . . . becasue I can try other foods"), and grammatical errors are avoided.

Completeness – 2

The writer shows very limited effectiveness in communicating a message that responds to the task. The writer provides reasons for the choices ("I like these foods becasuse they are really good") and the decision ("becasue I can try other foods"), but the explanations are limited and contain few details.

Response 2

> 1I will eat pizza becasue its food and, you can add any topic you want\
> 2 Tacos becasue its good and, add stuff on it
> 3Bugers becasue you can add stuffs on it
> 4chincke becasue uts good
> 5 fries beacuse it can come diffrent ways
>
> I would eat these food every month

Vocabulary – 1

The language mostly consists of high-frequency words ("pizza," "Tacos," "fries") and repeated, routine phrases ("its good," "add stuff on it"). Misspellings of routine words ("add any topic [toppings]," "becasue its food [because its good]," "chincke [chicken]") interfere with comprehensibility.

Usage – 2

The writer shows the ability to construct a simple ("I would eat these food every month") and an extended, complex sentence ("I will eat pizza becasue its food and, you can add any topic you want"). Although not grammatically correct, additional attempts are made to use complex structures ("Tacos becasue its good and, add stuff on it") in the response. The response contains frequent grammar usage errors ("you can add stuffs on it," "eat these food every month") that sometimes interfere with comprehensibility.

Completeness – 2

The writer provides a simple sequencing of the five favorite foods and an explanation for why each one was chosen ("becasue its food and, you can add any topic you want"; "it can come diffrent ways"). Overall, the ideas are described in a limited way with few details. In addition, a decision is provided ("I would eat these food every month") but not explained.

Score Point 6

Response 1

My favorite foods are a steak, ribeye, arroz con leche, maccaroni, eggs.I would rather eat these 5 foods for a month because there so nutrisios u can make some toghethere and mix em or u can js eat them plain.

Vocabulary – 2

The vocabulary is limited in range and variety, but the writer shows a grasp of age-appropriate social English ("u can make some toghethere and mix em or u can js eat them plain"). Spelling errors ("nutrisios," "toghethere") and the use of texting abbreviations ("mix em or u can js eat them") may interfere with comprehensibility.

Usage – 2

The writer shows some ability with sentence construction using the present tense. There is a simple sentence ("My favorite foods are . . . eggs") along with a complex sentence ("I would rather . . . because there so nutrisios u can make some toghethere . . . eat them plain"), and the grammar usage is generally correct.

Completeness – 2

The writer explains or describes the ideas with few details and provides some reasons for the decisions ("so nutrisios [nutritious]"; "mix em [them] or u can js [just] eat them plain"). However, the response lacks the language needed to align to the task and communicates the message with limited effectiveness.

Response 2

> My five favorite foods are pizza, burritos, enchiladas, noodles, and wings.I would rather not eat these foods for a whole month because they are basically junk food and aren't healthy at all, can totally ruin the body and get even more out of shape.

Vocabulary – 2

In addition to routine words ("pizza, burritos, enchiladas, noodles, and wings"), the writing includes some acquired, grade-appropriate social vocabulary ("they are basically junk food," "totally ruin the body," "get even more out of shape"). Although the spelling is correct, the variety and range of the vocabulary remains limited.

Usage – 2

The response contains a simple sentence ("My five favorite foods . . . and wings") and a complex, extended sentence ("I would rather not eat these foods . . . because . . . and get even more out of shape"). A grammar usage issue that may affect clarity occurs where the clause "get even more out of shape" does not fit in the sequence describing "junk food." An emerging ability to control complex sentence construction is not yet demonstrated, and just the present verb tense is used in the writing.

Completeness – 2

The writer selects five foods and provides an extended reason to explain the decision ("I would rather not eat these foods . . . and get even more out of shape"), but the response contains few details or descriptions. Overall, the writer displays only a limited effectiveness in communicating the intended message.

Response 3

> My to 5 favorite food are pasta,lasanga,bosco chesse sticks and parmasan chicken with marinara sauce and pizza the reson why these are my favorite foods i because marinara sauce is the best sauce.
>
> I would rather only eat these 5 food every day for a month bacause why wold i not want to eat my favorite food every day for a month.

Vocabulary – 2

The writer uses language that is limited in range and variety. The chosen words and phrases show some ability to move beyond routine and high-frequency vocabulary. More specific vocabulary ("parmasan chicken with marinara sauce") and some natural English expressions ("the reson why these are my favorite foods"; "I would rather only eat these"; "why wold i not want to") are used in the response. Some misspellings ("reson," "wold," "i [is]") may impact comprehensibility.

Usage – 2

The writer shows the ability to construct complex sentences using a subordinate conjunction ("the reson why these are my favorite foods i [is] because"; "I would rather only eat these . . . bacause"). A grammatical error ("My to 5") occurs at the beginning of the response, and although the grammar usage is generally correct, some awkwardness occurs ("chesse sticks and parmasan chicken with marinara sauce and pizza").

Completeness – 2

The writer provides limited explanations with few details ("the reson why . . . because marinara sauce is the best"; "why wold i not want to eat my favorite food every day"). Overall, the language needed to align to the task with more than a limited effectiveness is lacking.

Score Point 7

Response 1

> - *The five favorite foods a chose was burgers ,spaggeti ,pizza ,mexican tacos ,mexican burrito .*
> - *The reson I like these food is because I enjoy eatting them the most out of any other foods .*
> - *The reson that rather I chose these food is because a burger you can get anywhere you can even make your own and they all taste diffrent ,in spaggeti you can swich up the sause ,with pizza you can put whatever toping you want ,mexacan tacos you can also make at your home and they sell them in any mexican place ,and lastly a maexican burrito they are very good they have alot of flavor when you eat them and they are easy to go find and cook .*

Vocabulary – 2

The writer uses a vocabulary that is limited in range and variety to identify and describe the foods. Phrases show some social language acquisition ("*I enjoy eatting them the most*"; "*you can even make your own*"; "*you can swich up the sause*"; "*you can put whatever toping you want*"), but the word choice is consistently basic. In addition, the response contains a number of spelling errors ("*a chose* [I chose]," "*reson*," "*eatting*," "*diffrent*," "*spaggeti*," "*toping*").

Usage – 2

The response is composed of mostly simple sentences using the present tense, although the past tense is used incorrectly in the beginning ("*foods a chose was burgers . . .*"). The repetition of subject/verb formations ("*you can get*," "*you can swich*," "*you can put*," "*you can also make*") indicates the writer is not able to vary the writing beyond familiar English. In addition, grammar usage errors are present ("*The reson that rather I chose these food*"; "*you can also make at your home*") and add awkwardness to the writing.

Completeness – 3

The writer provides some details to support the favorite food choices ("*a burger you can get anywhere you can even make your own and they all taste diffrent*"; "*they are very good they have alot of flavor . . . they are easy to go find and cook*"), and a few cohesive devices are used ("*and*," "*lastly*"). Overall, the writer is mostly effective in communicating the intended message.

Response 2

> My 5 favorite foods are chicken,rice,birria,wings, and pasta.I like these foods because each of them have a unique and awesome flavor.I would rather eat only these five foods every day for a month because since they all taste differently I wont get bored of them.

Vocabulary – 2

In this response, some of the language is routine ("chicken,rice . . . pasta") or borrowed from the prompt ("I would rather eat only these five foods every day for a month"), but the writer also chooses a few words and phrases that are more specific ("each of them have a unique and awesome flavor"). Overall, the vocabulary remains mostly limited in range and variety. A spelling error ("wont") does not interfere with the reader's understanding of the writing.

Usage – 3

The grammar usage is generally correct with only one error ("because since"). In addition, an emerging ability to construct complex sentences properly is shown ("I like these foods because . . . a unique and awesome flavor"; "I would rather . . . because since they all taste differently I wont get bored of them").

Completeness – 2

The writer explains the food choices and the decision in a limited way with few details ("each of them have a unique and awesome flavor") or much reasoning ("since they all taste differently I wont get bored of them"). The lack of details and cohesive devices results in a message of limited effectiveness.

Response 3

> My five favorite foods are pizza, hot and spicy, tacos,fries, and chile reyenos. the resoon why all of these are my favorite food is because they can be spicy, and i love spicy food. I would eat these for five months beacause why not if it was one food for a whole month then no but since its five and i wont get tired of it then no,

Vocabulary – 2

The writer shows a limited range and variety of vocabulary ("why not if it was one food for a whole month then no"; "i wont get tired of it"). The vocabulary is, at times, repetitive ("hot and spicy," "they can be spicy," "i love spicy food," "then no," "then no") and shows some reliance on language from the prompt ("I would eat these for five months"). The misspelling ("resoon") may reflect borrowing from the native language of the writer.

Usage – 3

The writer shows an emerging ability to construct compound and complex sentences ("the resoon [reason] why all of these are my favorite food is because . . . and i love spicy food"; "if it was one food for a whole month then no but since"). The grammar usage is generally correct, and the writer shows an ability to use present ("i love") and future ("i wont") verb tenses.

Completeness – 2

The ideas are explained or described in a limited way with few details ("they can be spicy, and i love spicy food"; "since its five and i wont get tired of it"). The response lacks the language needed to align to the explanatory writing task and communicate the message with more than limited effectiveness.

Score Point 8

<u>Response 1</u>

My favorite things to eat are Cheese Pizza, Pasta, Fries, chips, and chocolate chip cookies. I love these food items because they are all delicous! I would only eat five foods every day for a month because I can mix them up and eat one dish per day. For example, I can eat pasta on mondays through tuesdays, fries and chips on wednesday, Cheese pizza on thursdays through fridays and eat any of these items on either saturday or sunday with a dessert of chocolate chip cookies.

Vocabulary – 2

Much of the vocabulary consists of routine words such as the names of foods and the days of the week, but the writer includes words and phrases that show the acquisition of a limited English social vocabulary ("they are all delicous"; "I can mix them up and eat one dish per day"; "with a dessert"). The spelling is correct, but the variety of the vocabulary is limited.

Usage – 3

The writer shows an emerging ability to construct compound and complex sentences ("I love these food items because"; "I would only eat five foods every day for a month because I can mix them up and eat one dish per day") without making grammatical errors. The long sentence ("For example . . . chocolate chip cookies") demonstrates the writer's understanding of proper construction by avoiding unnecessary conjunctions between clauses, a common error in second language acquisition.

Completeness – 3

The writer uses a transition ("For example") to show the relationship between sentences. The description of how the writer would schedule the menu for the week ("I can eat pasta on mondays through tuesdays, fries and chips on wednesday") is explained with some detail. Overall, the response is mostly effective but lacks the specificity needed to fully address the task.

Response 2

> My five favorite food are Chiken, Cake, Tacos, Burgers, and Pizza. They are my favorite food because i grew up eating these foods. I would not eaat these five foods for a monnth becuase its not healthy if i eat all of them for a month. They have to much greese inside of them and most of the foods i mentioned are junk food not really all that healthy if you asked me.

Vocabulary – 2

The writer uses vocabulary that is limited in range and somewhat repetitive ("My five favorite food," "They are my favorite food," "for a monnth," "its not healthy," "for a month," "not really all that healthy"). The response has language, though, that shows the writer has acquired a limited, grade-appropriate vocabulary ("They have to much greese inside"; "the foods i mentioned are junk food"; "if you asked me"). In addition, some misspellings ("Chiken," "eaat," "monnth," "to much greese") may interfere with comprehensibility.

Usage – 3

An emerging ability to construct complex and compound sentences is shown ("They are my favorite food because"; "I would not eaat these five foods for a monnth becuase"; "They have to much greese inside of them and . . . not really all that healthy"). The writer also includes conditional clauses ("if i eat all of them," "if you asked me"), and the writer's grammar usage is almost error-free.

Completeness – 3

The writer's ability to explain in English the reasoning behind the decision not to eat just the favorite foods makes for a mostly effective response. The writer includes some specific details ("not healthy," "to much greese," "junk food") and describes the rationale of how the writer's favorite foods are also not a good diet in the long run, showing thought being put into the response.

Response 3

> Five of my favorite foods are pizza,chaumae,eggrolls,Bbq boneless wings and fries.
>
> i like these foods because they are very tasty and they are not that hard to chew on because of my braces and i am mostly use to eating all of these foods at home. I would rather eat only these five foods every day for a month because i am a very picky eater and sometimes i dont like the food at home and prefer to eat something else and i would also take advantage of eating those five foods because sometimes i am craving one of those foods and dont have money to buy my favorite dishes.

Vocabulary – 3

The writer generally uses a variety of grade-appropriate social vocabulary. Incorporating phrases such as "i am a very picky eater," "prefer to eat something else," "take advantage of," and "sometimes i am craving" shows the writer becoming comfortable with social English as a natural means of expression. However, the use of English is not yet precise enough to explain all the ideas clearly ("they are not that hard to chew on because of my braces"). Spelling is not an issue for this writer.

Usage – 2

Rather than showing an emerging ability to construct compound and complex sentences and vary the verb tenses, the writer relies on the present tense and using conjunctions ("and," "because") to connect clauses and create sentences that run-on ("I would rather . . . because i am a very picky eater and sometimes . . . and prefer to eat something else and i would also . . . because sometimes . . . and dont have money to buy my favorite dishes").

Completeness – 3

The writer explains in some detail why the chosen favorite foods are those that are easy to chew ("because of my braces") and how being a "very picky eater" influences the decision to "take advantage of eating those five foods." The response is mostly effective at communicating the intended message but lacks the specificity to fully address the writing task.

Score Point 9

Response 1

> 5 of my favorite foods are pozole, pollo poblano,quesabirrias,enchiladas and tacos al pastor. i like these foods cause they are not just random junk food you can buy at fast food places, these foods you get at restaurants and you can cdook them. i would rather eat the 5 foods for a month because if all of those dishes are my favorite why wouldnt i eat them and yes i may get tired of it but its 5 dishes not just one.

Vocabulary − 3

The writer generally uses a variety and range of grade-appropriate social language, but academic and precise word choices are not yet present in the writing. English words and phrases are employed ("not just random junk food"; "fast food places"; "restaurants"; "why wouldnt i eat them"; "yes i may get tired of it"; "not just one") that show the writer has acquired social English vocabulary.

Usage − 3

An emerging ability to write extended sentences using compound and complex construction is evident ("i like these foods cause they are not just random junk food . . . and you can cdook them"; "i would rather . . . because if all of those dishes . . . why wouldnt i eat them"; "i may get tired of it but its 5 dishes not just one"), and present tense grammar is used successfully.

Completeness − 3

The writing contains phrases that connect and show the relationship between ideas ("they are not just . . . these foods," "and yes i may"). The writer's reasons are explained in some detail ("not just random junk food you can buy at fast food places . . . and you can cdook them"; "because if all of those dishes are my favorite why wouldnt i eat them"; "i may get tired of it but its 5 dishes not just one") showing thought being put into the explanations.

Response 2

My five favorites foods are haiwain pizza, tacos, chiken, pasta, and ice cream. I like these foods because, tacos is a very traditional Mexican food and i really enjoy eating them, i like haiwain pizza because for me is so much better than pereroni, even though many people always makes fun of me for eating pizza with pineapple, i really love eating chiken and pasta because my mom cooks them very delisious and lastly ice cream is favorite food in the wole world i really loved it.

I would rather eat only those five food for a month because i feel like i wouldn't get bored of eating them .

Vocabulary – 3

The writer generally uses a variety and range of social vocabulary. More specific word choices ("haiwain pizza," "traditional Mexican food") and grade-appropriate phrasing ("even though many people always makes fun of me"; "favorite food in the wole world"; "i feel like i wouldn't get bored") show the writer has acquired enough language to address writing tasks. Occasional spelling errors ("haiwain," "pereroni," "wole world") do not significantly interfere with comprehensibility.

Usage – 3

Simple sentences are present ("My five favorites foods are . . . ice cream"), but verb tense errors occur ("i really loved [love] it"). An emerging ability to write extended sentences using compound and complex construction is demonstrated ("I like these foods because . . . and i really enjoy eating them"; "even though many people . . . i really love . . . because my mom cooks them"), but the structuring is repetitive ("I like these," "i like haiwain," "i really love"). Grammatical and usage errors occur ("tacos is a very," "for me is so much better," "cooks them very delisious"), but the errors do not significantly impact the clarity of the message.

Completeness – 3

The writer demonstrates an emerging ability to use transitional phrases ("even though," "and lastly") and describes each of the choices with some detail ("very traditional Mexican food"; "my mom cooks them very delisious"; "i feel like i wouldn't get bored"). Overall, the writer is mostly effective in communicating their intended message, but the specificity to complete the task is lacking.

Response 3

One of my favorite foods is shrimp alfredo and i like it because i like shrimp and alfreado which makes it better,my other favorite food would be pizza because there is alot of different options to choose so it makes it better not to eat the same ones everytime you buy,another of my favorite foods is spagetti with beef in it because its mostly like if you were eating spagetti and meat balls just that its not in ball form and i like it because it just taste good,my other favorite food is tacos because they are good and have alot of different type of stuff you can make a taco,But my big time favorite is fajitas even tho i dont eat it all the time when i do i enjoy it very much.I would not eat these food for a month because eating it for an entire month only would make me get sick of them.

Vocabulary – 3

The writer generally uses grade-appropriate language with word choices that show more than a limited range of social vocabulary ("alot of different options to choose"; "its not in ball form"; "my big time favorite"; "even tho i dont eat it all the time"; "enjoy it very much"; "make me get sick of them"). The writer does not use precise vocabulary and sometimes relies on more routine phrases ("my favorite foods," "i like it," "makes it better," "it just taste good") but does not struggle to use English words correctly. In addition, a few spelling errors ("alfreado," "tho") do not interfere with comprehensibility.

Usage – 3

An emerging ability to write complex sentences is demonstrated, but the writer still defaults to repetitious construction patterns ("One of my favorite foods is shrimp alfredo and i like it because"; "another of my favorite foods is spagetti with beef in it because . . . and i like it because"). In addition, the writing includes grammar usage errors ("so it makes it better not to eat the same ones"; "its mostly like if you were"; "it just taste good"; "alot of different type of stuff you can make a taco"), but these do not significantly interfere with comprehensibility.

Completeness – 3

The writer utilizes somewhat repetitious phrases to sequence and connect ideas ("One of my favorite foods," "my other favorite food," "my big time favorite"). The explanations contain some detail ("different options to choose so it makes it better not to eat the same ones everytime"; "like if you were eating spagetti and meat balls just that its not in ball form"), but the descriptions are sometimes less specific ("it just taste good," "i do i enjoy it very much"). Overall, the writer's response lacks the specificity of detail needed to complete the task.

Response 4

> My 5 favorite foods got to be Pho because of the amount of vitimins it has, pizza because, you can make it at home or go to a pizza place and get some quick. Another one i'd say it has to be chips because it's a light snack you can eat everywere, then we also have Fajitas, you can never go wrong with them we always do them in case we got guests coming over, last one of my favorite food are apples because, you can find them in whatever supermarket you're at and it's also pretty healthy.
>
> I would rather live with these 5 foods than without because they're good, and easy to get.

Vocabulary – 3

A variety and range of grade-appropriate social vocabulary is evident in the response. The writer uses words and phrases ("the amount of vitimins," "make it at home," "get some quick," "it has to be chips," "a light snack," "you can never go wrong," "guests coming over," "whatever supermarket you're at") that could be more precise. An occasional spelling error ("everywere") does not interfere with the reader's understanding of the writing.

Usage – 3

An emerging ability to construct compound and complex sentences is shown ("My 5 favorite foods got to be Pho because"; "last one of my favorite food are apples because . . . and it's also pretty healthy"). Although the present verb tense is used ("go to a pizza place," "it's a light snack," "you can find them," "they're good"), the writer generally uses it correctly. Although not technically a grammatical error ("foods got to be," "we got guests"), some awkward phrasing for written English occurs.

Completeness – 3

The writer uses some transitional phrases to sequence ideas ("Another one," "then we also have," "last one"), and the ideas are explained with some detail ("the amount of vitimins it has"; "or go to a pizza place and get some quick"; "we always do them in case we got guests coming over"). Communication is mostly effective, but the response lacks the specificity needed to complete the explanatory writing task.

Score Point 10

Response 1

I have a lot of favorite foods but in this esay I will name my top five favorite foods and why there my favorit and on the end I will say if I would eat these foods for a hole month. My first favorite food is tacos, I like tacos because you can eat them at any time and there are many different combinations you can make. My second favorit food is pizza, I like pizza because it taste good and it has different tipes of pizzas. My third favotite food is caldo de pollo, it is very good and the reason I like it is because you can eat it when is very cold and it woud warm you. My fourth favorite food is hamburgers, I like hamburgers because they are very jucy and they tast so good. My last favorite food is a soup called figouly, it is a french soup that tastes very good. I would eat these five foods every day for a month because some of the foods I named are healfty and apart from beean healfty they tastes very good.

Vocabulary – 3

The writer uses a variety of grade-appropriate social language to explain the choices ("many different combinations," "it woud warm you," "very jucy," "healfty," "apart from"). However, there is still some repetition of basic language ("it taste good," "is very good," "tastes very good"). In addition, there are misspelled words ("esay," "favorit," "hole," "tipes," "jucy," "healfty"), but these do not interfere with comprehensibility.

Usage – 3

The writer demonstrates an emerging ability to write compound and complex sentences ("I like tacos because . . . and there are many different combinations"; "I like pizza because . . . and it has different tipes"). In addition, there are grammar usage errors in the response ("it taste good," "when is very cold," "they tastes"), but the errors do not interfere with the reader's understanding of the writing.

Completeness – 4

The writer uses basic sequencing words ("first," "second," "third," "fourth," "last") to organize the ideas in the response. The explanations and the reasons for the choices contain a degree of specificity and sufficient details ("you can eat it when is very cold and it woud warm you"; "very jucy and they tast so good"; "it is a french soup"; "are healfty and apart from beean healfty they tastes very good") to address the task completely.

Response 2

> People might say pizza is their favourite food but i disagree pizza is ok but its not that good , I feel like pizza is one of the worst foods. Sometimes i just wished people tried baked potato because i love baked potato it's easily my favourite food and i know people that never tried baked potato are gonna say that pizza is better than baked potato but until they try baked potato they can say their opinion.
>
> some of my other favourite foods are wings , tacos , beans ,and chicken.
>
> If i could pick between eating only my favourite foods for a whole month or not eat any of my favourite foods for a whole month i would pick not eat any of my favourite foods for a whole month because while eating your favourite food every single day might seem nice it will eventually get boring eating the same food.

Vocabulary – 3

A range of grade-appropriate social vocabulary is evident, and the writer is able to use phrasing that reflects the acquisition of natural English expression ("but i disagree," "one of the worst foods," "i just wished people tried," "it's easily my favourite," "say their opinion," "might seem nice," "will eventually get boring"). The writer defaults to some routine words ("ok," "good") and borrowing from the prompt ("eating only my favourite foods for a whole month"), missing an opportunity to employ more precise language. The spelling is mostly correct, and errors do not interfere with comprehensibility.

Usage – 3

Simple sentences ("some of my other favourite foods are . . . and chicken") and basic compound sentences ("pizza is ok but its not that good") are properly constructed using mostly present tense verbs. An emerging ability to write complex sentences is shown as the writer's attempted construction becomes overly long ("If i could pick between eating . . . eating the same food"). In addition, a few grammatical errors ("or not eat") do not interfere with comprehensibility.

Completeness – 4

The writer's explanation that baked potatoes are the favorite food, that pizza lovers just need to try baked potatoes ("People might say pizza . . . wished people tried baked potato . . . until they try baked potato"), and the rationale behind the decision ("If i could pick . . . boring eating the same food") reflects thoughtfulness and clear alignment to the explanatory task. In addition, the writer establishes clear relationships between ideas ("its not that good," "because while eating"). Overall, the task is addressed completely.

Response 3

> What is your top 5 favorite food? My top favorite food are " Mole, Tacos, Tamales, Chiles rellenos, and Popusas".
>
> First of all I like these foods because I enjoy eating my mom's homemade meals. I also like these because it represents my culture and were I was born, it represents who I am.
>
> Yes, I would rather have to eat only Mole, Tacos, Tamales, chiles rellenos, and popusas every day for a entered month. I would because there my favorite food and I had always wished and or imagine to eat these meals everyday. It would be fun to try and do it some week. On the other hand , yes I would get to eat my favorite meals everyday because, eventually I would get tired of eating the same thing over and over.
>
> In conclusion, I am still with the idea of eating Mole, Tacos, Tamales, chiles rellenos, and popusas everyday because I love these foods, I don't know what I would do if these meals would not existed.

Vocabulary – 3

A variety and range of grade-appropriate social language ("homemade meals," "represents my culture," "wished," "imagine," "On the other hand," "eventually," "existed") is employed by the writer. Academic word choices are lacking, and the word choice is not always precise. Overall, the spelling is generally correct.

Usage – 3

An emerging ability to write compound and complex sentences is demonstrated ("I like these foods because"; "I also like these because"; "I would get to eat my favorite meals everyday because"). Grammatical and usage errors are present throughout the writing ("What is [are] your," "favorite food [foods] are," "were [where] I was born," "I had [have] always," "or imagine [imagined]," "if these meals would not existed [did not exist]"), but these errors do not significantly interfere with comprehensibility.

Completeness – 4

The writer uses appropriate phrases to sequence and show the relationship between ideas ("First of all," "On the other hand," "In conclusion"), and the explanations contain a level of detail and specificity of thought to address the task completely ("my mom's homemade meals"; "represents my culture"; "represents who I am"; "I don't know what I would do if these meals would not existed").

Score Point 10, continued

Response 4

> If I had to pick five of my favorite foods I would say my; First is tamales; Second is tacos; Third is enchaladas; Fourth is burritos; Finally, fifth is quesadillas. I choose these as my favorite foods because I think they are majestic and I'm also hispanic and these foods are apart of my culture.
>
> If I had to choose between only eating my five favorite foods for a month or not eat any of these five foods for a month. I would choose only eating my five favorite foods, because I already know I like these foods and if I eat something else I might not like how it tastes. So, I would rather eat something I know I really like then something i'm unsure of liking

Vocabulary – 3

The writer demonstrates a variety and range of vocabulary and uses appropriate social language ("I choose these as my favorite foods"; "I'm also hispanic"; "these foods are apart of my culture"; "I already know I like these foods"; "I might not like how it tastes"; "something i'm unsure of liking"). However, the one attempt to use a more precise or academic vocabulary word ("majestic") is employed incorrectly. The spelling is generally correct.

Usage – 4

The writer demonstrates grammar usage that is generally correct, and the few errors ("or not eat [eating]," "then [than] something") present are similar to those made by native English-speaking peers. In addition, the response contains some compound and complex sentences ("I choose these as my favorite foods because . . . apart of my culture"; "If I had to choose between only eating . . . I might not like how it tastes").

Completeness – 3

The writer uses basic sequencing words ("First," "Second") to list the favorite foods and explains the reasons with some detail ("I'm also hispanic and these foods are apart of my culture"; "I would rather eat something I know I really like"). The response is mostly effective at communicating the intended message but lacks the specificity to complete the task.

Score Point 11

Response 1

> First of all, it's worth noting that my favorite food changes depending on the season. Easiest example will be nobody wants to eat hot, spicy soup at middle of summer at outside. Although generally, my favorites would be any kind of fish meals, steaks, salads, mochi, and fries.
>
> With what I said of any kind of fish meals would be my favorite, I generally mean so. This goes same with steak that I have listed earlier. Those two are foods that I would eat it anyway, not being specific about which kind of meat or fishes or types of how it's cooked. Although for salad, this goes against what I have stated for fishes and steaks. I personally prefer not to have any kind of dressing or sauce, due to sometimes the taste of the dressing types are unberable for me. For mochi, I have basically nothing to say, as only think I would be picky about is what I preffer how it's seasoned. Lastly for fries, it's due to being a fast food that I can find everywhere, and taste generally the same.
>
> Although all of what I have listed earlier are my favorited, I would say that would spent month not eating any of those food in month. This is due to nutricion balance, because most of those foods are lacking in nutricion that I would need.

Vocabulary – 4

A full range and variety of language is consistently employed by the writer, including precise words and phrasing ("it's worth noting," "changes depending on the season," "Easiest example," "I generally mean so," "not being specific," "I personally prefer," "are unberable for me," "basically nothing to say," "lacking in nutricion"). The writer's expression matches the natural expressiveness of a native English speaker. Spelling errors ("unberable," "nutricion") are infrequent and do not interfere with the comprehensibility of the response.

Usage – 3

The writer consistently constructs expanded sentences ("First of all . . . depending on the season"; "I personally prefer not . . . are unberable for me"; "Although all of what I have listed . . . food in month"). However, there are several places where the grammar and usage errors occur due to some interference from the student's native language ("at middle of summer at outside"; "what I said of any kind"; "This goes same with steak that I have listed"; "as only think I would be picky about is what"; "would say that would spent month"), resulting in the writing sounding awkward.

Completeness – 4

Appropriate words and phrases are used to sequence the writing and show relationships, enhancing the cohesiveness of the response ("First of all," "Although generally," "With what I said," "Although for," "Lastly," "Although all"). The writer's explanations provide a degree of specificity and sufficient details ("changes depending on the season"; "the taste of the dressing types are unberable"; "lacking in nutricion that I would need") to effectively communicate the intended message and address the explanatory task completely.

Response 2

> What are five of my favorite foods ?
>
> Five of my favorite food is pizza,tacos,fries,chicken and meat/steak i like these foods because there just so good and when i eat them they are always good, there is never a time when i eat them and dont like them.
>
> If im being honest i would rather only have to eat these five foods every day for a month then not eating them for a month.Why you may ask is because those are just my top five favorite foods and sometimes there is never a day where i dont want to eat that because evrytime i order those foods i always finish them because thre too good.Another reason is that i would probably not know what other foods to eat all of the foods that i eat are good too but there just not as good as my top five favorite foods and i dont know but i feel like most poeple would agree with me but sometimes when your doing something you start thinking about your favorite foods and tell yourself ima eat that after.Thats how i think and feel sometimes.
>
> Some poeple may disagree and say they will rather eat different stuff for a month but not me because i cant go one week without eating one of my favorite foods.
>
> And some poeple would agree some wont agree but that will never stop me from eating my foods.

Vocabulary – 3

The writer generally uses a variety of grade-appropriate social language ("If im being honest," "Why you may ask," "there is never a day," "i always finish them," "i would probably not know," "Thats how i think and feel," "Some poeple may disagree," "i cant go one week"). There is also some repetition and use of routine words ("good," "eat," "sometimes"), but the spelling is generally correct.

Usage – 4

The writing is clear and contains expanded compound and complex sentences ("because those are just . . . and sometimes . . . because evrytime i order . . . because thre too good"). The writer demonstrates grammar that is comparable to native English-speaking peers ("sometimes when your doing something you start thinking . . . and tell yourself"). Errors occur, but those errors are also similar to those made by native English-speaking peers ("favorite food is [foods are]," "there [they're]," "then [than]," "will [would]").

Completeness – 4

The writer uses appropriate words and phrases to show relationships between sentences and connect ideas ("If im being honest," "Why you may ask," "Another reason," "but i feel," "Some poeple may disagree") and explains the thoughts and feelings behind the choices ("there is never a day where i dont want to eat that"; "i always finish them"; "when your doing something you start thinking about your favorite foods") with the specificity needed to address the task completely.

Response 3

> Well i have a lot of favorites food , One of them is spaghetti, I love spaghetti is so delicious when my mom cooks it , she cook spaghetti with parmesan cheese is very delicious and i also like fish, The reaon i like fish is because the taste is very unique from other types of meat and is also very nutritive for our body siince it contains protein , i like eating fish with rice and plantain is very good , especially when my mom cooks it , I also like pork chop i usually eat pork chop every week, My mom fries it and then i put barbecue sauce on it is very tasty and sweet , I also like salad since is very healthy for our body and since im a soccer player i need to have a good diet and alimentation, I also like chicken breast is very tasty and it doesn't have bones in it so i just have to bite it, I would rather to eat this five foods every day because im already used to eat those foods.

Vocabulary – 4

A variety of grade-appropriate vocabulary is used, including social language ("so delicious," "unique," "especially," "tasty and sweet," "very healthy," "soccer player," "a good diet") and some more specific food-related words ("parmesan cheese," "plantain," "barbecue," "chicken breast"). The response includes academic vocabulary ("nutritive," "protein," "alimentation") as well. The words are used correctly, and the spelling is generally correct.

Usage – 3

Most of the sentences are simpler and use the present tense, but the writer shows an emerging ability to construct basic compound and complex sentences ("The reaon i like fish is because"; "My mom fries it and then"). Throughout the response, grammar usage errors occur ("I love spaghetti is so delicious"; "she cook spaghetti . . . is very delicious"; "i like eating fish . . . is very good"; "I would rather to eat"; "im already used to eat"), making the writing awkward, but the errors do not significantly interfere with comprehensibility.

Completeness – 4

The response is well-detailed in descriptions of the foods and why they are the writer's favorites ("when my mom cooks it . . . with parmesan cheese"; "very nutritive . . . contains protein"; "My mom fries it . . . i put barbecue sauce on it"; "very healthy . . . i need to have a good diet"; "doesn't have bones in it so i just have to bite it"). The degree of specificity sufficient to address the explanatory writing task completely is present.

Response 4

My top five favorite foods are tacos of any kind, pasta, tortas, caldo de res, and chilaquiles. I like to eat any kind of tacos because most of them are really good but I haven't tried all kinds of them, I love when my mom makes pasta because everytime that she makes it she lets us decide from putting either shrimp or chicken in it and it tastes good with both. Another on my favorites is tortas because I usually get them with fajita and it tastes so good. Caldo de res is also really good because the meat has no bones in it so you don't get messy trying to get the meat off of the bone. Finally, chilaquiles are one of my favorites because it is just fried tortillas cut in small triangles, covered in salsa and with cheese on top and it is really good especially when its spicy.

I would rather eat these five foods everyday for a month, because there are some things you can change about each one of those foods that wouldn't make you get tired of them. For example in tacos you can change the meat to a different kind each time, In the pasta you can either put shrimp or chicken, in the torta you can also just change the meat to a different one each day. For the caldo de res and the chilaquiles you can make them spicy on some days.

Vocabulary – 3

A range and variety of grade-appropriate social vocabulary is used ("I haven't tried all kinds of them"; "lets us decide"; "has no bones in it"; "you don't get messy"; "cut in small triangles") in the descriptions of the favorite foods, but the writer sometimes falls back on repeating routine word choices ("really good," "tastes so good," "you can change," "a different kind," "just change," "a different one").

Usage – 4

The writer constructs expanded complex sentences ("I love when my mom makes pasta because . . . and it tastes good with both"; "chilaquiles are one of my favorites because . . . especially when its spicy"). Grammar usage errors associated with second language acquisition are rare ("lets us decide from putting"). Overall, the writing is similar to that of a native English-speaking peer.

Completeness – 4

The writer uses some basic transitions to connect ideas ("Another on [one]," "Finally," "For example"), and the response is well-detailed in descriptions of the foods and why they are the writer's favorites ("my mom makes pasta," "either shrimp or chicken," "no bones in it," "you don't get messy," "cut in small triangles"). The writer's explanation of the decision is similarly detailed ("change the meat," "put shrimp or chicken," "spicy on some days"). Overall, the response contains the degree of specificity needed to address the task completely.

Score Point 12

Response 1

I like to eat a lot and I could be a bit picky but I'm always up for the opportunity to taste new things. Although I try them there's always some dishes that stay as favorites to me. My five favorite foods are Orange chicken with white rice, Carne de puerco, Itacates, granola with milk, and last but not least chicken alfredo. This foods are my favoite because some are really simple but have a great taste to me that I just really enjoy while others are made by familar members so not only do they have great taste but they're also made by love and come with memories. I wouldn't mind eating this food every day for a month but I have to think about my health and how it will be effected by it. Unless I'm excersing excessively everyday or so this foods could make me gain weight. Therefore I'll chose not to eat them for a month. There's only one food that I eat on a daily which is the granola with milk so I'm already used to not eating the other dishes very often. Besides for me it's better having your favorite dishes be eating once in a while so you can actually enjoy it and not get tired of it so easily.

Vocabulary – 4

A variety and range of grade-appropriate social vocabulary is consistently used throughout the response. Words and phrases that match the natural expression of grade-level peers ("I could be a bit picky," "always up for the opportunity," "last but not least," "I'm already used to," "Besides for me it's better," "you can actually enjoy it") as well as more specific word choices ("made by love and come with memories"; "how it will be effected by it"; "excersing excessively everyday") are used by the writer. Misuses ("familar members") and misspellings ("excersing") occur but are infrequent. Overall, the writer's ability to use English is comparable to that of native English-speaking peers.

Usage – 4

The response contains expanded compound and complex sentences ("This foods are my favoite because . . . but have a great taste . . . while others . . . so not only . . . but they're also"). Introductory ("Besides for me") and modifying clauses ("which is the granola with milk") add to variety in sentence construction. Grammar usage is generally correct, but there are some minor errors ("This foods," "made by love," "be eating once in a while") that do not interfere with comprehensibility.

Completeness – 4

The writer uses appropriate phrases to show the relationship between sentences ("Although I try them," "Unless I'm," "Therefore I'll," "Besides for me"), and the response contains the degree of specificity and detail in the explanations ("made by love and come with memories"; "I have to think about my health"; "could make me gain weight"; "it's better . . . once in a while so you can actually enjoy it") that is needed to address the task completely.

Response 2

> *When it comes to food I can barely pick anything specific, I absolutely love eating. But if I had to pick five dishes from everything I ever ate I would pick Ceviche, Green Spaghetti, Enfrijoladas, Entomatadas and tacos with eggs and ham. It's just the best set of dishes i've ever had in my life, especially Ceviche. I just love trying out different types of Ceviche on different restaraunts. But if I could only eat these five meals every day for a month. Or not eat any of them for a month. I'd surely would pick to not eat any of these dishes for a month. If i had them everyday nonstop, I would definetly grow tired of them and I wouldn't be able to eat them for a while which is something I definetly don't want at all. I want to be able to eat these dishes whenever im offered to eat them.*

Vocabulary – 4

The writer consistently uses language and specific phrasing that matches the natural expression of native English-speaking peers ("***I can barely pick anything specific***," "***I absolutely love eating***," "***everything I ever ate***," "***i've ever had in my life***," "***trying out different types***," "***If i had them everyday nonstop***," "***something I definetly don't want***"). Utilizing a variety of task-appropriate vocabulary, the writer's word choice is clear and precise.

Usage – 4

Grammar usage is generally correct and comparable to a native English-speaking peer. The writer varies verb formations ("***if I had to***," "***the best*** . . . ***i've ever had***," "***I wouldn't be able to***") and uses gerunds ("***eating***," "***trying***"). The response contains compound-complex sentences ("***If i had them everyday nonstop, I would*** . . . ***them and I wouldn't be able*** . . . ***don't want at all***") and complex sentence construction ("***When it comes to food I can barely pick anything specific***"), and overall, the writer's response shows a command of English language structures.

Completeness – 4

The response reflects a clear alignment to the writing task to address and explains the writer's personal food preferences. The ideas presented are specific ("***especially Ceviche***"; "***love trying out different types of Ceviche on different restaraunts***"), and the writer's explanations of the reasoning ("***I can barely pick anything specific*** . . . ***But if I had to pick five dishes***"; "***If i had them everyday*** . . . ***wouldn't be able to eat them for a while*** . . . ***I want to be able to eat these dishes whenever im offered***") provide a level of detail needed to address the task completely.

Response 3

> Some of my favorite foods include pizza, enchiladas (Mexican dish), fruits, spaghetti, and a good avocado toast in the mornings. I mainly like these foods because whenever you eat them, it's like a burst of flavor that you can't describe unless you try it for yourself, especially with enchiladas. Enchiladas just have a good balance of flavor whenever you eat them because of all the different ingredients and spices it may have. Personally I would rather not eat any of these for a month simply because some of them, like the pizza, enchiladas, and spaghetti, are not healthy to eat every day in a row. Although these foods have a great flavor it is still important to be able to put a limit to what you consume.

Vocabulary – 4

The writer uses a variety and range of grade-appropriate social language in the response. Precise phrasing is employed to communicate ideas clearly ("Some of my favorite foods include"; "a good avocado toast in the mornings"; "I mainly like these"; "a burst of flavor"; "unless you try it for yourself"; "different ingredients and spices it may have"). The language, overall, is comparable to that of a native English speaker. Additionally, the writer strikes an academic tone in the language at the end of the response ("Although these foods have a great flavor it is still important to be able to put a limit to what you consume").

Usage – 4

All the sentences in the response are correctly constructed, expanded compound and complex sentences ("I mainly like these foods because . . . it's like a burst of flavor . . . unless you try it . . . especially with enchiladas"; "Personally I would rather not . . . because some of them . . . are not healthy to eat every day in a row"). The writer does not attempt to use any complex verb tenses, but no grammar usage errors occur in the response. The command of English language structures necessary to address grade-level writing tasks is well demonstrated.

Completeness – 4

The writer skillfully inserts phrases and clauses into the sentences that create relationships between the ideas being communicated ("in the mornings"; "because whenever you eat them"; "especially with enchiladas"; "Enchiladas just have"; "whenever you eat them"; "Personally I would rather not eat any") and offers specific details to make the descriptions ("a burst of flavor that you can't describe unless you try it for yourself"; "because of all the different ingredients and spices it may have") effective at completely addressing the task.

Response 4

> Five of my favorite foods include fried rice, oatmeals, salads, fried eggs and protein bars. I like these foods not only because they are flavorful and savory, but also because of their high nutritional value, as they are rich in proteins, unrefined carbohydrates, fibers and unsaturated fats.
>
> I would rather not eat any of these foods for a month mainly because I have numerous alternatives. For instance, eggs can be cooked in many different ways, and fried eggs is just one of the ways that I can cook them. I can turn it into a healthy and savory egg omlet. In addition, I cannot endure eating the same type of foods everyday for five months because then I start to dislike these foods. For instance, I used to eat homemade pancakes every morning, but after a month, I wanted to try new foods for my breakfast because I started to hate the taste of pancakes.

Vocabulary – 4

A variety and range of grade-appropriate social and academic language is consistently used. Precise word choices ("flavorful," "savory," "nutritional value," "numerous alternatives," "endure") and academic vocabulary ("rich in proteins," "unrefined carbohydrates," "unsaturated fats") are employed by the writer to communicate specific meanings and ideas. The writer demonstrates the English proficiency necessary to engage fully with grade-level writing assignments.

Usage – 4

The writer consistently constructs compound and complex sentences ("I like these foods not only because . . . but also because . . . as they are rich in proteins . . . and unsaturated fats"; "For instance, I used to eat homemade pancakes . . . but after a month . . . because I started to hate the taste of pancakes"). Verb formations in the present tense ("eggs can be cooked," "I cannot endure") and past tense ("I used to," "I wanted to") are used correctly, and the writer makes no grammar usage errors in the response.

Completeness – 4

The writer adds transitional phrases ("For instance," "In addition") to create connections between sentences, and the ideas present in the response are very specific ("they are rich in proteins, unrefined carbohydrates, fibers and unsaturated fats"; "I used to eat homemade pancakes every morning . . . I started to hate the taste of pancakes"). In addition, the writer specifically names "fried eggs" as a favorite food, so that the writer can have the option of a "savory egg omlet" as an alternative and still eat eggs. The response contains a level of detail and thought necessary to address the explanatory writing task completely.

Grades 8–9 Constructed-Response Questions and Sample Student Responses

Question 28

Number of Vehicles in the United States (millions)
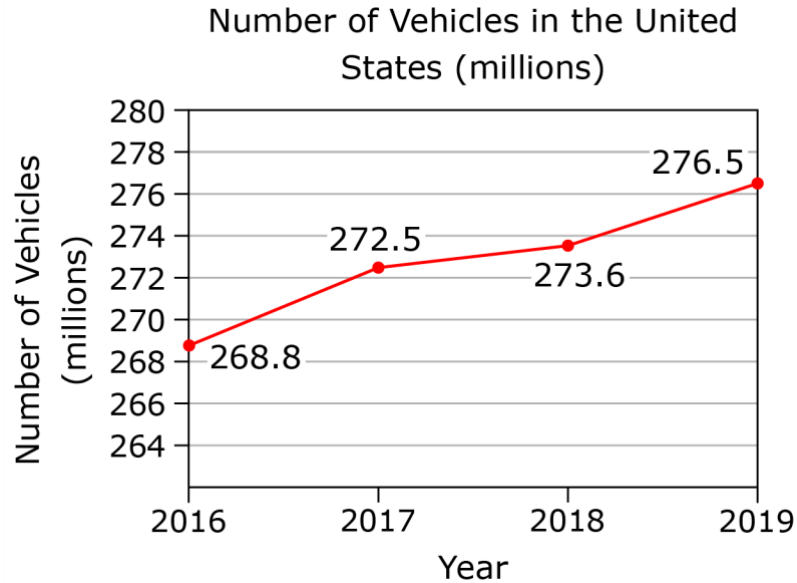
- Describe this line graph. What conclusions can you make from the data shown?
- In which year did the number of vehicles in the United States grow the most? How do you know?
- Based on this graph, explain two things you think will happen in the next five years.

Score Point 3

Response 1

This is a math diagram is the number of Vehicles un the United States and explain that have a lot of cars in United States.

Vocabulary – 1

Although an academic term appears in the response ("math diagram"), most words are taken from the prompt ("number of Vehicles un the United States") or are routine vocabulary ("explain that have a lot of cars"), and the response includes a spelling error ("un").

Usage – 1

The writer attempts to write a compound sentence using the present tense, but grammar usage errors interfere with comprehensibility ("This is a math diagram is the number"; "and explain that have a lot").

Completeness – 1

The single explanation provided ("have a lot of cars in United States") lacks details, and the writer is only minimally effective in communicating the intended message.

Response 2

> 2019 because the data show us when united state grow the mast number of vehicles.

Vocabulary – 1

Almost all the language in the response is borrowed from the prompt ("the data show," "united state grow," "number of vehicles"), and there is a spelling error ("mast").

Usage – 1

The writer uses a conjunction ("because") but does not construct a proper sentence or use correct grammar ("2019 because the data show us when united state grow").

Completeness – 1

The single explanation provided ("the data show us when . . . grow the mast") lacks details, and the intended message is communicated with minimal effectiveness.

Score Point 4

Response 1

> How many vechiles that are in the United states
> In the year 2017
> The amount of vechiles would grow higher

Vocabulary – 1

Some task-appropriate words and phrases are included ("amount," "would grow higher"), but most of the language is borrowed from the prompt ("vechiles that are in the United states"; "the year 2017"), and the writer misspells vehicles ("vechiles").

Usage – 1

Only one grammatically correct, simple sentence is written in the response ("The amount of vechiles would grow higher"). The response does not demonstrate the appropriate English language structures to address this academic writing task.

Completeness – 2

The response is organized so that the sequence of how the answers align to the questions is clear. The speculative prediction contains a limited explanation with a concrete idea ("The amount of vechiles would grow higher").

Response 2

> 1.the number of vehicles in the united states
>
> 2.2019 because the graph is showinf the years and amount
>
> 3. in the next five years its going to be higher

Vocabulary – 1

Some task-appropriate words and phrases are included ("amount," "going to be higher"), but most of the language is borrowed from the prompt ("number of vehicles in the united states"; "the graph"; "in the next five years"). Additionally, spelling errors occur ("showinf," "its") that may interfere with comprehensibility.

Usage – 1

Only one sentence is properly constructed in the response ("in the next five years its going to be higher"), and the writer attempts to write an extended sentence using a conjunction ("because") but does not construct a proper sentence ("2019 because the graph is showinf the years").

Completeness – 2

Numbers are used to align the answers with the bulleted questions. The writer explains the ideas, including a prediction, in a limited way ("the graph is showinf the years and amount"; "in the next five years its going to be higher").

Score Point 5

Response 1

---

in the graph i can see tha is about number of vehicle in the uited states.

the number of vehicles grow in 2019.

in the next five years i thinck tat its goin to rice up

Vocabulary – 1

Few task-appropriate words and phrases are included ("grow," "its goin to rice [rise]"), and most of the language is borrowed from the prompt ("number of vehicle in the uited states"; "the number of vehicles"; "in the next five years"). Misspellings of common words significantly interfere with comprehensibility ("i thinck tat its goin to rice up").

Usage – 2

The writer only constructs simple sentences and sometimes uses introductory clauses ("in the graph," "in the next five years"), but inaccurate past tense verb usage ("the number of vehicles grow in 2019") occurs.

Completeness – 2

The response is organized so that the sequence of how the answers align to the questions is clear, and the writer speculates on the next five years ("i thinck tat its goin to rice up") in a very limited way.

Response 2

> the nomers has gotted higer within the years
>
> in 2019 the vehicles got higer i konw becases 276.5 is more then 273.6.
>
> i think in the nexts 5 years it wil get higer.

Vocabulary – 1

Spelling errors with common words ("nomers [numbers]," "higer [higher]", "konw [know]," "becases [because]") significantly interfere with the comprehensibility of the response.

Usage – 2

An ability to use English language structures to write several sentences is demonstrated, including a complex sentence using a subordinating conjunction ("i konw becases 276.5 is more") and a sentence with an introductory clause ("i think in the nexts 5 years it wil get higer"). Grammar usage errors ("has gotted higer within the years," "the vehicles got higer") sometimes interfere with clarity.

Completeness – 2

The response is organized so that the sequence of how the answers align to the questions is clear. The writer's explanations include few details ("i konw becases 276.5 is more then 273.6"), and the writer speculates on the next five years ("i think in the nexts 5 years it wil get higer") in a limited way.

Score Point 6

Response 1

Teh number of veihacles built It grew the popularity in 2019 Ithink the cars will sell more becouse each of the years are growing

Vocabulary – 2

The writer shows a limited range and variety of task-appropriate vocabulary ("built," "grew," "popularity," "sell more," "growing"), and misspelled words may interfere with comprehension ("veihacles," "becouse").

Usage – 2

The sentences are mostly simple ("Teh number of veihacles built," "It grew the popularity"), but more complex sentence construction is present ("the cars will sell more becouse each of the years are growing"). The writer correctly uses past ("It grew"), present ("are growing"), and future ("will sell") verb tenses.

Completeness – 2

The writer explains the ideas, including a speculative prediction, with few details ("the cars will sell more becouse each of the years are growing") and lacks the language needed to address the academic task in more than a limited manner.

Response 2

> The data shows how there is many more cars in america trought out
> the years,As the data shows the year that the united states grow the most were 2017 27,2.5 and 2019 276.5

Vocabulary – 2

The writer borrows vocabulary from the prompt ("the data shows") but also adds a limited range of task-appropriate language ("many more cars," "trought out the years," "grow the most"). The writing includes a misspelling that may interfere with clarity ("trought [through]").

Usage – 2

Two sentences are written using the present tense ("The data shows how . . . out the years"; "As the data shows . . . 276.5"), and grammar usage errors are present ("there is [are] many," "grow [grew] the most," "were 2017 27,2.5") that may affect comprehensibility.

Completeness – 2

The writer answers the first bullet ("how there is many more cars in america") and the second bullet ("grow the most were 2017 27,2.5 and 2019 276.5"). A few data points are added ("2017 27,2.5 and 2019 276.5") but without any elaboration on the ideas. Overall, the message has limited effectiveness.

Response 3

> The year the number of vechiles grew was in the 2017's.
>
> In 5 years I think that the number of vechiles in the United States will increase a lot more.

Vocabulary – 2

Although language is borrowed from the prompt ("The year the number of vechiles"; "the number of vechiles in the United States"), the writer adds some task-appropriate vocabulary ("grew," "will increase"), reflecting limited range and variety. The lone misspelling ("vechiles") is a minor error that does not interfere with comprehensibility.

Usage – 2

Two sentences are properly written ("The year . . . was in the 2017's"; "In 5 years . . . will increase a lot more") with only a minor usage error ("in the 2017's") occurring. Additionally, the correct past ("grew") and future ("will increase") verb tenses are used in the writing.

Completeness – 2

The writer's explanations lack details, but they do provide a clear description of the ideas ("I think that the number of vechiles . . . will increase a lot more") when making a speculative prediction based on the graph.

Score Point 7

Response 1

> You could tell from the graph that number of vehicles grew. In the year 2019 was the year that number of vehicles greww the most. I can tell by looking at the graph because thats its highest point. Maybe in the next to years the number of vehicles willl continue to grow.

Vocabulary – 2

The writer uses a limited range and variety of vocabulary ("grew," "greww the most," "its highest point," "continue to grow"). Some repetition of language borrowed from the prompt is present ("the graph," "number of vehicles"). In addition, a few spelling errors are present ("greww," "to [two]," "willl"), but they do not interfere with the reader's understanding of the writing.

Usage – 2

The sentences are constructed correctly with just minor usage errors occurring ("In the year 2019 was the year"), and past ("could," "greww") and future ("willl continue") tenses are used. Just one sentence is extended using a subordinating conjunction ("I can tell . . . because thats"). In this response, the writer does not demonstrate an emerging ability to write compound sentences or use complex verbs.

Completeness – 3

The writer possesses the language skills needed to address the academic task in a mostly effective manner. The explanations are clear and include academic ideas ("greww the most . . . because thats its highest point"), and speculation based on the graph contains a reasonable prediction ("the number of vehicles willl continue to grow").

Response 2

> The conclusions i can make from the data showing is that its increasing .In the year 2019, the number of vehicles in the United States grew the most. How i know its because it shows in the data. Two thing that i think will happen in the next five years is that its going to increase more.

Vocabulary – 3

The response contains a variety and range of task-appropriate language that is sometimes precise ("grew the most," "it shows in the data," "its going to increase more") and academic ("its increasing"). The lack of any misspellings adds to the clarity of the writing.

Usage – 2

The response contains mostly simple sentence constructions with just one complex sentence ("How i know its because it shows in the data"). Simple verb tenses ("can make," "grew," "will happen") are utilized, but no complex tenses are attempted. Additionally, minor grammar usage errors occur ("data showing [shown]," "know its [this is] because," "Two thing").

Completeness – 2

The ideas are described in a limited way as the writer's explanations and prediction have few details ("its increasing," "grew the most," "it shows in the data," "its going to increase more"). As a response to the academic writing task, the message has limited effectiveness.

Response 3

> As the years go y there seems be a increasing number of vehicles. During the years 2016-2017 the number of vehicles inthe US grew the most, it states in the chart. In the next five years the number of vehicles will stabilize into a straight line in the chart or maybe decrease.

Vocabulary – 3

The writer generally uses a variety and range of grade-appropriate language. Some task-appropriate academic vocabulary is present ("increasing," "stabilize," "a straight line," "decrease"), along with phrases that show the acquisition of more social language ("As the years go y [by]," "During the years"). Spelling is almost all correct, adding to the comprehensibility of the response.

Usage – 2

The response contains some sentence variety as the writer uses introductory clauses ("As the years go y [by]," "During the years 2016-2017") and extends one sentence using a conjunction ("In the next five years . . . or maybe decrease"). Simple verb tenses ("seems be," "grew," "will stabilize") are utilized, but no complex tenses are attempted.

Completeness – 2

The writer uses phrases to show relationships between sentences ("As the years go y [by]," "During the years," "In the next five years"). The descriptions and explanations contain few details ("the number . . . grew the most," "states in the chart"). Academic language ("stabilize") is used to address an abstract topic, but the writer does not explain the prediction with details.

Score Point 8

Response 1

> I think the use of vehicles are more bigger what in the past becuse the people use a lots cars for travel on big citys,highways and freeways. in the year 2016 the numbers of the cars was to 268.8 millions but in the year 2019 the people use more cars and the youngers on 2016 probably in 2019 now they have 20 or 23 years old.
>
> I think in next five years on the future the younger people going to be interesting on travel more on car or ion the estetic of the new cars or I think too on the future the population go to grow and the people needs more cars for moves around the state or around the country.

Vocabulary – 3

The writer uses a range of grade-appropriate language ("travel," "highways and freeways," "younger people," "interesting," "population," "around the state") to express ideas appropriate to the task, as well as including an academic term ("estetic"). Spelling errors are few ("youngers [youngsters]," "estetic [esthetic]") and do not significantly interfere with comprehensibility.

Usage – 2

A developing ability to construct extended sentences using conjunctions ("becuse," "but," "or," "and") is demonstrated. However, frequent grammar usage errors that sometimes interfere with comprehensibility are present in the writing ("are more bigger what in the past becuse the people use a lots cars"; "the younger people going to be interesting on travel more on car"; "on the future the population go to grow and the people needs more cars").

Completeness – 3

The response includes some phrases that show the relationships between sentences ("in the year 2016 . . . but in the year 2019"; "I think in next five years . . . or I think too on the future"). The writer's ideas in the response are explained with some detail ("for travel on big citys,highways and freeways"; "probably in 2019 now they have 20 or 23 years old"; "people needs more cars for moves around the state or around the country"). Overall, the writer is mostly effective at communicating the intended message.

Response 2

> In this graph that is shown is number of vehicles in the United States.
>
> It is shown that by 2016 that 268.8 cars were bought and buy 2017, 272.5 were bought and many more through 2018 and 2019. In 2019 there were 276.5 cars bought and that was the most that were bought in 4 years of the graph. Which shows that that is the most amount of cars that were bought in the 4 years of the graph, but throught out these years there will be more cars being bought from Americans. Which will increase the graph for the next 5 years.

Vocabulary – 2

The writer uses vocabulary that is repetitive and limited in range ("is shown," "were bought"), along with some task-appropriate words ("amount," "throught out [throughout]," "increase"). Although the spelling is generally correct, the word repetition and avoidance of precise language reflects a limited vocabulary.

Usage – 3

The writer shows an emerging ability to construct compound sentences using a conjunction and expand sentences using a relative pronoun ("It is shown that by 2016 that 268.8 cars were bought and buy 2017, 272.5 were bought and many more through 2018"; "In 2019 there were 276.5 cars bought and that was the most that were bought in 4 years of the graph. Which shows that that is the most amount of cars that were bought in the 4 years of the graph"). Past ("were bought") and future ("will increase") verb tenses are used, but no attempt to use complex verb formations is made. In addition, a few minor errors occur ("is number," "buy 2017"), but they do not significantly interfere with comprehensibility.

Completeness – 3

Cohesive devices to help organize the ideas in the response are missing. Nevertheless, the writer describes the line graph ("by 2016 that 268.8 cars were bought"; "In 2019 there were 276.5 cars bought") and explains the prediction ("there will be more cars being bought"; "will increase the graph") in some detail. The language and specificity to address the task completely is lacking, but the writer is mostly effective in communicating the intended message.

Response 3

> The numbers of vehicles grew the most in 2017.I know this because from 2016 to 2017 it grew the most,3.7 more.So beacause of this i think the growth may be able to stay at a steady 1.5 or higher growth rate.

Vocabulary – 3

Even though the response is brief, the vocabulary used by the writer is almost exclusively task appropriate ("grew the most," "So beacause of this") and academic language ("the growth may be able to stay at a steady 1.5 or higher growth rate"). In addition, the spelling is mostly correct, except for one word ("beacause"), which was previously spelled correctly. However, a variety of academic and precise vocabulary is not consistently used.

Usage – 2

The writer uses mostly the simple past and present verb tenses ("grew," "know," "think") and constructs mostly simple sentences ("The numbers of vehicles grew the most in 2017"), and little attempt is made to use more complex sentence structures. Additionally, a few grammatical errors occur as well ("grew the most," "may be able to stay at").

Completeness – 3

A cohesive phrase ("So beacause of this") is used to connect and show a relationship between ideas. The explanations contain some details ("it grew the most,3.7 more"; "a steady 1.5 or higher growth rate"). The response is mostly effective in communicating the intended message, but it lacks the specificity of detail needed to completely address the task.

Score Point 9

Response 1

> This line graph describes the number of vehicles in the in the United States and the increase per years. The number of cars grew more from 2016 to 2017 then any other year since its the one with the highest raise in number. Based on this graph I can conclude that in the next 5 years the number of carrs will continue to increase and there might be more than 300 million by the end of those 5 years.

Vocabulary – 3

The writer borrows some language from the prompt ("line graph describes the number of vehicles in the in the United States") but also introduces task-appropriate vocabulary ("increase per years," "grew more," "highest raise in number," "I can conclude," "continue to increase"). There are also some more natural sounding expressions ("then any other year," "since its the one," "there might be more than," "by the end of those 5 years"), which show the acquisition of social language. In addition, only a few misspellings are present.

Usage – 3

The writer demonstrates an emerging ability to write complex ("The number of cars grew more . . . since its the one") and compound sentences ("Based on this graph . . . number of carrs will continue to increase and there might be . . ."). In addition, grammar usage errors occur in the writing ("its [it's] the one," "the highest raise [rise]," "then [than] any other"), but these errors do not interfere with comprehensibility.

Completeness – 3

The response contains descriptions and explanations that include some detail ("the increase per years"; "its the one with the highest raise"), and the speculative prediction has some specificity ("the number of carrs will continue to increase"; "more than 300 million by the end"). The writer is mostly effective in communicating the intended message, but the response lacks the overall specificity to address the task completely.

Response 2

> The graph is about the "Number of Vehiclesin the United States" we can see that the graph is growing in millions. In 2016 to 2017 the graph shows us that in those years cars grew the most going from 268.8 mill to as high as 272.5 mill. I can predict that in 5 years we will have over 300 million cars in the United States and also the more years pass the more cars are made.

Vocabulary – 3

The writer generally uses a range and variety of grade-level and task-appropriate vocabulary ("growing in millions," "grew the most," "going from . . . to as high as," "I can predict," "the more years pass"). The few spelling errors ("mill") do not significantly interfere with the comprehensibility of the writing.

Usage – 3

An emerging ability to write complex and compound sentences is shown ("In 2016 to 2017 the graph shows us that in those years cars grew the most . . . as high as 272.5 mill"; "I can predict that in 5 years . . . and also the more years pass the more cars are made"). Simple verb tenses ("we can see," "cars grew," "we will have") are used correctly along with the incorporation of gerunds ("growing in millions," "going from") in the writing. In addition, the grammar usage is correct.

Completeness – 3

The description of the line graph ("is growing in millions"), explanation of the greatest increase ("2016 to 2017 . . . going from 268.8 mill to as high as 272.5 mill"), and the prediction ("over 300 million cars"; "more years pass the more cars are made") all contain some detail. The writer is mostly effective in communicating the intended message.

Response 3

> Based on the graph I can conclude that the data is showing the number of vihicles in the United States. In 2019 United States had the most grow in vihicles because in 2018 United States has 273.6 millions of vihicles and in a year it increased to 276.5 million. Based on the graph I think in the next 5 years the numbers of cars are going to increased even more in the United States which the cars comnpanys are going to makes much more money.

Vocabulary – 3

Overall, the writer generally uses a variety of grade-level and task-appropriate language ("I can conclude," "the most grow," "it increased to," "going to increased even more," "cars comnpanys," "much more money") although some repetition ("United States") occurs. In addition, the spelling errors ("vihicles," "comnpanys") do not interfere with the reader's understanding of the writing.

Usage – 3

The writer demonstrates an emerging ability to write using more complex sentence construction. A compound-complex sentence ("In 2019 United States had the most grow . . . because in 2018 United States has 273.6 millions . . . and in a year it increased to 276.5 million") and a sentence extended with an introductory phrase and a relative pronoun ("Based on the graph I think . . . going to increased even more . . . which the cars comnpanys") are composed. Grammar and usage errors ("In 2019 United States had the most grow"; "are going to makes much more") are present but do not significantly interfere with comprehensibility.

Completeness – 3

Some appropriate words and phrases to sequence ideas and clarify relationships between ideas are included ("Based on the graph I can conclude"; "Based on the graph I think"), and the writer explains the ideas with some detail ("has 273.6 millions . . . it increased to 276.5 million").

Response 4

> This line graph represents the number of vehicles in the united stated each year. The year that the number of vehicles increased the most is from 2017 due to the line graph showing the highest increase from 2016 - 2017. Two things that will happen in the next five years would be the number of vehicles increasing massively in just a couple years and reaching 300 million vehicles

Vocabulary – 3

The writer generally uses a variety and range of grade-level social and task-appropriate language ("each year," "increased the most," "showing the highest increase," "in just a couple years") along with some academic vocabulary ("line graph represents," "increasing," "massively," "reaching 300 million"). Only a minor misspelling ("united stated") occurs, so there is no interference with the comprehensibility of the writing.

Usage – 3

An emerging ability to write complex sentences ("The year that . . . increase from 2016 - 2017"; "Two things that will happen . . . reaching 300 million vehicles") is shown. Simple verb tenses ("graph represents," "vehicles increased," "that will happen") are used correctly along with the incorporation of gerunds ("showing the highest," "increasing massively," "reaching 300 million") in the writing. Grammar usage is correct.

Completeness – 3

Ideas in the response are explained with some detail ("showing the highest increase from 2016 - 2017"; "increasing massively in just a couple years"; "reaching 300 million vehicles"). Overall, communication is mostly effective, but more specificity is needed to completely address the task.

Score Point 10

Response 1

This line graph show the number of vehicle in the United States. Base on the graph, I could conclude that the number of vehicle in the United States has go up alot in three year. The number of vehicles in the United States grow the most in 2017, and I know this this because I has use the number of vehicles in the year of 2017 subtract the number of vehicles in the year of 2016. Two thing I think will happen in the next five year is the the number of vehicles in the United States will keep rising and more people will have a car to use. I think like this because the number of vehicles won't likely to be decrease because they are more accessible now.

Vocabulary – 3

The writer uses a variety of task-appropriate and academic vocabulary ("I could conclude," "subtract the number," "will keep rising," "decrease," "accessible"), and the spelling is generally correct.

Usage – 3

The writer demonstrates the ability to write a compound-complex sentence ("The number of vehicles in the United States grow the most in 2017, and I know this this because . . . vehicles in the year of 2016"), a compound sentence ("Two thing I think will happen . . . and more people will have a car to use"), and a complex sentence ("I think like this because . . . to be decrease"). Persistent grammar usage errors occur ("This line graph show," "Base on the graph," "has go up alot," "grow the most," "I has use," "won't likely to be decrease"), making the expression awkward. These errors do not significantly interfere with comprehensibility, though.

Completeness – 4

Appropriate words and phrases are used to sequence the writing and show relationships, enhancing the cohesiveness of the response ("Base on the graph," "and I know this this because," "Two thing I think will happen," "I think like this because"). The writer's descriptions, explanations, and predictions are sufficiently detailed ("has go up alot in three year," "subtract the number of vehicles," "will keep rising," "more people will have a car to use," "more accessible now") to address the task completely.

Response 2

> The line graph shows how much cars have been sold through out the years 2016-2019.A conclusion I can make from this graph is that it's increasing (which means it's going up) in sales.I can also tell that it made a big increase from 2016 to 2017 by four million!I think that in the year 2017 the sales grew the most.I know this because it tell you the numbers and it went up more then any other year!Two things I think will happen is the sales will keep going up.Another thing I think will happen is they will sell 300 million car by 2024.

Vocabulary – 3

The writer generally uses a range and variety of grade-level language that includes social and task-appropriate vocabulary ("have been sold through out the years"; "which means it's going up"; "the sales grew the most"; "it went up more then any other year"; "sales will keep going up") as well as some academic terms ("increasing . . . in sales," "a big increase . . . by four million"). Additionally, the spelling is correct throughout the response.

Usage – 3

Most of the sentences are simpler in construction, but they are properly constructed. A complex sentence is present ("I know this because . . . and it went up") and the writer uses a relative pronoun correctly ("which means"). Grammar usage errors occur ("how much cars," "it tell you," "300 million car") but do not interfere with comprehensibility.

Completeness – 4

The response includes the appropriate phrases to connect and show the relationship between ideas and create cohesion in the writing ("The line graph shows," "A conclusion I can make," "I can also tell," "I know this because," "Two things I think will happen," "Another thing"). The explanations and predictions contain the details and specificity ("it's increasing"; "a big increase from 2016 to 2017 by four million"; "2017 the sales grew the most"; "sales will keep going up"; "they will sell 300 million car by 2024") needed to address the task completely.

Response 3

> The line graph shown tells us the number of vehicles in the United States throughout severeal years ranging from 2016 to 2019.
>
> The year that the number of vehicles in the united states grew the most was the year 2017 showing a 3.7 million increase in vehicles. you can tell this because the slope from 2016 going to 2017 is steeper than the others.
>
> Based on the graph I predict that in the next five years the amount of cars in the United States will continue to grow and wont come to a complete stop because of the rising population in the United States.

Vocabulary – 4

Grade-appropriate academic and social language is consistently used in the response ("throughout severeal years ranging," "grew the most," "showing a 3.7 million increase," "Based on the graph I predict," "wont come to a complete stop"), including precise vocabulary ("the slope . . . is steeper," "the rising population"). Although there are a few spelling errors ("severeal," "wont"), these errors do not interfere with comprehensibility.

Usage – 3

The writer uses past ("grew"), present ("I predict"), and future ("will continue") verb tenses but does not attempt to use complex tenses. An emerging ability to write complex sentences ("you can tell this because . . . steeper than the others"; "Based on the graph . . . and wont come to a complete stop because . . . United States") is shown, and the grammar usage is consistently correct.

Completeness – 3

Appropriate phrases are used to sequence the answers to the bullets for the reader ("The line graph shown tells us," "The year that," "Based on the graph I predict"). The explanations and the speculative prediction present some details ("showing a 3.7 million increase"; "the slope from 2016 going to 2017 is steeper"; "wont come to a complete stop"; "because of the rising population"), but the writer's ideas need more specificity to complete the task.

Response 4

In this line graph I can see that this is about number of vehicles in the United States per years. You can see in the title that it says Number Of Vehicles, and in the botom is the years of the vehicles. In the left is the number of vehicles and it's counting per millions. And the bottom the years its counting per year. You can see a line in graph that never goes down it's always going up so that indecates that its incresing. In the left numbers of vehicles its couting per 2 millioons. The year with most vehicles is 2019 it has 276.5 million cars thats alot of cars. In the 2019 has more vehicles because the line in the graph is going up and it has 2.9 diffrent of the year 2018. And it is the very last one and it keeps increasing each year. In my opinion the next five years is gonna keep increasing beacause each year is increasing. And a noter prediction is that there gonna make more vehicles each year.

Vocabulary – 3

The writer generally uses a range of grade-appropriate social language ("it's counting per millions," "the bottom," "always going up," "that indecates," "my opinion") as well as some academic vocabulary ("increasing," "prediction"). Word choice is not always precise ("it has 2.9 diffrent [difference]") and lacks some variety due to repetition. Occasional misspellings ("botom," "indecates," "a noter [another]") do not significantly impact the reader's understanding of the writing.

Usage – 3

The response contains many simple sentences ("The year with most vehicles is 2019"; "it has 276.5 million cars"; "thats alot of cars"). An emerging ability to write compound and complex sentences is shown as the writer regularly extends sentences using conjunctions ("You can see . . . and in the botom"; "In the left . . . and it's counting"; "In the 2019 . . . because the line"; "In my opinion . . . beacause each year"), but no attempts are made to construct more complex, expanded sentences. Grammar usage errors persist ("this is about number," "and in the botom," "the years its counting," "The year with most") and make the writing awkward, but the errors do not significantly interfere with comprehensibility.

Completeness – 4

Phrases are used to indicate where each bulleted question is being answered ("In this line graph I can see," "The year with most vehicles," "In my opinion"). The line graph is described in elaborate detail ("in the title," "in the botom," "In the left," "a line in graph that never goes down," "indecates that its incresing"). The other explanations and the prediction are also detailed ("the line in the graph is going up"; "has 2.9 diffrent"; "keep increasing beacause each year is increasing"; "gonna make more vehicles each year"). Overall, the task is addressed with sufficient specificity to be complete.

Score Point 11

Response 1

> This line graph shows the Number of Vehicles in the United States through the years 2016 to 2019. Some conclusions made through this graph is that, the line went up due rising facts for getting a car and a need of getting a car. The most number of vehicles in the United States grew during 2019. I can include this data because this is the highest point in the graph out of all the years and other dots. In the next five years, it will rise more because of the statments traveleing, jobs, and family. These all can lead into someone buying a car. It also due to the rising of technology in cars and attracting more people to buy it.

Vocabulary – 4

The vocabulary reflects that the writer has acquired enough English to address the task appropriately, using grade-level social and academic language ("through the years," "rising," "the highest point," "it will rise more," "traveleing," "These all can lead," "buying a car," "also due to," "technology," "attracting more people") that is similar to that of native English-speaking peers. Additionally, a few spelling errors occur ("statments," "traveleing"), but these errors do not interfere with comprehensibility.

Usage – 3

The response contains simpler sentence construction that shows the ability to use simple tenses correctly ("This line graph shows," "the line went up," "grew during 2019"). The writer also demonstrates an emerging ability to write complex sentences ("I can include this data because . . . and other dots"; "In the next five years . . . and family"). The grammar usage errors show the writer is still having some difficulty with more complex language structures ("the line went up due rising facts for getting a car"; "it will rise more because of the statments"; "also due to the rising of technology").

Completeness – 4

Some phrases are included to make connections between sentences ("I can include," "These all can lead into," "It also due to"). The response reflects a clear alignment to the writing task as all the explanations contain specific ideas ("the line went up due . . . getting a car and a need of getting a car"; "this is the highest point in the graph"; "will rise more . . . traveleing, jobs, and family"; "due to the rising of technology in cars").

Response 2

> The amount of vehicles had grown within the past years over time.
>
> In the year 2019, there were 276.5 million vehicles. This was the highest amount of vehicles over the past years as shown in the graph.
>
> In the next 5 years, the amount of vehicles would grow extremely high considering the massive jump in only 4 years. But, these large amount of vehicles could increase a number of issues such as traffic, accidents, pollution, and etc.

Vocabulary – 4

Throughout the response, grade-appropriate social and academic language is used ("The amount . . . had grown," "over the past years," "the amount . . . would grow," "extremely," "considerding the massive jump," "could increase," "etc"), including precise word choices that express specific ideas ("a number of issues such as traffic, accidents, pollution"). In addition, the spelling is mostly correct except for one word ("considerding").

Usage – 3

The writer extends sentences using an example ("such as traffic"), a participial phrase ("considering the massive jump"), and also introductory phrases ("In the year 2019"), demonstrating that the ability to write expanded complex sentences is still developing. The repeated use of "amount of vehicles" in every sentence leads to awkward phrasing ("the highest amount of vehicles," "these large amount of vehicles").

Completeness – 4

The writer mostly achieves the intended goal because the explanations and the speculative prediction contain the specific details ("276.5 million . . . was the highest amount of vehicles over the past years"; "would grow extremely high considering the massive jump in only 4 years"; "issues such as traffic, accidents, pollution") needed to address the task completely.

Response 3

> Each year from 2016 to 2019 the number have increased.Every year it goes up the number of vechicels goes up by a bit.The numbers thorugh out the year have gone up from 268.8 to 276.5 so it keeps increasing .But the year with the most number of vechicles grown was 2019 with 276.5 And the least number of vehicles sold was from 2016.But over all the numbers from year to year keep progresing. In a couple years it could lower or it can go higher.BUt I think that the numbers would come out more higher because of the new cars that come out. And it the nex five years newer and better cars will come out and many people would buy them.So this can lead up to an increase of vechiles because of new features.

Vocabulary – 4

The response contains grade- and task-appropriate academic vocabulary ("increased," "keeps increasing," "least number") along with phrasing that is precise ("over all the numbers from year to year keep progresing") and natural ("goes up by a bit"; "newer and better cars will come out"). The writer's language also shows variety ("have gone up," "grown," "could lower," "can go higher"). Misspellings are infrequent ("vechicels," "progresing," "nex") and do not interfere with comprehensibility.

Usage – 3

An ability to use different verb tenses is shown ("goes up," "have gone up," "would buy"). The writer demonstrates an emerging ability to formulate compound and complex sentences but is not yet skilled at constructing such sentences. The writer tends to begin sentences with conjunctions ("But the year with," "And the least number," "But over all the numbers," "BUt I think that") rather than connecting clauses into expanded sentences. There are grammar usage errors ("number have increased," "the most number . . . grown," "come out more higher") that do not significantly interfere with comprehensibility.

Completeness – 4

The response is organized, and basic connecting words ("so," "But," "And") are used throughout to connect ideas. The explanations contain detailed information ("gone up from 268.8 to 276.5," "2019 with 276.5"), and better language is used in the descriptions ("goes up by a bit," "keep progresing"). The prediction has specific ideas ("newer and better cars will come out and many people would buy them"). The writer mostly achieves the intended goal and includes the degree of detail necessary to address the task completely.

Response 4

A conclusion I can make from the data shown is that over the years the number of vehicles have increased. The number of vehicles have increased especially between the year two-thousand-sixteen and the year two-thousand-seventeen. Based on the data graph, I believe that the number of vehicles in the united states will increase even more than how they are now, but I alos think that the prices will be even higher since they are bringing out newer and better models, and that will be a possible chance of the number of vehicles in the united states decreasing.

Vocabulary – 3

The writer generally uses a variety and range of grade-level and task-appropriate language ("increased," "especially between," "will increase even more," "prices will be even higher"). Precise and academic vocabulary ("bringing out newer and better models," "decreasing") is only sometimes employed. Additionally, there is some reliance on prompt language and repetition ("A conclusion I can make from the data shown"; "The number of vehicles have increased"; "number of vehicles in the united states"). The one spelling error is minor ("alos") and does not interfere with comprehensibility.

Usage – 4

A consistent ability to use simple ("I believe," "will be even higher") and complex ("have increased") verbs, as well as compound verbs forming the present progressive tense ("bringing," "decreasing"), is shown. There are no issues with proper sentence construction, and the response contains a compound-complex sentence ("Based on the data graph, I believe . . . in the united states decreasing"). The grammar usage is generally correct, and the expression is comparable to that of a native English speaker.

Completeness – 4

Words are used to create connections between parts of sentences ("but I alos think," "since they are," "and that will"). The descriptions and explanations are specific, especially the prediction ("will increase even more"; "prices will be even higher"; "newer and better models"; "a possible chance of the number . . . decreasing"). Overall, the writer demonstrates the proficiency necessary to engage with an abstract topic and addresses the task completely.

Score Point 12

Response 1

> My conclusion is that this is the numher of vehicles grown between the year 2016-2019 in the year 2016-2017 the number of vehicles grew the most because the number went from 268.8 to 272.5 whch is the greatest amount there. Based on this graph i can infer that in the next 5 years the numbers will sky rocket since in 2019 th enumber grew up to 276.5 and sice we now have better and improved technology we can produce and manufacture better vehicles for the people.

Vocabulary – 4

The writer employs a variety and range of grade-appropriate academic and social vocabulary that includes precise word choices ("whch is the greatest amount," "i can infer," "will sky rocket," "better and improved technology," "produce and manufacture"). Misspellings are infrequent and do not impact comprehensibility.

Usage – 4

Past ("the number went"), present ("we now have better"), and future ("will sky rocket") verb tenses are used correctly. The response contains expanded, complex sentences ("in the year 2016-2017 . . . the greatest amount there"; "Based on this graph i can infer . . . for the people"). Grammar usage is generally correct and comparable to that of the writer's native English-speaking peers. There is a repeated misuse of "grown" and "grew," but this is a minor error that does not interfere with the reader's understanding of the writing.

Completeness – 4

The writer uses appropriate words and phrases to effectively show relationships between sentences ("My conclusion is," "whch is the," "i can infer," "since in 2019"). Ideas are explained with the detail ("the number went from 268.8 to 272.5 whch is the greatest amount"; "will sky rocket since in 2019 th enumber grew up to 276.5"; "we now have better and improved technology"; "we can produce and manufacture better vehicles") necessary to address the task completely.

Response 2

> A conclusion that can be made from the data is that the number of vehicles in the United States keeps going up every year. In 2017, the number of vehicles increased by 4 million as shown in the graph. I believe that in the next 5 years, the number will only keep increasing as shown in the data. I also believe in the next 5 years the number could go to 290 or 300 million because at the rate that the number keeps going up every year, it's possible to reach 300 million.

Vocabulary – 4

The writer consistently uses grade-appropriate social and academic language ("keeps going up every year," "increased," "will only keep increasing," "as shown in the data," "at the rate," "it's possible to reach"), and there are no spelling errors.

Usage – 4

The ability to use various verb tenses correctly ("keeps going up," "increased," "will only keep increasing," "could go") is demonstrated, and the grammar usage is completely correct. Control over sentence construction is also completely correct, including an expanded, complex sentence ("I also believe in the next 5 years . . . it's possible to reach 300 million"). The writer's English expression is indistinguishable from that of a native English speaker.

Completeness – 4

Cohesive language to effectively show relationships between sentences and ideas is used ("A conclusion that can be made"; "In 2017"; "I believe that in the next 5 years"; "I also believe"; "because at the rate"; "it's possible"). The description and explanation contain detailed information ("increased by 4 million," "keeps going up every year"), and the prediction is also specific ("could go to 290 or 300 million") and includes an explanation of the writer's reasoning ("at the rate that the number keeps going up every year, it's possible to reach 300 million"), which shows the ability to describe an abstract topic. The writer addresses the task completely.

Response 3

> In this chart we can see the correlation between number of vehicles and the year inthe united states.The conclusion that is observable from this data is that the number of cars per year only increases rather than decrease.The year that the bumber of vehicles increased the most was in 2017 since from 2016 the number of vehicles increased over four million.In the next five years the growth of vehicles can increase drastucally due to population increase or it can remain constant, but i don't think the number of vehicles will ever decrease.

Vocabulary – 4

The language is consistently appropriate to the task and is academic ("the correlation between number . . . and the year"; "The conclusion that is observable from this data"; "only increases rather than decrease"; "increase drastucally due to population increase"; "remain constant"). Minor spelling errors ("drastucally") do not interfere with comprehensibility.

Usage – 4

The writer does not attempt to use any complex verbs, but neither does the writer use any verbs incorrectly. Sentence construction is completely controlled. Extended sentences are written using a conjunctive adverb ("rather than") and a subordinating conjunction ("since from"). An expanded, complex sentence is present ("In the next five years . . . will ever decrease"). Grammar usage is comparable to that of grade-level, native English speakers.

Completeness – 4

Phrases and clauses are included that create a basic order in the response ("The conclusion that is observable"; "The year that the bumber of vehicles increased"; "In the next five years"). All the ideas presented are specific ("the number of cars per year only increases rather than decrease"; "in 2017 . . . increased over four million"; "increase drastucally due to population increase or it can remain constant"). The writer achieves the goal of communicating a clear message that addresses the task completely.

Response 4

> In the image above, we can see a graph representing the number of vehicles throughout the years 2016-2019. In 2016 we started off with about 268.8 million vehicles and the number increased to 276.5 million by the end of 2019. If you look clearly, we can see the increase of vehicles throughout the years, this will continue to increase as time passes by. We had a major increase of vehicles from 2016 to 2017, As shown in the graph, it shows the slope of the graph increasing a lot more than the other future years. In the next five years, we would most likely hit the 290 million vehicles in 2024. Now that there is a lot of roads people dont have other choices but to get a form of transportation.

Vocabulary – 4

The writer consistently uses a variety and range of precise and grade-appropriate academic language ("a graph representing," "throughout the years," "started off with," "If you look clearly," "as time passes by," "a major increase," "a form of transportation"), including specific mathematical terms ("it shows the slope of the graph increasing"). There are no spelling errors, and the writing has the naturalness of a native English speaker.

Usage – 4

The writer demonstrates consistent skill with a variety of sentence patterns and completely controls varying verb tenses, as appropriate, from sentence to sentence ("we can see"; "we started off . . . and the number increased"; "this will continue to increase"; "it shows the slope . . . increasing"; "we would most likely hit"). Any grammatical errors are very minor in nature, and the writing is comparable to that of native English speakers.

Completeness – 4

Appropriate phrases and clauses are used to show the relationship between sentences and create a cohesive response ("In the image above," "In 2016," "If you look clearly," "this will continue," "As shown in the graph," "In the next five years"). All the writer's ideas are explained with specificity ("started off with about 268.8 million . . . increased to 276.5 million"; "from 2016 to 2017 . . . the slope of the graph increasing"; "hit the 290 million vehicles in 2024"; "people dont have other choices"). Overall, the writer addresses the academic writing task completely.