



Texas English Language Proficiency Assessment System

**TEL PAS Writing
Scoring Guide
Grade 3**

Constructed Response

Spring 2023

General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for grade 3. It is intended to be used alongside the spring 2023 TELPAS reading and writing released test. Each question is identified as it appears on the released test (question is referred to as "item" in the rubric).

The responses you see in this guide are student responses to a writing prompt submitted online during the testing window. A range of responses are included to show the progression of student writing from lower score points to higher score points. The response images are as the students typed them.

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. A response earns a specific score point, based on the characteristics in that particular response. The proficiency level of the student is determined by the accumulated score across a series of multiple choice and written responses. 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 TELPAS proficiency level descriptors (PLDs) for writing and the writing rubric for grades 2 and 3 are included in this guide for your reference.

NOTE: For scoring purposes, each constructed response is human scored by two scorers using the 4-point writing rubric, and both of the scores for each constructed response are added to calculate the student's raw score (2–8) for that item.

ELPS-TELPAS Proficiency Level Descriptors Grades 2-12 Writing

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p> <p>These students:</p> <ul style="list-style-type: none"> • have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • ability to label, list, and copy • high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate • present tense used primarily • frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELs 	<p>Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</p> <p>These students:</p> <ul style="list-style-type: none"> • have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English • high-frequency vocabulary; academic writing often has an oral tone • loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning • repetition of ideas due to lack of vocabulary and language structures • present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies • descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas • primary language features and errors associated with second language acquisition may be frequent • some writing may be understood only by individuals accustomed to the writing of ELs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELs 	<p>Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.</p> <p>These students:</p> <ul style="list-style-type: none"> • are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns • emerging grade-appropriate vocabulary; academic writing has a more academic tone although some redundancy may occur • use of a variety of common cohesive devices, although some redundancy may occur • narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required • occasional second language acquisition errors • communications are usually understood by individuals not accustomed to the writing of ELs 	<p>Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.</p> <p>These students:</p> <ul style="list-style-type: none"> • are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary • occasional difficulty with naturalness of phrasing and expression • errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

TELPAS Four-Point Writing Rubric for Grades 2 and 3

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

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

Grade 3 Writing Questions and Scored Responses

Question 19

Different animals have different characteristics. Look at the animals in these pictures.



Prompt

- Describe each of the animals you see.
- Write about where and how these animals live.
- Explain the ways these animals are the same and the ways they are different.

Score Point 1

Response 1

in the pictures i see different animals in the fores and in the
wotr and tere is sead and feh and trees and the stec is cler
broawn coler

The writer’s vocabulary consists primarily of high-frequency words, and more precise vocabulary often suffers from significant errors in spelling that significantly impact comprehension, to the point where deciphering multiple words is quite difficult. Errors in grammar, in addition to spelling, frequently impede understanding as well. The sentence structures are simplistic and mostly run together. The writer attempts to provide some minor detail by describing the two pictures in the prompt, but the words are not always clear to the reader. Despite an attempt to more completely address the prompt, the writer demonstrates a minimal ability to respond with written English.

Response 2

a turtle in the water whith fishes in the back
a parot on a ram in a forest

The writer responds to the prompt with only a few phrases. The word choice displays very little range of vocabulary, and the occasional difficulty of choosing the correct word (“on a ram”). The sentence structures are incomplete and lack verbs, and the level of detail provided is limited to a basic description of the prompt stimulus. Overall, the writer only demonstrates a minimal ability to communicate through written English.

Score Point 2

Response 1

I see a toucan and a turtle the toucan lives in a forest and the turtle lives in the sea there are the same because there both animals and there are different because they have different colors.

In this response, the writer shows a limited ability to respond to the prompt. The vocabulary is simple and repetitive as are the sentence structures ("toucan lives . . . turtle lives", "there are the same . . . there are different"). Errors in spelling and grammar are present, but do not overly interfere with comprehension such as the writer using "there are" instead of "they are." The lack of transitional words or phrases causes the response to lack cohesion, and the writer's attempts to include some relevant details do not go beyond simple answers to the prompt directives.

Response 2

the diffrens about this two pictures is that the turtle lives in the sea under the water and the bird lives in the fores outside .
anothe diffrens is that the turtle cant fly and the bird can fly .
another thing is that the bird move faster but the turtle cant move fast is moves supper slow.

In this response, the writer's vocabulary is mostly simple and lacks a broader range of academic language, and the writer occasionally struggles to find the correct word, for example, "about" instead of "between" in the first sentence. Spelling errors are common but only sometimes impede understanding, and grammar and usage errors are similarly present but do not impact the reader's understanding of the writing. The writer uses the present tense with heavy reliance on a few basic verbs ("is," "can"), but displays the ability to craft compound sentences. In addition, the writer provides a few simple sequencing words to help form some cohesion between ideas ("anothe diffrens," "another thing") but provides few details. Overall, the writer communicates in a limited manner, earning a score point 2.

Score Point 3

Response 1

I think a turtle spends most of his life in the water. Unless they washes up to shore. I infer that a tuccan lives on a tree and spends its most time in the forest. But they can go out of the forest. I think a turtle and a tucan are the same becuse have you ever been the beach and take a forest trail? well the turtle lives in the water and a tucan lives in a forest. So they live in the same place. I think of how they are diffrent becuse if you think about it turtles live in the water right? well tocans don"t so i think thats how there diffrent.

The writer of this response shows a moderate variety and range of grade-appropriate social language and uses rhetorical questions to engage the reader. However, the writer does not offer much precise or academic language. The spelling is not problematic, and the response contains a few grammatical and usage errors that, while distracting, do not impede the reader's understanding of the writing. The writer uses compound and complex sentences effectively and occasionally attempts to add some simple transitional words and phrases ("So they") to connect ideas. The writer includes some details to explain the ideas. However, the presentation can be repetitive at times ("a turtle spends most of his life in the water", "the turtle lives in the water", "turtles live in the water right?"). Overall, the writing reflects the writer's emerging ability to craft an original message.

Response 2

The bird is orange, black, and white and can fly . The turtle is a light brown color , it is very slow , and can swim . The bird lives in the jungle and when they see food they fly down and they pick up the food with their beak . The turtle lives in the ocean and swims very slowly and when they see food they swim a little down and catches the food . The parrot is different from the turtle becuase it has more colors, it lives in the jungle, and can fly . The turtle is different from the parrot because it only has one color ,it can swim, and it lives in the ocean . They are the same because they both are animals and they can both go on land .

The writer demonstrates an emerging ability to address the writing task. The response contains a moderate variety and range of vocabulary, including some precise and academic language (“light brown color,” “with their beak”). Errors in spelling, usage, and grammar are uncommon and do not interfere with the reader’s understanding of the writer’s ideas. While the writer can use more complex sentences successfully, most of the sentences start in a similar way (“The bird,” “The turtle”), and the lack of transitional words and phrases weakens the connections between ideas as the writer moves back and forth discussing the bird and the turtle. The writer provides relevant details about both animals (“orange, black, and white,” “swims very slowly”) that add clarity but repeats some of the ideas (“can fly,” “can swim”). Overall, the writer conveys the intended message and earns a score point 3.

Response 3

The Turtle is swimming in the ocean with other fish. He is big and has a round shell on his back, like a box home. The turtle is close to the Sun Zone floor. Turtles live in the ocean like other sea animals. The Toucan is on a branch from a tree in the forest, or jungle. They have big beaks on their face, they can be in different colors. Toucans live mostly in jungles, but they can also live in forests. A Turtle lives in the sea, but Toucans live in forests and jungles. Turtles can breath under water, but Toucans breath air like humans. Toucans can fly, but Turtles aren't birds or have wings. Toucans have big beaks, but Turtles have big shells. Toucans and Turtles both start with the letter T.

In this response, the writer shows a moderate range of language, including some academic language ("Sun Zone floor," "forests and jungles"). Spelling and grammar errors are uncommon, and the ones that occur do not impede understanding. The writer has produced sentence structures that show some complexity, featuring a few compound sentences and sentences used to contrast the turtle and toucan ("Toucans have big beaks, but Turtles have big shells"). However, the infrequent use of any transitional words or phrases contributes to the somewhat repetitive nature of the response. The writer provides an expanded explanation about turtles ("The Turtle is swimming . . . other sea animals") and offers some good details ("different colors," "big shells," "both start with the letter T") that add clarity to the writing. However, several ideas are repeated throughout the response ("live in the ocean," "lives in the sea"). Overall, this response reflects the emerging ability of the writer to craft an intended message in response to the prompt.

Response 4

1. The first animal is a sea turtle the second animal is a parrot. The sea turtle has a shell and big flippers. The parrot has a beak and wings. The turtle lives in the sea the turtle lives by having a hard shell to protect it and it probaly eats fish. The parrot lives in a rainforest and survives by eating insects and building a home. Something that they are the same is they are both living animals and both lay eggs. Something that is differnt is that the turtle live in the sea and the parrot lives on land.

The writer of this response displays some range of grade-appropriate language which includes more academic language (“big flippers,” “rainforest,” “insects”). There are only a few minor errors in spelling and grammar which do not impact the reader’s understanding of the writing. The sentence structures are clear overall and show some emerging proficiency with the use of advanced sentence structures. However, the sentences lack transitional words and phrases to better connect the ideas being presented. The writer includes specific and relevant details (“a beak and wings,” “hard shell to protect it,” “both lay eggs”) that describe the animals more fully and completely. Overall, the writer displays an emerging ability to write in English and earns a score point 3.

Score Point 4

Response 1

- *Sea Turtles* has a strong back and it is a strong swimmer. It is scaly and has sword like arms. Sea Turtles live in the ocean and some sea turtles eat coral they often when found in danger use there shell to protect themselves.
- *Tucans* are a species of bird with a large beak and has black and white feathers. Tucans live in the wild and often live in trees.
- They are diffrent because one lives in the ocean and the other in trees one is a reptile and another one is a bird

The writer of this response uses a good range of language, both social and academic, and correctly uses precise language appropriate to the prompt. Very few errors in grammar, usage, and spelling occur, and the ones that do are minor and do not affect the reader's understanding of the writing. The writer's use of advanced sentence structures supports the connections between ideas. The response is organized though it does not have much in the way of transitional words or phrases. The writer includes more descriptive details such as ("sword like arms") as well as more technical language such as ("species") or ("reptile") along with other specific details ("eat coral," "black and white feathers") about both animals that add clarity to the writing. Overall, the writer performs at a level similar to native English-speaking peers.

Response 2

I see a sea turtle and a Toucan. The sea turtle by the way you hear the name lives in the sea they have a powerful shell that protects them from predators or if they have to hide from them. They have strong fins that help them swim swiftly and fast. They feed on kelp or very tiny fish. The toucan lives in jungles and rainforests , they feed on small mammals or insects. They fly and can come through with many colors. These animals are rare this is because they get hunted down. Did you also know that sea turtles are Criticly endangered?

The writer of this response shows a wide range of social and academic vocabulary and uses precise word choice consistently and effectively throughout the response (“powerful shell,” “predators,” “jungles and rainforests,” “Criticly endangered”). The writer even engages the reader with a rhetorical question at the end. Errors in spelling, grammar, and usage errors are uncommon and do not impede understanding. The writer uses some advanced sentence structures to show the relationship among ideas, but transitional words and phrases are lacking. The writer supplies specific details and information about the animals to add clarity to the writing. The writer demonstrates a proficiency with written English comparable to native English-speaking peers.

Response 3

The turtle is a sea animal and only eats plants the toucan is an air animal and eats fruit the difference between them is that they live in different biomes. The toucan lives by flying away from danger and is living on fruits such as berries. The turtle lives by squeezing itself into it's shell when it feels in danger. It eats sea grass and other sea plants. The turtle lives in the **ocean** where dangerous creatures are such as sharks, and jellyfish. The ocean is super big, its so big that we've only discovered about 5% of it! The toucan lives in **jungles** where there are panthers, and lots of bugs on the ground.

In this response, the writer shows the ability to clearly address the prompt. The word choice shows an appropriate range of grade-appropriate language including academic language ("different biomes," "dangerous creatures"). Errors in spelling, grammar, and usage are few and do not impede understanding. The writer uses the simple present tense throughout, and some advanced sentence structures help show the relationship between ideas. However, the writer does not make much use of transitional words and phrases. Specific details and information throughout the response help the writer fully explain the ideas presented. Overall, the writer's skill with written English is similar to that of native English-speaking peers.

Response 4

Animals can be different and they can be similar in different ways. For example the tucan lives in the rainforest and the turtle lives in the ocean. Also the tucan eats fruit and bugs the turtle eats fish. The turtle can breath under water but the tucan cant the tucan can only breath on dry land. Something they have in common is that they can both breath on land. They both lay eggs but they lay eggs on different places the turtle lays eggs on the beach unlike the tucan the turtle leaves them alone the tucan takes care of the eggs when they hatch the tucan brings them food and keeps the little birds warm. The turtle and the tucan are different and similar in some ways. They are different types of species so they have a different way of doing things but they are animals and we all make a roll on putting the ecosystem in balance.

In this response, the writer shows a clear ability to respond to the writing task appropriately. The response contains a variety and range of grade-appropriate language, including some descriptive (“dry land”) and academic (“species,” “ecosystem”) language. There are some minor spelling errors (“types,” “breath” instead of breathe), but they do not impede understanding. While some word choice and grammatical errors are noticeable (“on different places,” “make a roll”) they do not interfere with comprehensibility. The writer uses transitional words and phrases throughout the response (“For example,” “Also”) which help to progress the flow of ideas. The sentence structures show complexity and variety. The writer provides specific details throughout the response and occasionally elaborates to fully explain the idea. This helps the writer to clearly convey the intended message to the reader. The writer demonstrates a proficiency with written English comparable to native English-speaking peers.

Question 26

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



Prompt

- Describe when and where this story took place.
- Tell about what the characters did in each picture and how they did it.

Score Point 1

Response 1

this story took place in home. the Boy is deme cooks. the boy is get the gest. is help the cook. the he eats the cooks.

In this response, the writer is only able to demonstrate a minimal ability to respond to the writing task. The response contains frequent errors in grammar and usage that interfere with the reader's understanding, including incorrect verb forms ("is get," "is help"). The sentence structures in the response are very simple and repetitive. The writer displays only a very limited and minimal range of vocabulary, which is further hampered by certain words being difficult to understand due to spelling errors and/or borrowing from the writer's first language ("deme cooks," "get the gest"). A strength of this response is that the writer includes a little detail and sequencing. This is not enough, however, to elevate the response to a higher score point.

Response 2

the boy than cookeys and he ask is mom is they can make cookiys

The writer of this response demonstrates only a minimal ability to respond to the writing task using English. The response consists of mostly high-frequency words and phrases, and errors occur throughout the response, interfering significantly with understanding the writer's intended message ("he ask is mom is they can make cookiys"). Additionally, the sentence structures are simple, and the writer provides minimal detail. Overall, the weight of the errors in this minimal response is too great to assign a higher score point.

Score Point 2

Response 1

1ST THEY SEE HOW TO MAKE COOKIES 2ND THEY HELP THEIR MOM TO MAKE COOKIES 3RD THIER MOM PUTS COOKIES INTO THE OVEN BAKERY. 4TH THEY BOTH EAT COOKIES.

In this response, the writer addresses the writing task in a limited way. The response consists of simple sentences written in the present tense which briefly describe each picture of the prompt. There are relatively few grammar or usage errors, but the writer does misuse words ("INTO THE OVEN BAKERY") and omits articles ("EAT [the] COOKIES"). The writer includes a very basic attempt at sequencing throughout the response ("1ST," "2ND," "3RD," "4TH") and adds only a small amount of detail drawn directly from the prompt image without adding original detail to further develop the story. The word choice is repetitive and limited overall.

Response 2

One sopont a time there was a boy name Jack and he was good boy becaues he always do his homework but hungry and he was thinking about cookies and so he told his mom that he wanted cookies and his sister name Jakey and she said MEE TOOO! so they help there mom bake cookies but they got the ingridients and then they mixed it and then there mom out it in the oven and then whin the cookies were ready they eat them.

The writer of this response demonstrates the ability to respond to the writing task in a limited way. The response contains frequent grammar and usage errors that sometimes impede comprehension. This is especially noticeable with the inconsistency of verb tenses as the writer either shifts tenses frequently or does not have the proficiency to correctly form the past tense of many verbs (“whin the cookies were ready they eat them”). The writer includes vocabulary to sequence events (“so they help,” “and then”) and shows some specificity in word choice (“homework,” “ingridients”), but spelling errors are present and sometimes impede understanding (“One sopont a time . . .”). In addition, the sentence boundaries are uncontrolled and frequently run together. Although the writer provides some details to develop the story, such as information about the characters (“boy name Jack and he was good boy because”; “his sister name Jakey and she said MEE TOOO!”), the response has too many errors to earn a higher score point.

Score Point 3

Response 1

At the begening the boy thinks about making cookeis then he tells his sister the idea. At the middel they ask the mother if they can make the cookies ,ther mother lets them and turns the oven on. Then they start making the cookies. They put the flouer ,the suger and every thing eles that needs to be put in th boul then they put the doue into the oven. At the end the brother and the sister eat the cookies.

The writer demonstrates the ability to expand the narrative more fully beyond the basic elements in the prompt by using a moderate range of vocabulary throughout the response and successfully incorporating precise vocabulary to add clarity to the story (“flouer,” “suger”). Spelling errors are somewhat common but do not interfere much with comprehension, and grammar errors are less frequent, though still present, and do not impede understanding. The sentence structures are varied and include some more complex sentences, which help show the connections between ideas. Evidence of sequencing and organization is also present not only through the use of sequencing words (“begening,” “middel,” “end”) but also through the use of some transitional words (“Then they . . .”). Overall, the writer displays an emerging ability to use written English to craft an original message.

Response 2

Sam and Sarah are doing homework. Sam is hungry for cookies. They ask their mom to make some then go to continue their homework. The cookies smell so good that they ask their mom if they can help. Finally the cookies are ready. When the finish their homework they enjoy their cookies

In this response, the writer uses grade-appropriate social language to address the writing task. The word choice reflects a moderate range of language with some precise language on occasion (“continue,” “smell so good”) and rarely do any errors in spelling occur. The sentence structures are clear and concise, though they do not show much complexity. The writer provides some relevant details (“Sam and Sarah,” “Sam is hungry”) which adds some clarity to the story and appropriately sequences events through the use of transitional words and phrases (“then go,” “so good that they ask,” “Finally,” “When the finish”). Overall, the writer demonstrates the ability to use written English to tell an original story about making cookies.

Response 3

Max was hungry and he wanted cookies. Max told his mom and they started making cookies his sister helped to. So Max his sister and mom maked the cookies when they were done they baked them when they tooked of they had a delicious treat of cookies.

The writer of this response uses a moderate range of vocabulary with some precise word choice (“delicious treat”), and most words are spelled correctly. The sentence structures demonstrate the writer’s developing ability to create more complex sentences. The story is written in the past tense, but errors in some past tense forms of verbs are quite noticeable though they do not interfere with comprehension (“maked,” “tooked”). The sentences show the connections between ideas and help to progress the story through the appropriate use of sequencing words and phrases (“So,” “when”). Overall, the writer displays the ability to use written English to tell an original story about making cookies.

Response 4

This story took place at a house. It happened after school. First the kid in the red shirt was hungry and he wants to eat cookies but first they finish their homework. After that they go ask their mom to make cookies. Then they are mixing up the butter and putting chocolate chips in the cookies and putting it on the tray. At the end they finish and eat their yummy cookies.

The writer shows a moderate range of language with some precise vocabulary (“chocolate chips,” “yummy”). Spelling errors are uncommon, and the usage errors do not impede the reader’s understanding of the writing. There is some inconsistency with verb tense as the writer starts in past tense but does not maintain this tense (“was hungry and he wants to eat cookies”). The sentence structures are clear and show an emerging control over more complex sentences. The writer uses some simple words and phrases to sequence the events of the story (“First,” “After that,” “At the end”) and does so effectively. The writer includes enough detail to add some clarity to the writing (“mixing up the butter,” “on the tray”). Overall, the writer displays the ability to use written English to tell an original story about making cookies.

Score Point 4

Response 1

One day Josh was hungry and decided to bake cookies for a Monday treat. He told Millo if they could make cookies and Millo said "YES". So they told their mom if they could, and she said yes. They all started to gather all the supplies. Their mom searched on youtube for how to make cookies. "We have everything we need to bake cookies" said mom. Josh and Millo started to make cookies and mom put them in the oven. It was going to take 1 hour until it was done.

1 hour later

They ran down stairs to see them. Luckily, their mom had already taken them out. They all sat down at the table and they started to eat them. Mom gave them a little wink and said "Happy Monday".

In this response, the writer uses vocabulary that is frequently precise and occasionally evocative ("Monday treat," "gave them a little wink"). Some notable errors in spelling and grammar are present, such as using "told" instead of "asked," though they do not impede understanding. The writer uses the past tense successfully throughout most of the response, including both regular and irregular verb forms. The sentence structures are clear and contain few errors, and the writer shows control of more complicated structures such as compound sentences and the use of dialogue and quotation marks. Overall, the writer narrates in detail and shows a proficiency with many aspects of written English that are similar to native English-speaking peers.

Response 2

Hello today i will tell you a story of a boy who wants cookies. One day a boy wanted cookies when he was doing homework with his sister. When they finished doing homework they decided to tell their mom if she let them make cookies. Her mom agreed the sister was in charge of the batter and the brother on the chocolate chips when they finished with the batter they put it in a silver tray . The mom put in the oven for some time then they took the cookies out to cool down and ate them

In this response, the writer demonstrates an appropriate range of language including some more precise language related to baking (“batter,” “chocolate chips,” “silver tray”). This also adds a level of detail to the story that allows the writer to narrate the events more clearly. The writing, as a whole, is fluent and contains few errors in spelling or grammar. The sentence structures contribute to this through their clarity and complexity. The writer uses both the future tense and past tense, switching between them at a logical point, the beginning of the story, and uses the correct forms of verbs throughout the rest of the response. Similarly, the appropriate use of transitional words and phrases (“One day,” “When”) helps to sequence the events of the story clearly and smoothly. Overall, the writer performs at a level comparable to native English-speaking peers.

Response 3

One day, Jack was doing his homework. Then he got hungry, so he asked his sister, Anna, "Aren't you hungry, Anna?"

And of course she said yes.

"How about cookies?" Anna asked.

"Why not?!" said Jack.

So they dashed to mom and asked if they could bake cookies.

"But only if you finished your homework!"

"phew!" Jack thought. "Good thing that I finished my homework!"

So they started baking.

First, they made the dough. They put flour, and other kind of stuff.

Then, they put some chocolate chips in the dough.

Finally, mom shoved the cookies in the oven. After 40 minutes, the cookies were baked!

"hooray!" The 2 kids shouted.

"Now lets eat them!" Jack said.

Jack shoved a cookie in his mouth.

"HOT!" He shouted.

Anna and mom laughed. Mom said they should do their work book while the cookies were cooled of.

After 10 minutes, they tried them again.

"yum!" said Anna.

"These are the best cookies I've ever ate!" said Jack.

The End.

In this response, the writer displays a wide range of language, mostly social, which establishes a voice and tone for the characters and the story. The few errors in spelling and grammar do not impede the reader's understanding of the writing, and the sentence structures show variety and complexity. This includes the relatively advanced task of incorporating large portions of dialogue into the story without the dialogue becoming confusing. The story contains descriptive details throughout that forms a full narrative. The writer includes appropriate transitional words and phrases, giving the story clear sequencing and a sense of action. Overall, this writer shows a strong proficiency with written English comparable to native English-speaking peers.

Response 4

Let's bake some cookies!

Hey! Want to make some cookies! What?! You Don't know how?!?! Well, first you need to get the right ingredients.

You can buy the dough at the store or make your own! To make your dough...wait stop you might need your

shopping list for this. Okay now as I was saying...to make your dough you need to get milk,butter,chocolate chips and some water. Now mix all of the ingredients together until it is hard to keep mixing. Now get the non-stick spray and

spray it all over the pan. Next, shape the dough into cookie figures And put them on the tray. We are almost done!!!

We just need to put the cookies in the oven and wait about one hour and we can finally eat!!!

In this response, the writer takes the unique approach of explaining how to make cookies instead of developing the narrative with the pictures from the prompt stimulus. The word choice in this response shows good range of vocabulary and establishes a deliberate tone that mimics a cooking show by using specific vocabulary (“mix all of the ingredients together,” “non-stick spray”). Errors in spelling and grammar are rare and do not impede understanding. The sentence structures are clear and directly mimic a specific speaking pattern by including a variety of sentence lengths and even adding extra punctuation such as ellipses or exclamation marks to convey pauses and excitement. The writer includes plentiful and specific details to fully and clearly convey the intended message. Despite not addressing the prompt in the expected manner, the writer has crafted a story that is clearly engaging with the prompt and compares favorably with the writing of native English-speaking peers.