| Folder Title | Lithocode | Score | D-level | S-level | W-level | Explanation |
|---|---|---|---|---|---|---|
| Part C | 51457643 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. It shows minimal text [D1], phrases and chunks of language rather than complete sentences [S1], and high frequency words (per task notes) [W1]. Thus, the holistic score point for this response is 1. |
| Part C | 50205798 | 1+ | 1 | ->2 | ->3 | This response is best described by descriptors from more than one whole score point. It shows minimal text that represents multiple ideas [D1]. However, at the Sentence Level, it almost has one successful sentence ( *a clock ticking* ) [->S2]. Finally, at the Word/Phrase Level, it has both high frequency words and a specific word (*ticking*) [->W3]. Thus, the holistic score point for this response is 1+. |
| Part C | 60946560 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. It shows emerging organization for writing two sentences (per task notes) [D2], simple sentence structures [S2], and high frequency and general vocabulary [W2]. Please note that although *cut* is considered as specific vocabulary for this task (per task notes), it is not clear whether *coting* is actually *cutting* or *coloring,* since in the picture the boy is coloring and the girl is cutting paper. Since there is no clear evidence of the use of the word *cut*, this response should not be considered as W3. Thus, the holistic score point for this response is 2. |
| Part C | 10117447 | 2+ | 2 | 3 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows emerging organization of ideas (per task notes) [D2]. However, both sentences are complex [S3] and it uses specific vocabulary beyond the prompt *(headphones* ) [W3]. Thus, the holistic score point for this response is 2+. |
| Part C | 70979258 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. It shows developing organization including the use of elaboration and detail (per task notes, a response that has three sentences is considered D3) [D3]. All the sentence structures are complex, but they all use the same structure *I see*... [S3]. Finally, it uses some specific vocabulary beyond the prompt *(cut)* [W3]. Thus, the holistic score point for this response is 3. |
| Part C | 11038984 | 3+ | 3 | 4 | 3 | This response is best described by three descriptors from two adjacent score points. The response includes three potentially independent sentences (one in response to #6 and two in response to #7), which fits the task-specific scoring notes for [D3]. The first two sentences are complex (the use of the structures *to write* and *for the teacher* make these complex), while the third sentence is simple [S4]. Finally, the response uses some specific vocabulary (e.g., *needs, your [you're] welcome* ), which fits the task-specific scoring notes for [W3]. Thus, the holistic score point for this response is 3+. |
| Things I Like To Do | 30001284 | Nonscoreable | NA | NA | NA | This response is best described by the nonscoreable criteria. The response appears to consist only of a language other than English, phonetic approximations to a language other than English, or of incomprehensible words. Thus, the scoring rule for nonscoreable responses applies. |
| Things I Like To Do | 15143775 | 1 | NA | NA | NA | This response is best described by the descriptors at Score Point 1. The response contains minimal meaningful text, with the response appearing be a formulaic adaptation of language from the stimulus (e.g., *I like also, I like another* does not represent an idea, while *I like to readding [read]* does seem to represent an idea) [D1]. The response consists primarily of chunks of language adapted from the stimulus [S1], and uses only words that are reformulated from the stimulus [W1]. Thus, the holistic score point for this response is 1. |
| Things I Like To Do | 20001122 | 1+ | 1 | ->2 | 1 | This response is best described by three descriptors from two adjacent whole score points. It includes minimal original text that represents ideas, with most of the language being copied from the Word Box [D1], but it also contains an attempt at a simple sentence (i.e., *because I like favorite game* ) [->S2]. Finally, this response uses vocabulary that is entirely drawn from the stimulus and prompt aside from the high frequency words *because, I,* and *like* [W1]. Thus, the holistic score point for this response is 1+. |
| Things I Like To Do | 10000764 | 2 | NA | NA | NA | This response is best described by the three descriptors from Score Point 2. It shows emerging organization of ideas but with resemblance to a list of simple sentences (it is a list of things the writer likes--video games and television specials) [D2]; it uses simple sentence structures only ( *I like Mindcraft [Minecraft]...I also like you tod [youtube]....I like Mostr high the 1e wish is [Monster High: 13 Wishes]* .) [S2]; and vocabulary primarily drawn from the prompt and stimulus [W2]. Thus, the holistic score point for this response is 2. |
| Things I Like To Do | 70001176 | 2+ | 2 | ->3 | ->3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows emerging organization of ideas which resembles a list of sentences [D2]. However, it is tending toward S3 and W3 in that it uses simple and some complex structures (e.g., structures such as *because is fun to play* and *I was playing with my brother* are complex) [->S3] and it uses some vocabulary beyond the prompt (e.g., *laptop, santac lose [Santa Claus], give* ) [->W3]. Thus, the holistic score point for this response is 2+. |
| Things I Like To Do | 13008658 | 3 | NA | NA | NA | This response is best described by the three descriptors from Score Point 3. It shows developing organization including the use of elaboration and detail, though the progression of ideas is not always clear (it elaborates on what activities that the author likes to do and the supporting reasons, but the second half of the response is a little run on with the use of *and...and...and...* ) [D3]; it uses simple and complex sentence structures (e.g.,*I like wen [when] I see the funny pictures* is complex.) [S3]; and some vocabulary beyond the prompt (e.g.,*fun, laff [laugh], smarter, enjoy* ) [W3]. Thus, the holistic score point for this response is 3. |
| Things I Like To Do | 10001282 | 3+ | ->4 | 3 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. While it has organized text presenting a clear progression of ideas (it introduces the writer's favorite place and then lists the reasons it is fun, ending with two concluding sentences) [->D4], it uses simple and some complex sentence structures (the phrases *it is my favorite place to go, don't forget thats a birthday place* add complexity) [S3] and only some vocabulary beyond the prompt (e.g., *boncey castels [bouncey castles], rock climbing, make new friends, enjoy, don't forget* ) [W3]. Thus, the holistic score point for this response is 3+. |

| Prompt | ID | Score | | | | Description |
|---|---|---|---|---|---|---|
| Things I Like To Do | 50001643 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It consists of organized text that presents a clear progression of ideas (it has a clear topic sentence and then elaborates using *first, next, therd [third],* and *last* to effectively elaborate) [D4]; it uses both complex and some simple sentence structures [S4]; and finally, it uses a variety of vocabulary beyond the prompt (e.g., *turn on, told, put on* ) [W4]. Thus, the holistic score point for this response is 4. |
| Things I Like To Do | 13002905 | 4+ | 5 | 5 | 4 | This response is best described by descriptors from two adjacent score points. It shows strong organization with the effective use of *because… Another reson [reason]… Also… You can… That's how…* to create a sense of unity [D5]. It uses a variety of sentence structures and has very few grammatical errors [S5]. Finally, the response uses a variety of vocabulary (e.g., *brain, grow strong, funny, game, remeber [remember]*) although it also uses *stuf* and *things* to convey the intended meaning [W4]. Thus, the holistic score point for this response is 4+. |
| Life Cycle of a Frog | 20001115 | Nonscoreable | NA | NA | NA | This response is best described by the nonscoreable criteria. The response consists only of language that is copied verbatim from the stimulus (i.e., *frog eggs, tadpole with on [no] legs, tadpole with tow [two] legs, frog with four legs* are copied from the captions under the pictures in the prompt). Thus, the scoring rule for nonscoreable responses applies. |
| Life Cycle of a Frog | 12042983 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. The response consists of minimal text which represents ideas (most of the responses are copied verbatim from the stimulus and prompt, except for is jump up) [D1], and it only uses words and phrases (is jump up) [S1]. Finally, the response is limited to high frequency vocabulary or words copied from the prompt (e.g., is jump up) [W1]. Thus, the holistic score point for this response is 1. |
| Life Cycle of a Frog | 10001114 | 1+ | ->2 | 2 | 3 | This response is best described by three descriptors from two adjacent whole score points. It shows emerging organization of ideas (some ideas related to the cycle of change are provided such as *grw [grow] fet [feet], changes to a frog, lev [lay] mor [more] egg* ) [->D2], but is composed primarily words and short phrases rather than complete sentences [S1]. Finally, the response includes vocabulary primarily drawn from the stimulus and prompt [W2]. Thus, the holistic score point for this response is 1+. |
| Life Cycle of a Frog | 10000827 | 2 | NA | NA | NA | This response is best described by the three descriptors from Score Point 2. It shows emerging organization of ideas but with resemblance to a list of simple sentences (e.g., *thay [they] have eyes; thay [they] have tail; thay [they] jump)* [D2]; simple sentence structures only [S2]; and vocabulary primarily drawn from the prompt and stimulus [W2]. Thus, the holistic score point for this response is 2. |
| Life Cycle of a Frog | 10001576 | 2+ | 2 | ->3 | ->3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows emerging organization of ideas (some ideas are expressed, but not clearly enough to see elaboration and detail) [D2]. However, it also includes simple and some complex structures (e.g., sentences such as *A frog is a [ ] that swim in the water* and *They have legs to swim by the water* are complex, though there are noticeable grammatical errors in the use of the prepositions) [->S3] in addition to some vocabulary beyond the prompt (e.g., *5 fit [feet] away* ) [->W3]. Thus, the holistic score point for this response is 2+. |
| Life Cycle of a Frog | 10001051 | 3 | NA | NA | NA | This response is best described by the three descriptors from Score Point 3. It shows developing organization (discussing what is different) including the use of elaboration and detail, though the progression of ideas is not always clear (it shifts topics from frog, to egg, to tadpole without any overall organization) [D3]; it uses simple and complex sentence structures (e.g., *a frog swim in the water* is complex because it uses the prepositional phrase *in the water* ) [S3]; and some vocabulary beyond the prompt (e.g., *water, look, big, baby* ) [W3]. Thus, the holistic score point for this response is 3. |
| Life Cycle of a Frog | 20001605 | 3+ | 4 | 3 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows organized text that presents a clear progression of ideas (it provides a clear description about the life cycle of a frog; it uses *first, next,* and *then* to effectively facilitate the progression of ideas) [D4], but only simple and some complex sentence structures (the following sentences are complex with the use of the prepositional phrase beginning with *with*: *the tadpole has two legs with a tail; the frog has spots with no tail and jump* ) [S3] and some vocabulary beyond the prompt (e.g., *next, lay, hatch* ) [W3]. Thus, the holistic score point for this response is 3+. |
| Life Cycle of a Frog | 20000681 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It consists of organized text that presents a clear progression of ideas (it uses *first, next, then,* and *finally* effectively to transition between ideas and concludes with a comparision of the frog and tadpole) [D4]. It has complex and some simple sentence structures (most of the sentences are complex due to the use of prepositional phrases) [S4]. Finally, it uses a variety of vocabulary beyond the prompt (e.g., *becomes, land, water, big, small* ) [W4]. Thus, the holistic score point for this response is 4. |
| Life Cycle of a Frog | 13002726 | 4+ | ->D5 | 4 | 5 | This response is best described by three descriptors from two adjacent score points. The response is beginning to show strong organization with the effective use of *Then… Soon… When it's winter…* but does not fully reach D5 due to the reliance on *and* to connect ideas [->D5]. The response uses many complex sentence structures, such as *take it's frost brethe [first breath] of air* and *when it's winter it hibernates in the leaf's [leaves]* [S4]. Finally, the response uses a wide range of vocabulary with ease (e.g., *shrink, brethe [breath], air, deper [deeper], woods, hibernates, life sicle [cycle]* ) [W5]. Thus, the holistic score point for this response is 4+. |
| Life Cycle of a Frog | 13010128 | 5 | NA | NA | NA | This response is best described by the three descriptors at Score Point 5. The response shows strong organization with the effective use of sequencing language, the use of *like* to give examples, and the use of *So...* to provide closure [D5]. The response uses a variety of sentence structures with very few grammatical errors [S5], and uses a wide range of vocabulary with ease (e.g., *detells [details], show up, able to swim, disapears [disappears], turns into, nice looking, very high* ) [W5]. Thus, the holistic score point for this response is 5. |
| A Race at the Park | 12018020 | NS | NA | NA | NA | This response is nonscorable because the only text present ( *rbto* ) is completely incomprehensible with no evidence of interaction with the prompt. Thus, the scoring rule for nonscorable applies. |

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|---|---|---|---|---|---|---|
| A Race at the Park | 15520887 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. It shows text that appears to represent ideas, though only small pieces are comprehensible [D1]. While a few words and possibly some phrases are comprehensible, no complete sentences are clearly apparent [S1], and the words are limited to those from the stimulus and prompt or high frequency words (*the res [race], in*) [W1]. Thus, the holistic score point for this response is 1. |
| A Race at the Park | 15156116 | 1+ | D1 | S2 | W1 | This response is best described by three descriptors from two adjacent whole score points. It shows minimal text that represents ideas (one short sentence about what happened during the race day) [D1]. It has a complex sentence structure (the use of infinitive in *Jenna help her friend to fix his bike*.) [S2]. Finally, it has words that are limited to high frequency words or words from the prompt and stimulus (e.g., *firend [friend], help*, *fix*, *bike*) [W1]. Thus, the holistic score for this response is 1+. |
| A Race at the Park | 15520917 | nd some comp | NA | NA | NA | This response is best described by three descriptors at Score Point 2. It has a list of simple sentences [D2] interspersed with lists of words copied from the stimulus. Note that although there is a large amount of text, much of it is copied from the stimulus. All sentences in the response are simple [S2], and the vocabulary is primarily drawn from the stimulus (e.g., *fix, bike, broken, race*) [W2]. Thus, the holistic score point for this response is 2. |
| A Race at the Park | 15520907 | 2+ | ->D3 | S2 | W2 | This response is best described by three descriptors from two adjacent score points. The text is beginning to show some elaboration and detail by narrating the story from the beginning to the end [->D3], and consists of primarily sentences with some attempts at more complexity [S2]. The vocabulary in the response is primarily drawn from the stimulus (e.g., *help, fix, bike, chain, practice, finish*) [W2]. Thus, the holistic score point for this response is 2+. |
| A Race at the Park | 15520923 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. It has developing organization, effectively using *first, next, then, last* from the prompt [D3]. It uses simple and some complex sentences (e.g., *Last, she is ready to start.*) [S3], and there is some vocabulary beyond the stimulus (e.g., *tomorrow, ready, won*) [W3]. Thus, the holistic score point for this response is 3. |
| A Race at the Park | 15520884 | 3+ | D4 | S3 | W3 | This response is best described by three descriptors from two adjacent score points. It has organized text with a clear progression of ideas [D4], as well as simple and some complex sentences (e.g., *Then Jenna raced with the boys* is complex) [S3]. It also uses some vocabulary from beyond the prompt (e.g., *broke, practiced, racing*; note that although *broken, practice,* and *race* are in the prompt, their accurate using in different forms demonstrates a higher level of language) [W3]. Thus, the holistic score point for this responses is 3+. |
| A Race at the Park | 15520910 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. The text is organized with a clear progression of ideas, telling the story effectively, including ending it without reliance on the language from the prompt (e.g., *First, next, then, last*) [D4]. It has many complex sentences (e.g., *Next Jenna dad help her to fix the chain; The boy that was holding the yellow bike chain came out*) [S4]. Finally, it uses a variety of vocabulary beyond the prompt which generally conveys the intended meaning (e.g., *fall out, ready, get off, the really last part*) [S4]. Thus, the holistic score point for this response is 4. |
| A Race at the Park | 15520913 | 4+ | D4 | ->S5 | ->W5 | This response is best described by three descriptors from two adjacent score points. The text is organized with a clear progression of ideas [D4]. It consists of primarily complex sentences and includes a variety of sentence structures [->S5]. Finally, it uses a wide range of vocabulary beyond the Yprompt (e.g., *put bake [put back], beat, is the winner, flag*), although not always with ease [->W5]. Thus, the holistic score point for this response is 4+. |
| A Race at the Park | 15520886 | 5 | NA | NA | NA | This response is best described by the three descriptors at Score Point 5. The text shows strong organization and is clearly appropriate to the context, using language such as *One day... Ready set go... I will help you she said* to create a story. [D5]. The text shows a variety of sentence structures and has very few grammatical errors [S5]. Finally, the response uses a wide range of vocabulary with ease (e.g., *getting ready, starting line, ready set go, stoped [stopped] to help*) [W5]. Thus the holistic score point for this response is 5. |

| Theme ID | Folder Title | Lithocode | Score | D-level | S-level | W-level | Explanation |
|---|---|---|---|---|---|---|---|
| W23A_SI_WritingTime_P100 | Writing Time | 10001611 | Nonscoreable | NA | NA | NA | This response is best described by the nonscoreable criteria. The response consists only of verbatim copied text that is from the prompt. Thus, the scoring rule for nonscoreable responses applies. |
| W23A_SI_WritingTime_P100 | Writing Time | 40001621 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. The response consists of minimal text that represents an idea or ideas [D1]; primarily words, chunks of language, and short phrases rather than complete sentences [S1]; and high-frequency words and reformulated expressions from the prompt (*the*, *book*, *clock*) [W1]. Thus, the holistic score point for this response is 1. |
| W23A_SI_WritingTime_P100 | Writing Time | 24043782 | 1+ | D1 | S2 | W1 | This response is best described by three descriptors from two adjacent score points. The response matches the task-specific scoring notes at the Discourse Level, with a single sentence (i.e., *the [they] are reben [reading]*) [D1]. The response includes a simple sentence [S2], and contains only high frequency vocabulary [W1]. Thus, the holistic score point for this response is 1+. |
| W23A_SI_WritingTime_P100 | Writing Time | 21002048 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. The response consists of two sentences, which demonstrates emerging organization per the task-specific scoring notes [D2]. The response uses simple sentence structures [S2], and uses general vocabulary (e.g., *droing [drawing], pepar [paper]*) [W2]. Thus the holistic score point for this response is 2. |
| W23A_SI_WritingTime_P100 | Writing Time | 10000610 | 2+ | 3 | 2 | ->3 | This response is best described by three descriptors that come from two adjacent score points. It shows developing organization of ideas (per task-specific notes, three sentences is considered developing organization) [D3]. However, all the sentence structures are simple [S2]. It also includes general vocabulary (*writing, paper, pencil*) and some specific vocabulary (*eresing [erasing], board*) [->W3]. Thus, the holistic score point for this response is 2+. |
| W23A_SI_WritingTime_P100 | Writing Time | 10001296 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. It shows developing organization including the use of elaboration and detail (per task-specific notes, this is realized with three sentences) [D3]; includes simple and complex sentence structures (e.g., prepositional phrase *on the paper* makes the third sentence complex); and includes specific vocubulary beyond the stimulus and prompt (*white bored [board]*, *slide*, *flip[p]ing the page*, *ereasing [erasing]*) [W3]. Thus, the holistic score point for this response is 3. |
| W23A_SI_WritingTime_P100 | Writing Time | 21011422 | 3+ | D3 | S4 | W3 | This response is best described by three descriptors from two adjacent score points. The response consists of three sentences, which demonstrates developing organization per the task-specific score notes [D3]. All of the sentences are considered complex, with the use of the prepositional phrases *to the teacher*, *in the whitebord [whiteboard],* and *with pencil and papers* demonstrating complexity [S4]. Finally, the response uses some specific vocabulary beyond the prompt (e.g., *brockin in haf [broken in half], whitebord [whiteboard]*) [W3]. Thus, the holistic score point for this response is 3+. |
| W23A_LA_Umbrella_203_P100_A302 | Sharing an Umbrella | 24043179 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. The response consists of minimal text which represents ideas [D1], and it uses only single words [S1]. Finally, the response is limited to high frequency vocabulary (e.g., *bus, mom, book*) [W1]. Thus, the holistic score point for this response is 1. |
| W23A_LA_Umbrella_203_P100_A302 | Sharing an Umbrella | 20000632 | 1+ | 1 | ->2 | 1 | This response is best described by descriptors at two adjacent score points. It has minimal comprehensible text that represents ideas [D1]. Although it attempts to go beyond words, chunks of language, and short phrases, it does not quite reach S2 due to the lack of comprehensibility in its simple sentence attempts [->S2]. The distinguishable English words are limited to high frequency words (*get, p[e]rson, bus, hom[e]*) [W1]. Thus, the holistic score point for this response is 1+. |
| W23A_LA_Umbrella_203_P100_A302 | Sharing an Umbrella | 70000693 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. The text shows emerging organization of ideas, but as a list of simple sentences with heavy dependence on the stimulus and prompt (i.e., reliance on the *have umbrella* construction) [D2]. It includes simple sentence structures [S2] and the vocabulary is primarily drawn from the stimulus and prompt (*girl, umbrella*) [S2]. Thus, the holistic score point for this response is 2. |
| W23A_LA_Umbrella_203_P100_A302 | Sharing an Umbrella | 10000694 | 2+ | 2 | 2 | ->3 | This response is best described by descriptors at two adjacent score points. The text shows emerging organization of ideas [D2], and the text is characterized by simple sentence structures [S2]. However, some vocabulary beyond the prompt is used, though some are with invented spellings (*two*, *sad, flor [floor], bkos [because]*, *haf [have]*, *wat [wet]*, *gav [gave], hap[py]*) [-->W3]. Thus, the holistic score point for this response is 2+. |
| W23A_LA_Umbrella_203_P100_A302 | Sharing an Umbrella | 60000629 | 3 | NA | NA | NA | This resonse is best described by the three descriptors at Score Point 3. The text shows developing organization including the use of elaboration and detail, although the progression of ideas isn't always clear (e.g., story conclusion) [D3]. Simple and complex sentence stuctures are used (e.g., prepositional phrase in *the pe[o]ple was wa[i]ting for the bus*, and *the girl and boy give hes [his] umbrella to pe[o]ple*) [S3], as well as some vocabulary beyond the stimulus and prompt (*wa[i]ting for the bus*, *happy*, *libery [library]*). Thus, the holistic score point for this response is 3. |
| W23A_LA_Umbrella_203_P100_A302 | Sharing an Umbrella | 30001081 | 3+ | 4 | 3 | 3 | This response is best described by descriptors at two adjacent score points. The text is organized and presents a clear progression of ideas demonstrating an awareness of context (use of *one day* to begin the story, use of dialogue *"thank you, thank you"* to capture story resolution) [D4]. However, it only uses simple and some complex (e.g., prepositional phrase in *and the girl walk to them*) sentence structures [S3], and although it uses some vocabulary beyond the stimulus and prompt such as *rain*, *paper*, and *walk*, usage is noticeably awkward at times (*floor* for *ground*, *throw the paper*) [W3]. Thus, the holistic score point for this response is 3+. |

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|---|---|---|---|---|---|---|---|
| W23A_LA_Umbrella_203_P100_A302 | Sharing an Umbrella | 21012170 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It has a clear progression of ideas, with the use of language such as *then* and *so* to tell the story, and demonstrates an awareness of context through the use of dialogue [D4]. The response uses primarily complex sentences [S4], and uses a variety of vocabulary beyond the stimulus (e.g., *sidewalk, covering thereself [themselves], sher [sure]*) [W4]. Thus, the holistic score point for this response is 4. |
| W23A_MS_GiraffeCheetah_P100 | Grassland Animals | 21009514 | NS | NA | NA | NA | This response is considered nonscorable because it consists only of a single word, *giraffe*, which has been copied from the stimulus text. |
| W23A_MS_GiraffeCheetah_P100 | Grassland Animals | 10000351 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. The response consists of minimal text that represents an idea or ideas [D1]; primarily words, chunks of language, and short phrases rather than complete sentences [S1]; and reformulated expressions from the stimulus and prompt (*spots, fur, tallest, animal, tree, tail, shorter*) [W1]. Thus, the holistic score point for this response is 1. |
| W23A_MS_GiraffeCheetah_P100 | Grassland Animals | 40000396 | 1+ | 1 | ->2 | 1 | This response is best described by descriptors at two adjacent score points. At the Discourse Level, the response can be characterized as minimal text that represents an idea or ideas [D1], but there is also evidence of simple sentence structures (e.g., *The height is 16*) [->S2]. This response includes mostly reformulated expressions from the stimulus and prompt (*cheetah, grassland, height, 16*) [W1]. Thus, the holistic score point for this response is 1+. |
| W23A_MS_GiraffeCheetah_P100 | Grassland Animals | 60000048 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. The text shows emerging organization of ideas resembling a list of simple sentences (e.g., repetition of *The [insert animal] is veri [very] big* structure) [D2]; at the Sentence Level, simple sentence structures are employed; and vocabulary is primarily drawn from the stimulus and prompt (*giraffe, cheetah, 4 feet, humans*) [W2]. Thus, the holistic score point for this response is 2. |
| W23A_MS_GiraffeCheetah_P100 | Grassland Animals | 50000236 | 2+ | 2 | ->3 | 3 | This response is best described by descriptors at two adjacent score points. The text shows emerging organization of ideas but with heavy dependence on the stimulus and prompt and resembling a list of simple sentences [D2], and goes beyond simple sentence structures by attempting to use an infinitive (*but the cheetah did not like [to] eat tree*) [->S3]. There is also some vocabulary beyond stimulus and prompt (*smlle [smaller], baby, long, eat*) [W3]. Thus, the holistic score point for this response is 2+. |
| W23A_MS_GiraffeCheetah_P100 | Grassland Animals | 10000001 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. The text has developing organization including the use of elaboration and detail (e.g., introductory sentence, followed by similarities using both *both* and *too*, followed by differences juxtaposed with *but*) [D3]. It uses simple and some complex sentence structures (e.g., *taller than the cheetah*) [S3] and some vocabulary beyond the stimulus and prompt (*long, eats, le[a]ves, meat*) [W3]. Thus, the holistic score point for this response is 3. |
| W23A_MS_GiraffeCheetah_P100 | Grassland Animals | 24038010 | 3+ | D3 | ->S4 | W4 | This response is best described by three descriptors from two adjacent score points. The response shows developing organization with the use of the sentence *Anamals [Animals] and human aren't the same* to provide closure, and shows elaboration by providing multiple reasons that they are not the same [D3]. The response has an even mix of simple and complex sentences, with *They do not live in the same Habitat and don't survive together* and *They don't eat the same things at the same time as an human bean [being] does* showing complex structures (e.g., prepositional phrases, ellipsis) [->S4]. Finally, the response uses a variety of vocabulary beyond the stimulus (e.g., *survive, together, same time, human bean [being]*) [W4]. Thus, the holistic score point for this response is 3+. |
| W23A_MS_GiraffeCheetah_P100 | Grassland Animals | 31003477 | 4 | NA | NA | NA | This response is best described by the three descriptors in Score Point 4. It shows organized text with a clear progression of ideas (it clearly explains the similarities and differences between the two animals by having an introductory sentence and supporting details) [D4]. It contains primarily complex sentence structures whose occasional grammatical errors do not interfere with overall comprehensibility (e.g., *Some of their differnts [differences] are that the cheetah is faster, shorter adn the fur is much softer.* and *Now somethings [some things] that they both are that yellow and brown, they both have spots and they both have one tail.* have complex sentence structures.) [S4]. It uses a variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning (e.g., *softer, taller, slower*) [W4]. Therefore, the holistic score for this response is 4. |
| W23B_SI_GrownUpJobs_203_P100_A302 | When I Grow Up | 22058647 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. The response consists of minimal text which represents ideas [D1], and it only uses words and phrases (e.g., to work, people, to learn) [S1]. Finally, the response is limited to high frequency vocabulary (e.g., work, because, learn, people) [W1]. Thus, the holistic score point for this response is 1. |
| W23B_SI_GrownUpJobs_203_P100_A302 | When I Grow Up | 25106398 | 1+ | D1 | S2 | W1 | This response is best described by three descriptors from two adjacent score points. The response consists of minimal text, with some parts of it being comprehensible [D1]. It includes a simple sentence (i.e., *you can run*) [S2], and uses only high frequency vocabulary (e.g., *you, can, run*) [W1]. Thus, the holistic score point for this response is 1+. |

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| W23B_SI_GrownUpJobs_203_P100_A302 | When I Grow Up | 20001234 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. The text shows emerging organization of ideas but with heavy dependence on the stimulus and prompt [D2]. The sentence structures used are simple [S2], and the vocabulary is primarily drawn from the stimulus and prompt (*firefighters*, *help*, *happy*) [W2]. Thus, the holistic score point for this response is 2. |
| W23B_SI_GrownUpJobs_203_P100_A302 | When I Grow Up | 60001539 | 2+ | 2 | ->3 | ->3 | This response is best described by descriptors at two adjacent score points. The text shows emerging organization of ideas but with heavy dependence on the stimulus and prompt [D2]. However, the response includes evidence of both simple and complex sentence structures (e.g., prepositional phrase *at school*, infinitive structure in *I help people learn at school*, and possible indirect object in *git [get] good grad[es] gis [gives?] people jobs*) [->S3]. The vocabulary is primarily drawn from the stimulus and prompt (*teacher, grad [grade], jods [jobs]*) [->W3]. Thus, the holistic score point for this response is 2+. |
| W23B_SI_GrownUpJobs_203_P100_A302 | When I Grow Up | 40001383 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. At the Discourse Level, the text shows developing organization including the use of elaboration and detail [D3], while at the Sentence Level, simple and some complex (e.g., infinitive + propositional phrase in *I want to save people from bad people*) sentence structures are used [S3]. This response also includes some vocabulary beyond the stimulus and prompt (*policeman*, *crountrerys [countries]*, *save*, *bad*) [W3]. Thus, the holistic score point for this response is 3. |
| W23B_SI_GrownUpJobs_203_P100_A302 | When I Grow Up | 23028098 | 3+ | 3 | 4 | 4 | This response is best described by three descriptors from two adjacent score points. It shows developing organization with details, but the progression of ideas is not always clear (the response has reasons to support why the student wants to be a soccer player, but the reasons are connected by and...also) [D3]. It has primarily complex sentence structures, with the infinitives and prepositional phrases being counted as complex for Gr 23 students [S4]. Finally, it has a variety of vocabulary beyond the stimulus and prompt (e.g., back yard, goley, out feilder [outfielder]) [W4]. Thus, the holistic score point for this response is 3+. |
| W23B_SI_GrownUpJobs_203_P100_A302 | When I Grow Up | 60001014 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It demonstrates organized text that presents a clear progression of ideas demonstrating an awareness of context [D4]; uses complex (e.g., conditional + infinitive in *If you are going to be a vet you have to be careful with the animals*) and simple sentence structures with occasional grammatical errors that don't generally interfere with comprehensibility [S4]. Finally, this response uses a variety of vocabulary beyond the stimulus and prompt (*vet*, *animals*, *save pets, get to see, touch*, *careful*) [W4]. Thus, the holistic score point for this response is 4. |
| W23B_SI_GrownUpJobs_203_P100_A302 | When I Grow Up | 60001350 | 4+ | ->5 | ->5 | 4 | This response is best described by three descriptors from two adjacent score points. It demonstrates strong organization of text (it presents a lot of elaborated reasonings about why being a teacher is good, although there are some minor errors in the use of transitional words, e.g., using *next* after *last but not lest [least]*) [->D5], and uses complex (e.g., auxiliary + prepositional phrase in *Then, they can have fun with there [their] friends by working together*) and simple sentence structures with very few grammatical errors [->S5]. It includes a variety of basic vocabulary beyond the stimulus and prompt (*math*, *reading*, *sma[r]ter*, *each garde [grade]*, *stuck on*) [W4], but not enough to be considered a wide range of vocabulary. Thus, the holistic score point for this response is 4+. |
| W23B_SI_GrownUpJobs_203_P100_A302 | When I Grow Up | 40001348 | 5 | NA | NA | NA | This response is best described by the three descriptors at Score Point 5. It exemplifies strong organization of text that supports an overall sense of unity, appropriate to context [D5], and uses a variety of sentence structures with very few grammatical errors (e.g., post-predicative clause + uncommon connector in *because doctors check people's heart and see how much they have been growing*) to add detail [S5]. The response includes a wide range of vocabulary beyond the stimulus and prompt, used appropriately and with ease (*check*, *to work __as__ a doctor*, *making...feel better, heart*, *sometimes, shots*, *kids, audults [adults], coldness*, *winter*) [W5]. Thus, the holistic score point for this response is 5. |
| W23C_MS_Plants_MaBaPaLe_P100_A203 | Growing a Plant | 20001451 | Nonscoreable | NA | NA | NA | This response is best described by the nonscoreable criteria. The response consists only of verbatim copied text that is related to the prompt. Thus, the scoring rule for nonscoreable responses applies. |
| W23C_MS_Plants_MaBaPaLe_P100_A203 | Growing a Plant | 10000603 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. The response consists of minimal text that represents an idea or ideas [D1]; primarily words, chunks of language, and short phrases rather than complete sentences [S1]; and reformulated expressions from the stimulus and prompt (*soil*, *bloom*, *sunlight*, *day*, *grow*, *water*, *wet*, *plant*) [W1]. Thus, the holistic score point for this response is 1. |
| W23C_MS_Plants_MaBaPaLe_P100_A203 | Growing a Plant | 25106398 | 1+ | D1 | S2 | W2 | This response is best described by three descriptors from two adjacent score points. The response consists of minimal text, a single sentence which represents an idea [D1]. It consists of a simple sentence (i.e., *The seeds gos [grows] to a sten [stem]*) connected to additional phrases with the simple connector *and* [S2], and uses vocabulary drawn from the stimulus (e.g., *seed, pant [plant], flower*) [W2]. Thus, the holistic score point for this response is 1+. |
| W23C_MS_Plants_MaBaPaLe_P100_A203 | Growing a Plant | 10001436 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. The text shows emerging organization of ideas but with resemblance to a list of simple sentences [D2]; simple sentence structures are used [S2]; and vocabulary is primarily drawn from the stimulus and prompt (*Day 1*, *Day 5*, etc.; *flower*) [W2]. Thus, the holistic score point for this response is 2. |

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| W23C_MS_Plants_MaBaPaLe_P100_A203 | Growing a Plant | 70000840 | 2+ | 2 | 3 | ->3 | This response is best described by three descriptors from two adjacent score points. At the Discourse Level, the text shows emerging organization of ideas resembling a list of simple sentences (*And…*) [D2], but at the Sentence Level, both simple and some complex structures (e.g., infinitive *to buy*, infinitive + prepositional phrase in *and you have to put the pot in the windoor [window]* are used [S3]. The vocabulary is primarily drawn from the stimulus and prompt (*seeds*, *water*, *ruler*, *soil*, *grow*) but includes some prominent words beyond (*buy*, *bag*, *pot*) [->W3]. Thus, the holistic score point for this response is 2+. |
| W23C_MS_Plants_MaBaPaLe_P100_A203 | Growing a Plant | 25291495 | 3 | NA | NA | NA | The response is best described by the three descriptors at Score Point 3. The response shows developing organization with the use of *On Day…* to sequence the ideas and *and* to connect ideas [D3]. It uses simple and some complex sentence structures (e.g., *turned in to a flower* demonstrates complexity in the final sentence) [S3]. Finally, the response uses some vocabulary beyond the stimulus (e.g., *someone, grew, watered, tall*) [W3]. Thus, the holistic score point for this response is 3. |
| W23C_MS_Plants_MaBaPaLe_P100_A203 | Growing a Plant | 40000865 | 3+ | ->4 | 3 | 3 | This response is best described by three descriptors from two adjacent score points. At the Discourse Level, the text goes beyond developing organization including the use of elaboration and detail, though the progression of ideas still isn't always clear (e.g., awkward use of sequencing markers *First* and *Next* to talk about the supplies needed results in a somewhat disjointed jump to describing what happens on Day 1) [->D4]. However, only simple and some complex sentence structures are used (e.g., conditional + infinitive in *if you want a flower to grow you need seeds* is complex) [S3] in addition to some vocabulary beyond the stimulus and prompt (sequencing markers *first*, *next*) [W3]. Thus, the holistic score point for this response is 3+. |
| W23C_MS_Plants_MaBaPaLe_P100_A203 | Growing a Plant | 10001443 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It shows organized text that presents a clear progression of ideas (it clearly describes the process of how a plant grows from a seed to a flower) [D4], complex and some simple sentence structures (all sentences are complex) [S4], and a variety of vocabulary from beyond the prompt (e.g., *put, in the sunlight, wait, first, second, third*) [W4]. Thus, the holistic score point for this response is 4. |
| W23C_MS_Plants_MaBaPaLe_P100_A203 | Growing a Plant | 25243709 | 4+ | 5 | 5 | 4 | This response is best described by three descriptors from two adjacent score points. It shows strong organization of text (it coherently describes all the procedures for growing the plant) [D5]. It has a variety of sentence structures with very few grammatical mistakes (e.g., When they finished that....; They also put a ruler...so that...; The person who is growing this plant is waiting for it to bloom into a very beautiful and pretty flower.) [S5]. Finally, it has a variety of vocabulary from beyond the stimulus and prompt, but sometimes language is not used appropriately (e.g., the word stop in He is waiting and waiting and stop; the phrase all of his hard work has bloomed into a flower) [W4]. Thus, the holistic score point for this response is 4+. |
| W23C_MS_Plants_MaBaPaLe_P100_A203 | Growing a Plant | 70000903 | 5 | NA | NA | NA | This response is best described by the three descriptors at Score Point 5. At the Discourse Level, the response exemplifies strong organization of text that supports an overall sense of unity (e.g., focus on the agency of the person responsible for growing the flower) appropriate to context [D5]. The response also contains a variety of sentence structures with very few grammatical errors [S5], in addition to a wide range of vocabulary beyond the stimulus and prompt (*water can*, *beside*, *full size*, *take good care*) [W5]. Thus, the holistic score point for this response is 5. |
| W23C_IT_LibrarySale_401 | World Cultures Day | 25230539 | NS | NA | NA | NA | This response is nonscorable because all the text is copied verbatim from the word box. Thus, the scoring rule for nonscorable applies. |
| W23C_IT_LibrarySale_401 | World Cultures Day | **cannot find** | 1 | NA | NA | NA | |
| W23C_IT_LibrarySale_401 | World Cultures Day | 25049240 | 1+ | D1 | S2 | W1 | This response is best described by three descriptors from two adjacent whole score points. It shows minimal text that represents ideas (they went to the library and something was cancelled.) [D1]. It has one simple sentence structure and one incomplete sentence (*first they wet [went] ot [to] library* is a simple sentence.) [S2]. Finally, it has words that are limited to high frequency words or words from the prompt and stimulus (e.g., *first, next, canceled [cancelled]*) [W1]. Thus, the holistic score for this response is 1+. |
| W23C_IT_LibrarySale_401 | World Cultures Day | 23056903 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. It has emerging organization with a list of simple sentence structures (the dad and girl did this and the mom and the boy did that) [D2]. All sentences in the response are simple [S2], and the vocabulary is primarily drawn from the stimulus (e.g., *kites, storytelling*) [W2]. Thus, the holistic score point for this response is 2. |
| W23C_IT_LibrarySale_401 | World Cultures Day | 25540336 | 2+ | D2 | S3 | W3 | This response is best described by three descriptors from two adjacent score points. It shows emerging organization, with events from the story strung together using the simple connector *and* [D2]. It has both simple and complex sentences, with the infinitive *to* and prepositions (i.e., *to, at*) demonstrating some complexity [S3]. Finally, it includes some vocabulary beyond the stimulus (e.g., *looking at, classroom*) [W3]. Thus, the holistic score point for this response is 2+. |
| W23C_IT_LibrarySale_401 | World Cultures Day | 23025100 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. It has developing organization, effectively using *but* and *next* to connect ideas [D3]. It uses simple and some complex sentences (e.g., *They went to see the band* is complex) [S3], and there is some vocabulary beyond the stimulus (e.g., *went, inside, saw, band*) [W3]. Thus, the holistic score point for this response is 3. |

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| W23C_IT_LibrarySale_401 | World Cultures Day | 25541285 | 3+ | D4 | S3 | W3 | This response is best described by three descriptors from two adjacent score points. The text is organized with a clear progression of ideas, with the effective use of *because…* and *now…* to provide elaboration [D4]. The response uses simple and some complex sentences (e.g., *Finally they come together and talk about what they do now* is complex) [S3]. Finally, the response uses some vocabulary beyond the stimulus (e.g., *together, talk about, happy*) [W3]. Thus, the holistic score point for this response is 3+. |
| W23C_IT_LibrarySale_401 | World Cultures Day | 25540288 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It has a clear progression of ideas, with the use of language such as *so…* and *because…* to clearly connect ideas [D4]. The response uses complex sentences throughout, such as *Then when they got there on the consert [concert] door it said cancled* and *So they decided to look at the poster and choose because they had nothing to do* [S4]. Finally, it uses a variety of vocabulary beyond the stimulus (e.g., *parents, door, nothing to do, picks*) [W4]. Thus, the holistic score point for this response is 4. |
| W23C_IT_LibrarySale_401 | World Cultures Day | 25541286 | 4+ | D4 | S5 | W4 | This response is best described by three descriptors from two adjacent score points. It has a clear progression of ideas, with the effective use of language such as *so…* and *because…* to tell the story [D4]. The response uses a variety of sentence structures and has no apparent grammatical errors [S5]. The response uses a variety of vocabulary beyond the stimulus (e.g., *walking back, hard to choose*). Thus, the holistic score point for this response is 4+. |
| W23C_IT_LibrarySale_401 | World Cultures Day | 25540337 | 5 | NA | NA | NA | This response is best described by the three descriptors at Score Point 5. It has strong organization and although *but* is slightly overused, the effective use of dialogue to tell the story demonstrates clearly appropriateness to the context of telling a story [D5]. The response uses a variety of sentence structures and the few grammatical errors (e.g., *thinked, feellt*) are minor and do not interfere with comprehensibility [S5]. Finally, the response uses a wide range of vocabulary with ease (e.g., *entrnce [entrance], sign, down the hall, however, disagreed*) [W5]. Thus, the holistic score point for this response is 5. |

| Folder Title | Lithocode | Score | D-level | S-level | W-level | Explanation |
|---|---|---|---|---|---|---|
| Dismissal Rules | 51070809 | Nonscoreable | NA | NA | NA | This response is best described by the nonscoreable criteria. The response consists only of verbatim copied text that is related to the prompt. Thus, the scoring rule for nonscoreable responses applies. |
| Dismissal Rules | 11296422 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. It shows minimal text (a list of phrases) that represents ideas [D1]. It contains phrases rather than complete sentences [S1]. Finally, the vocabulary is limited to high frequency phrases such as *reading the book, line [up at] the door, og [go] home,* and *do math* [W1]. Thus, the holistic score for this response is 1. |
| Dismissal Rules | 21394031 | 1+ | ->2 | ->2 | 1 | This response is best described by three descriptors that come from two adjacent whole score points. At the Discourse Level, this response shows emerging organization by sequencing the two things the student did for dismissal and linking them with the discourse marker *then (The dismissal ruler [rule] is my write down the homework assignment. Then is lane [line] for dismissal)* [->D2]. At the Sentence Level, there are a few attempts at forming complex sentence structures, but all attempted sentences have grammatical errors. It is higher than S1 because meaning can be inferred from attempted sentence structures, but it is lower than S2 because there are no accurately formed simple or complex sentence structures [->S2]. Finally, at the Word Level, this response contains primarily vocabulary that is reformulated from the stimulus and prompt and high frequency words and phrases (e.g., *lane [line] for dismissal*) [W1]. Thus, the holistic score point for this response is 1+. |
| Dismissal Rules | 10799996 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. At the Discourse Level, it shows emerging organization by having multiple ideas that are representend by a list of simple sentences with simple connectors (e.g., *I sitac [sit at] yor [your] chair and I go to my loik [locker] and I yaet [wait] for the bat [?] ...and...* ) [D2]. At the Sentence Level, it contains primarily simple sentence structures that are somewhat clear (*I go to my loik [lock]...I go to the bus*) but meaning is clearly obscured by grammatical errors when attempting beyond these simple sentences [S2]. Finally, this response draws vocabulary primarily from the stimulus and prompt (the second part is copied verbatim and original vocabulary correctly used in Part 1 is limited to *I, yo[u]r, chair, go to, bus,* and *home* ) [W2]. Thus, the holistic score point for this response is 2. |
| Dismissal Rules | 61243269 | 2+ | 3 | 2 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows developing organization by listing the three things that the student does for dismissal and organizing them with *firts [first], then,* and *next* [D3]. However, it contains simple imperative sentence structures only [S2]. Finally, it has some original vocabulary beyond the prompt and stimulus (e.g., *pack your things, clean your table, line up*) [W3]. Thus, the holistic score point for this response is 2+. |
| Dismissal Rules | 50797872 | 3 | NA | NA | NA | This response is best described by three descriptors at Score Point 3. It shows developing organization by providing details about what the student did for dismissal and organizing those details chronologically [D3]. It has mostly simple sentence structures and one complex sentence structure (*I go to line up ready [to] go back home* is complex for using the infinitive structure *to line up*) [S3]. Finally, it contains some original vocabulary beyond the stimulus and prompt, though usage is noticeably awkward at times (e.g., *put things on [in] my bookbag, put my chair up my desk [put my chair on my desk], line up*) [W3]. Thus, the holistic score point for this response is 3. |
| Dismissal Rules | 51243261 | 3+ | 4 | 3 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. The text in part 2 is organized in that all the ideas are clearly sequenced using discourse markers *first, second*, *then, and leater [later]* [D4]. However, at the Sentence Level, this response has mostly simple sentence structures with the exception of the following two examples (*take out something to work on; Then you line up until your bell rings*) [S3]. Finally, at the Word Level, this response contains some original vocabulary that is beyond the stimulus and prompt (e.g., *live [leave] your desk clean, pack up, snack, line up, bell, ring*) [W3]. Thus, the holistic score point for this response is 3+. |
| Dismissal Rules | 41004948 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. The response presents a clear progression of ideas with the effective use of *When… First.. Then…After that… At last…* to sequence the events [D4]. The response uses primarily complex sentences, with the use of *things that we need for home work [homework]* and *we pack up and wait by our tables* demonstrating complexity [S4]. Finally, the response uses a variety of vocabulary to convey the intended meaning (e.g., *homework assignment, pack up, tables, at last, give a hifive [high five]*) [W4]. Thus, the holistic score point for this response is 4. |
| Sharing an Umbrella | `990012026844 | NS | NA | NA | NA | This response appears to be entirely in a language other than English, thus it is considered nonscorable. |
| Sharing an Umbrella | 41326469 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. It consists of minimal text that represents ideas. Although the text is not minimal in volume, it is minimal in that only words and phrases are comprehensible (a jumble of bits and pieces from the stimulus that are repeated multiple times) [D1]. It uses words and phrases only [S1]. Finally, it uses vocabulary consisting of distinguishable English words, limited to high frequency words and reformulated expressions from the prompt [W1]. Thus, the holistic score point for this response is 1. |
| Sharing an Umbrella | `990007925524 | 1+ | D1 | S2 | W2 | This response is best described by three descriptors from two adjacent score points. The response consists of minimal text which represents ideas [D1]. It contains simple sentences, although meaning is somewhat obscured by grammatical errors (e.g., *mom is had a new praper*) [S2]. Finally, the response uses vocabulary primarily drawn from the stimulus (e.g., *boy, umbrella*) [W2]. Thus, the holistic score point for this response is 1+. |
| Sharing an Umbrella | `990012005682 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. The response shows emerging organization of ideas, in the listing of the events of the story without connecting language [D2]. It uses simple sentences throughout and meaning is obscured in many places by grammatical errors (e.g., *den she take a the woman* is difficult to understand) [S2], and uses vocabulary that is primarily drawn from the stimulus and prompt (e.g., *umbrella, boy*) [W2]. Thus, the holistic score point for this response is 2. |
| Sharing an Umbrella | 51243261 | 2+ | 3 | 2 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows developing organization with the use of elaboration and details as evident in the response to Prompt #3 [D3]. However, it has only simple sentences (the use of prepositional phrases *share the umbrella with the mom and the little kid* and *weiting [waiting] on [for] the bus*, as well as the common connector *because* in *because they are weiting [waiting] on [for] the bus* don't make the sentences complex) [S2]. Nonetheless, some of the vocabulary comes from beyond the prompt (*share*, *weiting [waiting]*, *wet*) [W3]. Thus, the holistic score point for this response is 2+. |
| Sharing an Umbrella | `990012997530 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. The response shows developing organization with the use of *first* and *then* to sequence ideas [D3]. It has simple and some complex sentence structures, with the sentences *then the girl and the boy are sharing umbrella because the boy gave the other umbrella to the lady and to the kid* demonstrating complexity [S3]. Finally, the response uses some vocabulary beyond the stimulus (e.g., *their own, walking together, gave, putting, head*) [W3]. Thus, the holistic score point for this response is 3. |

| Prompt | ID | Score | D | S | W | Description |
|---|---|---|---|---|---|---|
| Sharing an Umbrella | 41326154 | 3+ | 4 | 3 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows organized text presenting a clear progression of ideas in the response to Prompt #3 (use of *In a rainy day* to begin, *Then they see*) [D4]. However, it uses simple and only some complex sentence structures (the only complex sentence is the use of an infinitive structure in *A woman and her son are trying to use*) [S3]. Finally, it includes some vocabulary beyond the prompt (*rainy day, bus stop, trying to, kids, get wet*) [W3]. Thus, the holistic score point for this response is 3+. |
| Sharing an Umbrella | 41010532 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. The response is organized, and demonstrates an awareness of the storytelling context with the use of dialogue and the parenthetical phrases (e.g., *Jim, the boy, shared his umbrel [umbrella]...*) [D4]. It uses complex and some simple sentence structures (e.g., complex sentences are: *A boy and girl, (Jim and Peter), saw Mrs. Jay and Jip looking sad. they had no umberella [umbrella] and it started to rained [rain].*) [S4], and uses a variety of vocabulary (e.g., *ether [either], named, started to rained [rain], looking sad, smiled*) [W4]. Thus, the holistic score point for this response is 4. |
| Patterns in Nature | 21243265 | Nonscoreable | NA | NA | NA | This response is best described by the nonscoreable criteria. The response consists only of verbatim copied text that is related to the prompt. Thus, the scoring rule for nonscoreable responses applies. |
| Patterns in Nature | `990007919346 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. The response consists of minimal text that appears to represent ideas, although only parts are comprehensible [D1]. The comprehensible parts consist only of words and short phrases [S1], and the vocabulary is limited to high frequency words (e.g., *they, the, in, so , are, her big, and, one*) [W1]. Thus, the holistic score point for this response is 1. |
| Patterns in Nature | 10777603 | 1+ | 1 | 2 | 2 | This response is best described by three descriptors from two adjacent whole score points. It shows minimal text that represents ideas (*run cheetah; the giraffe have [has] [a] big neck*) [D1]. However, it has phrases and only one complete simple sentence (*the giraffe have [has] [a] big neck*) [S2] and its vocabulary is primarily drawn from the stimulus and prompt [W2]. Thus, the holistic score point for this response is 1+. |
| Patterns in Nature | 20800004 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. It shows emerging organization that resembles a list of simple sentences [D2], chunks of language and simple sentence structures [S2], and vocabulary primarily drawn from the stimulus and prompt. [W2]. Thus, the holistic score point for this response is 2. |
| Patterns in Nature | 41316228 | 2+ | ->3 | 2 | 3 | This response is best described by three descriptors from two adjacent whole score points. It shows developing organization that includes elaboration and detail (it describes the similarities and differences between cheetahs and giraffes, though there are no introductory or concluding sentences) [->D3]. However, it only has simple sentence structures [S2]. Finally, it uses some vocabulary beyond the stimulus and prompt (e.g., *four, long, shart [short], bigger than*) [W3]. Thus, the holistic score point for this response is 2+. |
| Patterns in Nature | 51243268 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. It shows developing organization including elaboration and detail (about the similarities and differences), although the progression of ideas is not always clear (shifting between similarities and differences in Part 3) [D3]. It uses simple and some complex sentence structures (e.g., *At last, there [they] are both fast when they run* and *But the other thing is that giraffe is tall but cheetah is small* are complex sentences), though meaning may be obscured by noticeable grammatical errors (e.g., *But the different part is that giraffe has tall Body [body] and like neck*) [S3]. Finally, it uses some vocabulary beyond the stimulus and prompt (e.g., *body, scale, tall, long, first, then, at last*) [W3]. Thus, the holistic score point for this response is 3. |
| Patterns in Nature | `990006695944 | 3+ | 4 | 3 | 4 | This response is best described by three descriptors from two adjacent score points. The response is organized, using *I am going to write… Now… …are also different in some ways…* to effectively structure the response [D4]. It uses simple and some complex sentence structures (Most sentences are simple, with phrases such as *...the animal that eat plants, ...animals that live in the zoo* demonstrating some complexity) [S3]. Finally, the response uses a variety of vocabulary beyond the prompt (e.g., *meat, deer, tiger, cougar, many more, roar, even, mammals, zoo*) [W4]. Thus, the holistic score point for this response is 3+. |
| Patterns in Nature | 9.90503E+11 | 4 | NA | NA | NA | This response is best described by the three descriptors in Score Point 4. It shows organized text with a clear progression of ideas (Part 3 of the response clearly organizes the similarities and differences between these two animals into two paragraphs. Each paragraph has a topic sentence with supporting details. The supporting details are clearly organized with words such as *one way* and *the last way* .) [D4]. It contains primarily complex sentence structures whose occasional grammatical errors do not interfere with overall comprehensibility (e.g., *One way the giraffe and the cheetah [is] the sme is they both have tails. The last way they both are the same is that they are mammies [mammals].* have complex sentence structures with grammatical errors that do not interfere with overall comprehensibility.) [S4]. It uses a variety of vocabulary beyond the stimulus and prompt, generally conveying their intended meanings (e.g., *liveing [living] in afreci [Africa], almost, one way, last way, mammies [mammals], bite, calm* ) [W4]. Therefore, the holistic score for this response is 4. |
| Field Trip Rules | 70786926 | Nonscoreable | | | | This response is best described by the nonscoreable criteria. The response consists only of verbatim copied text that is from the prompt (*is trip Rules [rules] keep your name tag on*). Thus, the scoring rule for nonscoreable responses applies. |
| Field Trip Rules | 42007596 | 1 | | | | This response is best described by the descriptor at Score Point 1. The response consists of minimal text (a single word that is on-task, as it answers the question posed in the prompt) [D1]. At the Sentence Level, it consists only of a word [S1], and this is a high freqency word [W1]. Thus, the holistic score point for this reponse is 1. |
| Field Trip Rules | `990006716452 | 1+ | D1 | S2 | W2 | This response is best described by three descriptors from two adjacent score points. The response consists of minimal text [D1], and a single sentence [S2]. Finally, it uses vocabulary that is primarily drawn from the stimulus (e.g., *the direction, fallow [fellow]*) [W2]. Thus, the holistic score point for this response is 1+. |
| Field Trip Rules | 41146478 | 2 | | | | This response is best described by the three descriptors at Score Point 2. It shows emerging organization of ideas (it lacks elaboration and detail for why field trip rules are important) [D2], simple sentence structures only (*yes it is importint [important] because they can get hert [hurt]* are two simple sentences joined by *because*) [S2], and vocabulary primarily drawn from the stimulus and prompt [W2]. Thus, the holistic score point for this response is 2. |

| Task | ID | Score | | | | Description |
|---|---|---|---|---|---|---|
| Field Trip Rules | 21332382 | 2+ | 3 | 2 | 2 | This response is best described by three descriptors that come from two adjacent whole score points. It shows developing organization through elaboration and detail (it provides reasons for having field trip rules such as *keep you [your] tag [on] because [you may] lost [lose] your tag. that stay with your buddy [all the] times that [in case] you get lost*; it also has an ending *it [is] important to follow direction[s]*), though the progression of ideas is not always clear (no opening; explanations of why having field trip rules is important appear to be list-like) [D3]. However, it is composed of simple sentence structures only [S2] and the vocabulary is primarily drawn from the stimulus and prompt [W2]. Thus, the holistic score point for this response is 2+. |
| Field Trip Rules | 40790710 | 3 | | | | This response is best described by the three descriptors at Score Point 3. It shows developing organization including the use of elaboration and detail (it has a introduction and a conclusion, but the middle part is list-like) [D3]. It has simple and some complex sentence structures (e.g., *I keep your name tag on to be sef [safe]* is complex), though meaning may be obscured by noticeable grammatical errors, especially toward the end of the response (*Stay with me [your] buddy at all times for [because] you can get los[t] ran [then] you get [hurt] and sai rif [?] buddy*) [S3]. Finally, it uses some vocabulary beyond the stimulus and prompt (e.g., *get hert [hurt], be sef [safe], get los[t]*) [W3]. Thus, the holistic score point for this response is 3. |
| Field Trip Rules | 71146481 | 3+ | 3 | 4 | 4 | This response is best described by three descriptors that come from two adjacent whole score points. It has developing organization including the use of elaboration and detail, though the progression of ideas is not always clear [D3]. However, it does use complex sentence structures in multiple places (*If you don't follow directions you won't get to go to the field trip* and *When you leave your name tag on you nobody [everybody] will know who you are*) [S4] in addition to a variety of vocabulary beyond the prompt, generally conveying the intended meaning (e.g., *get to [do something], make a hard stop, standing up, fly out of your seat, get in trouble*) [W4]. Thus, the holistic score point for this response is 3+. |
| Field Trip Rules | 20552106 | 4 | | | | This response is best described by the three descriptors at Score Point 4. It shows organized text with a topic sentence (*I do think rules are important because they keep you safe*) and clear progression of ideas (nominalizing the rules with *-ing* and making them the subject of the sentences helps create a parallelism in the organization) [D4]. It uses complex sentence structures in multiple places (*Listening and following directions are important bec[a]use if a teacher is telling you something and you are talking you will not hear the teacher*, *Remaining seated while the bus is moving is important because you can fall off your seat if you don't sit*, and *Keeping your name tage [tag] on is important because if you lose your name tage [tag] the teacher will not know your name*) [S4]. Finally, it uses a variety of vocabulary beyond the prompt, conveying the intended meaning (e.g., *fall off your seat, get lost*) [W4]. Thus, the holistic score point for this response is 4. |
| Field Trip Rules | 61333219 | 4+ | 5 | ->5 | ->5 | This response is best described by three descriptors that come from two adjacent whole score points. It has strong organization of text supporting an overall sense of unity (it has a clear introductory sentence, followed by organized details describing the reasons for why each rule is important, and a clear concluding sentence) [D5]. However, it is only tending toward having a variety of sentence structures (multiple sentences start with the same structure *you need to*, but a variety in structures is shown in the second half of the sentences, e.g., *...so you know when to get of [off] the bus....that way, the bus driver can an[n]ounce your name when you have to get of [off].....cause you can hurt yourself if you stand up*) [->S5]. It is also only tending toward W5, containing a variety of vocabulary beyond the stimulus and prompt (*so, for example, get off [of] the bus, an[n]ounce your name, stand up, hurt yourself, to sum it up*), used appropriately [->W5]. Thus, the holistic score point for this response is 4+. |
| Field Trip Rules | 43035940 | 5 | | | | This response is best described by the three descriptors at Score Point 5. It shows strong organization, with the effective use of language such as *In my opinion… I think… The first rule…One of the most important rules… All in all* to provide a sense of unity [D5]. The response uses a variety of sentence structures and has very few grammatical errors [S5]. Finally, the response uses a wide range of vocabulary appropriately (e.g., *distracted, guides, recognize, preventing incidents, injuries, saftey, safe and sound*) [W5]. Thus, the holistic score point for this response is 5. |
| The Planets | 25000067 | Nonscoreable | NA | NA | NA | This response is nonscoreable, because the only text present is *I don't know*, which does not show any evidence of interaction with the prompt. Thus, the scoring rule for nonscoreable responses applies. |
| The Planets | 11198527 | 1 | NA | NA | NA | This response is best described by the three descriptors from Score Point 1. It shows minimal text that respresents ideas [D1], words and phrases only rather than complete sentences [S1], and those words and phrases are limited to high frequency ones drawn from the stimulus and prompt [W1]. Thus, the holistic score point for this response is 1. |
| The Planets | 70786926 | 1+ | 1 | 2 | 1 | This response is best described by three descriptors that come from two adjacent whole score points. It consists of minimal text that represents an idea [D1]. However, it does have one simple sentence (*Earth is Good for people*) [S2]. Finally, it contains distinguishable English words that are reformulated expressions from the stimulus and prompt (*Good for people* is reformulated from *just right for people*) [W1]. Thus, the holistic score point for this response is 1+. |
| The Planets | 11333228 | 2 | NA | NA | NA | The response is best described by the three descriptors at Score Point 2. It shows emerging organization of ideas (it draws some ideas from the chart in the stimulus, but the ideas are not organized) [D2]. It uses phrases (*nicknames and climate, Or the climate*) and some simple sentence structures (*They are sphere. Earth are [has] 1 moon Venus dis [does] not have a moon. the [The] composition is not the same*) [S2]. Finally, its vocabulary is primarily drawn from the prompt (e.g., *sphere, nickname, climate*) [W2]. Thus, the holistic score point for this response is 2. |
| The Planets | 61332379 | 2+ | ->3 | 2 | 2 | This response is best described by three descriptors that come from two adjacent whole score points. It is tending toward developing organization (it has a list of facts comparing Earth and Venus and ends with a concluding sentence, though the presentation of the facts are heavily dependent on the prompt language) [->D3]. It uses simple sentence structures only [S2] and vocabulary primarily drawn from the stimulus and prompt [W2]. Thus, the holistic score point for this response is 2+. |
| The Planets | 11333921 | 3 | NA | NA | NA | The response is best described by the three descriptors at Score Point 3. It shows developing organization because the question at the beginning serves as a topic sentence, which is followed by some detail and elaboration [D3]; mostly simple sentence structures with the exception of one complex sentence with noticeable grammatical errors (*they are only thing that both have same*) [S3]; and some vocabulary from beyond the prompt (e.g., *same, only thing, different*) [W3]. Thus, the holistic score point for this response is 3. |
| The Planets | 61333219 | 3+ | 4 | 3 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows organized text that presents a clear progression of ideas (it includes an introductory and concluding sentence, and the progression of ideas in between is clearly organized by discourse markers such as *for example, next,* and *also*) [D4]. However, it has simple and some complex structures, where sentences are primarily simple, with the exception of the last sentence [S3]. Finally, there is some vocabulary beyond the stimulus and prompt (e.g., *alike, for example, also*). [S3]. Thus, the holistic score point for this response is 3+. |

| | | | | | | |
|---|---|---|---|---|---|---|
| The Planets | 42013285 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. The response presents a clear progression of ideas with the information organized using *These are the differences between…* and *These are the similarities* [D4]. It uses complex sentence structures throughout, with the phrases *..which makes Venus hotter than Earth...*, *Earth and Venus look alike since Venus is Earth's Twin* demonstrating complexity [S4]. Finally, the response uses a variety of vocabulary beyond the prompt (e.g., *while, none, which makes, hotter, alike*) [W4]. Thus, the holistic score point for this response is 4. |
| The Planets | 43062366 | 4+ | D4 | S5 | W4 | This response is best described by three descriptors from two adjacent score points. The response is organized with a clear progression of ideas, using *though, on the other hand, while,* and *all in all* to effectively connect ideas [D4]. It uses a variety of sentence structures with very few grammatical errors [S5] and a variety of vocabulary beyond the prompt (e.g., *same exact, mass, suport [support] life, on the other hand, materials, slightly*) [W4]. Thus, the holistic score for this response is 4+. |
| The Planets | 42041410 | 5 | NA | NA | NA | This response is best described by the three descriptors at Score Point 5. It shows strong organization, with the effective use of language such as *one of the most interesting facts or differences…Besides…But in the other hand* to provide a sense of unity [D5]. The response uses a variety of sentence structures and has very few grammatical errors [S5]. Finally, the response uses a wide range of vocabulary appropriately (e.g., *even though, one of the most interesting facts, oxigen [oxygen], breath [breathe], starve to death, survive*) [W5]. Thus, the holistic score point for this response is 5. |
| The Planets | 42061644 | 5+ | D5 | S6 | W6 | This response is best described by three descriptors from two adjacent whole score points. It has strong organization using language appropriate to the context (e.g., *One way… Another way… They also have… They both have... Last… In conclusion…)* [D5]. It purposefully uses a variety of sentence structures with that are essentially error-free [S6], and precisely uses a wide range of vocabulary (e.g., *materials, solid surfaces, mantles, cores, mountains, cliffs, pole, none, good enough, survive, life forms, craters, hardly any, erosion, atmosphere*s) [W6]. Thus, the holistic score point for this response is 5+. |
| Life in Early North America | 990504331874 | NS | NA | NA | NA | This response is nonscorable because all the text appears to be in a foreign language. Thus, the scoring rule for nonscorable applies. |
| Life in Early North America | 990500631456 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. The response consists of minimal text which represents ideas [D1], and it only uses words and phrases (e.g., toys, ball, moms and dads) [S1]. Finally, the response is limited to high frequency vocabulary (e.g., toys, ball, moms, dads) [W1]. Thus, the holistic score point for this response is 1. |
| Life in Early North America | 990500572746 | 1+ | D1 | S2 | W1 | This response is best described by three descriptors from two adjacent whole score points. It shows minimal text that represents ideas (one short sentence about why my life is different from Chenoa's without any expansion of ideas) [D1]. It has one simple sentence structure (My live [life] is brifret [different] than chenoa's becase [because] i go to sclool [school] but chenoa's) [S2]. Finally, it has words that are limited to high frequency words or words from the prompt and stimulus (e.g., brifret [different], go to sclool [school]) [W1]. Thus, the holistic score for this response is 1+. |
| Life in Early North America | 990500572748 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. It has adapted text that shows heavy dependence on the stimulus and prompt [D2]. All sentences in the response are simple [S2], and the vocabulary is primarily drawn from the stimulus (e.g., plant, grain) [W2]. Thus, the holistic score point for this response is 2. |
| Life in Early North America | `990016729992 | 2+ | D2 | S3 | W2 | This response is best described by three descriptors from two adjacent score points. The response shows emerging organization (i.e., *how my life is similar than... how my life is different to...*) but lacks elaboration and detail [D2]. It demonstrates some complexity in the sentence structures (e.g., using the complex subjects *how my life is similar than chenoa* and *how my life is diffrent to chenoa*), but does have noticeable grammatical errors (e.g., the use of *than* where *to* would be appropriate and *to* where *from* would be appropriate) [S3]. Finally, the response draws nearly all of the vocabulary from the stimulus and prompt [W2]. Thus, the holistic score point for this response is 2+. |
| Life in Early North America | `990016724894 | 3 | NA | NA | NA | This response is best described by three descriptors from two adjacent score points. The text shows developing organization and elaboration, with a partially-successful attempt to organize the information by similarities and differences that does not result in an entirely clear progression of ideas [D3]. The response uses simple and some complex sentences (e.g., complex sentences such as *...but we use cocres [concrete] for the floor and that is the [delete "the"] different* and *...but they use canoe to go far villages and they walk to nearby by village*) [S3]. Finally, the response uses some vocabulary from beyond the stimulus (e.g., *cocres [concrete], cars, bus*) [W3]. Thus, the holistic score point for this response is 3. |
| Life in Early North America | 990016672086 | 3+ | D3 | S4 | W4 | This response is best described by three descriptors from two adjacent score points. The response shows developing organization, but the language used to connect ideas is not always effective (e.g., the misuse of phrases such as *although it is possible, it is foolish to think, after all*) and the language used to organize the ideas within each paragraph is contradictory at times (e.g., stating a reason why houses were different, followed by *They are also similar...*followed by *They are also different...*) [D3]. The response uses complex sentences throughout, such as *The reality is they are similar to our food now* and *In fact, people back then did not have cars to drive anywhere like we do now* [S4]. Finally, the response uses a variety of vocabulary beyond the prompt which generally does convey the intended meaning (e.g., *in common, in contrast, still, build, alike, reality, supermarkets, farmers, top priority, back then*) [W4]. Thus, the holistic score point for this response is 3+. |
| Life in Early North America | `990016724902 | 4 | NA | NA | NA | This response is best described by three descriptors from two adjacent score points. The response has a clear progression of ideas, with clear elaboration on the differences between their lives with the effective use of language such as *Another difference is..Also...The last difference...*[D4]. The response uses complex sentence stuctures throughout, such as *...I lived in the house which was build by cements* and *I bought the dolls that was mad in the factory with the things that's not natural* [S4]. Finally, the response uses a variety of vocabulary beyond the prompt (e.g., *cements, more, money, drived, car, city, airplane, factory, natural*) [W4]. Thus, the holistic score point for this response is 4. |
| Life in Early North America | 990016672046 | 4+ | D5 | S5 | W4 | This response is best described by three descriptors from two adjacent score points. The text has strong organization using language appropriate to the context (e.g., *According to the text, but on the other hand, Plus, Furthermore, All in all*) [D5]. The response uses a wide variety of sentence structures and no grammatical errors are apparent [S5]. Finally, the response uses a variety of vocabulary (e.g., *probably, wondering, according, while on the contrary, strange*) [W4]. Thus, the holistic score point for this response is 4+. |

| Theme ID | Folder Title | Lithocode | Score | D-level | S-level | W-level | Explanation |
|---|---|---|---|---|---|---|---|
| W68A_SI_Clubs_P100_A301_HW | School Clubs | 21325879 | Nonscoreable | NA | NA | NA | This response is best described by the nonscoreable criteria. The response consists only of verbatim copied text that is related to the prompt. Thus, the scoring rule for nonscoreable responses applies. |
| W68A_SI_Clubs_P100_A301_HW | School Clubs | 11069965 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. It shows minimal text that represents ideas (most of this response is copied from the prompt and stimulus other than the words at the end: *tree, sky*) [D1]; words rather than complete sentences [S1]; and high frequency words only [W1]. Thus, the holistic score point for this response is 1. |
| W68A_SI_Clubs_P100_A301_HW | School Clubs | 31325677 | 1+ | 1 | 1 | ->2 | This response is best described by three descriptors that come from two adjacent whole score points. It shows minimal text that represents ideas (multiple ideas about why to join the English club as represented by short phrases; ideas are not elaborated) [D1]. Other than one sentence that is closely adapted from the stimulus and prompt (*I want to join the English club*), the original language is limited to short phrases rather than complete sentences [S1]. However, some original words are used, making this response tending toward a word level higher than that expected at Score Point 1 [->W2]. Thus, the holistic score point for this response is 1+. |
| W68A_SI_Clubs_P100_A301_HW | School Clubs | 31392828 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. It shows emerging organization of ideas (it states an opinion and lists two reasons to support that opinion; however, the reasons lack the elaboration that is typically expected at D3) [D2]. It has simple sentence structures only [S2]. Finally, its vocabulary is primarily drawn from the stimulus and prompt. Original words are limited to high-frequency words, which aren't sufficient to warrant a higher score (e.g., *draw, see, picture*) [W2]. Thus, the holistic score point for this response is 2. |
| W68A_SI_Clubs_P100_A301_HW | School Clubs | 60619534 | 2+ | 2 | ->3 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows emerging organization of ideas but with resemblance to a list of simple sentences (repetition of *I like...* structure) [D2]. However, it does have primarily simple sentences and one complex sentence (*I like my teacher because she help me when I needed help* is complex) [->S3] in addition to some vocabulary beyond the stimulus and prompt (e.g., *flower, animal, car, fun*) [W3]. Thus, the holistic score point for this response is 2+. |
| W68A_SI_Clubs_P100_A301_HW | School Clubs | 51304336 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. It shows developing organization including a little elaboration and detail (as evidenced in Part 3) [D3], and simple and some complex sentence structures (*I want to learn how to dance* and *If I learn to dance, I'll teach other peoplo [people]* are complex) [S3]. Finally, it has words and phrases that are drawn from beyond the prompt (e.g., *learn, how to, teach*) [W3]. Thus, the holistic score point for this response is 3. |
| W68A_SI_Clubs_P100_A301_HW | School Clubs | `990010160306 | 3+ | D3 | S3 | W4 | This response is best described by three descriptors from two adjacent whole score points. It shows developing organization including the use of elaboration and detail (the response includes which club is chosen and elaborations on why the hiking club is the preferred choice), though the progression of ideas may not always be clear (it has two paragraphs, but both paragraphs address similar topics, that is, hiking is good for enjoying the outdoors and provides an opportunity for exercises.) [D3]. It has simple and some complex sentence structures (complex sentence structures include: *I would go to many plsces [places] that have mountains and rivers. Then I can collect my pictures sand [and] remind myself of sll [all] the plsces [places] I went to.*) [S3]. Finally, it contains a variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning (e.g., *love mountains, being outdoors, good exercise, feel refreshed and energetic, scenery, taking pictures, beautiful places, collect my pictures, remind myself of*) [W4]. Thus, the holistic score point for this response is 3+. |
| W68A_SI_Clubs_P100_A301_HW | School Clubs | 61011144 | 4 | NA | NA | NA | This response is best described by three descriptors at Score Point 4. It shows organized text that presents a clear progression of ideas (it clearly states which club is chosen and why the video club is important) [D4]. It has mostly complex sentence structures (e.g., *I want to learn how to record right. Also I don't know how to use all the settings and buttons in the camera. I hope that after a year I will know how to use the camera in the best way.*) [S4]. Finally, it has a variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning (e.g., *record right, make a short film, quality, usually bad, settings, buttons, camera, after a year, in the best way*) [W4]. Thus, the holistic score point for this response is 4. |
| W68A_LA_Cat_P100_A301_HW | Rescued Cat | 31304306 | Nonscoreable | NA | NA | NA | This response is best described by the nonscoreable criteria. The response consists only of verbatim copied text that is related to the prompt. Thus, the scoring rule for nonscoreable responses applies. |
| W68A_LA_Cat_P100_A301_HW | Rescued Cat | `990006293640 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. It shows minimal text that represents ideas (it uses only phrases, no extended discourse) [D1]. It has primarily chunks of language and short phrases rather than complete sentences (e.g., *see the cat, the cat not go back*) [S1]. Finally, it uses words that are often limited to high frequency words (e.g., *go back, living happy, the end*) and reformulated expressions from the stimulus and prompt (e.g., *see the cat, loock [look at] the cat*) [W1]. Thus, the holistic score point for this response is 1. |
| W68A_LA_Cat_P100_A301_HW | Rescued Cat | 61147796 | 1+ | ->2 | ->2 | ->2 | This response is best described by three descriptors that come from two adjacent score points. It is above 1, but tending toward 2 at the Discourse, Sentence, and Word levels -- it shows emerging organization of ideas but with heavy dependence on the stimulus and prompt (*I see the cat on the tree* is adapted from *Leo sees the cat in the tree*) [->D2]; an attempt at one complete sentence [->S2]; and some words beyond the stimulus and prompt (*sun, house, cloudy*) [->W2]. Thus, the holistic score point for this response is 1+. |
| W68A_LA_Cat_P100_A301_HW | Rescued Cat | 64004606 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. The response shows emerging organization of ideas, in the listing of the events of the story without connecting language [D2]. It uses simple sentences throughout (e.g., *Leo see the cat in the tree. Leo help the cat. Leo save the cat are all simple.*) [S2], and uses vocabulary that is primarily drawn from the stimulus and prompt (e.g., *cat, in a tree, see, Leo*) [W2]. Thus, the holistic score point for this response is 2. |
| W68A_LA_Cat_P100_A301_HW | Rescued Cat | 51392830 | 2+ | 3 | ->3 | 3 | This response is best described by three descriptors that come from two adjacent score points. It shows developing organization including the use of elaboration and detail (it provides detail about the development of the story) [D3]. However, it has primarily simple sentences, with the exception of one complex sentence that is adapted partially from the language used in the prompt (*The problem is that the cat is in a tree*), with meaning frequently obscured by grammatical errors [->S3]. Finally, it shows some vocabulary beyond the stimulus and prompt (e.g., *box, house, son, window, grass*) [W3]. Thus, the holistic score point for this response is 2+. |
| W68A_LA_Cat_P100_A301_HW | Rescued Cat | 61325680 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. It has elaboration and detail that show the development of a storyline, though the progression of ideas is not always clear (using simple connectors *and* and *so* to link most sentences) [D3]; simple and complex sentence structures (*They are trying to help the cat* is complex) [S3]; and some vocabulary from beyond the prompt (*attach [atach], rope, trunk, basquet [basket]*) [W3]. Thus, the holistic score point for this response is 3. |

| Item | Task | Response ID | Score | | | | Annotation |
|---|---|---|---|---|---|---|---|
| W68A_LA_Cat_P100_A301_HW | Rescued Cat | 50775633 | 3+ | ->4 | 3 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. It has organized text with a clear beginning for the story (*One day*), ending (*In the end*), and clear progression of story line in the middle [->D4]. However, the simple and complex sentences (e.g., *They want to help the cat. Lara use something [to] help the cat.* are complex) have noticeable grammatical errors (missing prepositions in *look [at]* and *use something [to] help the cat*) [S3] and there are only some phrases beyond the prompt (*in the end, one day*) [W3]. Thus, the holistic score point for this response is 3+. |
| W68A_LA_Cat_P100_A301_HW | Rescued Cat | 20780495 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It has organized text presenting a clear progression of ideas throughout the storyline [D4]. It uses complex sentence structures in multiple places (*Then he calls Lara to help that cat* and *When Lara saw that cat, she gets a basket and a rope to make a tool that help the cats go down to the ground*) [S4] Finally, it uses a variety of vocabulary beyond the prompt (e.g., *tool, call, rope, get down, ground, safely*) [W4]. Thus, the holistic score point for this response is 4. |
| W68A_LA_Cat_P100_A301_HW | Rescued Cat | `990008018184 | 4+ | ->D5 | S5 | W4 | This response is best described by three descriptors from two adjacent whole score points. It has organized text that presents a clear progression of ideas (it tells a coherent story from the beginning to end, including all the details), appropriate to context (the student effectively constructed a dialogue between the boy and girl, which is very appropriate to this story telling task) [->D5]. It shows a variety of sentence structures with very few grammatical errors (e.g., *Leo did grab what the girl told him to bring so they put the string and the basket toghter [together] then they threw it up on the tree where the cat was.*) [S5]. Finally, it uses a variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning (e.g.,*dangerous, ask for help, plan, what to do, get a string, basket, grab, put...toghter [together], threw it up, got on the basket, happy*) [W4]. Thus, the holistic score point for this response is 4+. |
| W68A_LA_Cat_P100_A301_HW | Rescued Cat | 990006714450 | 5 | NA | NA | NA | This response is best described by the three descriptors at Score Point 5. It shows strong organization of text that supports an overall sense of unity, appropriate to context (it tells a coherent story from the beginning to end and effectively connects all the details into a unified discourse) [D5]. It uses a variety of sentence structures with very few grammatical errors (different sentence structures are used, such as: She was looking for a basket has had [that had] used to go Easter egg hunting. She said in excitement. That afternoon they...felt really good about themselves for safeing at [saving] cats [that cat's] life.) [S5]. Finally, it OKshows a wide range of vocabulary, used appropriately and with ease (e.g., Easter egg hunting, excitement, ran outside, take it some were[somewhere] safe, animal sheltter [shelter], felt really good about themselves) [W5]. Thus, the holistic score point for this response is 5. |
| W68A_MS_Ecosystems_MaMaNiVi_P100_A203_HW | Ecosystems | 21304305 | Nonscoreable | NA | NA | NA | This response is best described by the nonscoreable criteria. The response consists only of verbatim copied text that is related to the prompt. Thus, the scoring rule for nonscoreable responses applies. |
| W68A_MS_Ecosystems_MaMaNiVi_P100_A203_HW | Ecosystems | 71325667 | 1 | NA | NA | NA | This response is best described by the three descriptors that come from Score Point 1. Apart from copied text, it shows minimal text that represents ideas (*the temperature, is bad*) [D1], words and chunks of language rather than complete sentences (*is bad, of south*) [S1], and words that are limited to high frequency words or reformulated expressions from the stimulus and prompt [W1]. Thus, the holistic score point for this response is 1. |
| W68A_MS_Ecosystems_MaMaNiVi_P100_A203_HW | Ecosystems | 61006324 | 1+ | D1 | S2 | W1 | This response is best described by three descriptors from two adjacent whole score points. It shows minimal text that represents ideas (most of the response is copied from the sample writing except for individual words and short chunks of language) [D1]. It has one simple sentence (*the temperature was 29 Celcius.*) [S2]. Finally, it has vocabulary primarily drawn from the stimulus and prompt (e.g., *March, temperature*) [W1]. Thus, the holistic score point for this response is 1+. |
| W68A_MS_Ecosystems_MaMaNiVi_P100_A203_HW | Ecosystems | 40307493 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. It shows emerging organization of ideas (in Part 2, the first sentence is copied verbatim, and the second sentence starts to describe temperature, but there is no further elaboration of this idea) [D2]. It consists of simple sentence structures only [S2]. Finally, the words and phrases are primarily drawn from the stimulus and prompt [W2]. Thus, the holistic score point for this response is 2. |
| W68A_MS_Ecosystems_MaMaNiVi_P100_A203_HW | Ecosystems | 71304303 | 2+ | ->3 | 2 | 2 | This response is best described by three descriptors that come from two adjacent whole score points. The response has elaboration and detail, though the progression of ideas is not always clear (e.g., jumping from April to May without clear transitions, no topic sentence, no conclusion) [->D3]. However, it uses simple sentence structures [S2], and the vocabulary is primarily drawn from the prompt [W2]. Thus, the holistic score point for this response is 2+. |
| W68A_MS_Ecosystems_MaMaNiVi_P100_A203_HW | Ecosystems | 11270529 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. The response has developing organization with elaboration and detail (listing the facts and drawing a conclusion) [D3]. It contains mostly simple sentence structures, with the exception of the last sentence (*When the mm increase, the temperature increase too*) [S3]. It uses some vocabulary from beyond the prompt (*when, increase, conclusion, too*) [W3]. Thus, the holistic score point for this response is 3. |
| W68A_MS_Ecosystems_MaMaNiVi_P100_A203_HW | Ecosystems | `990008107432 | 3+ | ->D4 | S4 | W3 | This response is best described by three descriptors from two adjacent whole score points. It shows mostly organized text that presents a clear progression of ideas (it first describes the weather for each month and summarizes the pattern in the weather at the end, that is, the desert doesn't have that much rain), although the summary at the end is a little repetitive (*The desert doesn't get much rain becuase [because] its [it's] a dry place that doesnt [doesn't] get alot [a lot] of rain. every time it rains it only get get [gets] a little bit of rain. The desert is a dry place that doesn't [doesn't] have water.*) [->D4]. It has mostly complex sentence structures (e.g., *The temperature is about 29 every time it rains. The desert doesn't get much rain becuase [because] its [it's] a dry place that doesnt [doesn't] get alot [a lot] of rain.*), containing occasional grammatical errors that don't generally interfere with comprehensibility (e.g., missing -s in *every time it rains it only get [gets] a little bit of rain*) [S4]. Finally, it has some vocabulary beyond the stimulus and prompt (e.g., *every time, much, a little bit, dry place, water*) [W3]. Thus, the holistic score point for this response is 3+. |
| W68A_MS_Ecosystems_MaMaNiVi_P100_A203_HW | Ecosystems | 61008480 | 4 | NA | NA | NA | This response is best described by the three descriptors in Score Point 4. It shows organized text with a clear progression of ideas (it clearly explains how weather changes in the desert by having an introductory sentence, supporting details, and a conclusion.) [D4]. It contains primarily complex sentence structures whose occasional grammatical errors do not interfere with overall comprehensibility (e.g., *we can conclude that between these three months, May gets the most rain and [highest] temperature. is complex.*) [S4]. It uses a variety of vocabulary beyond the stimulus and prompt, generally conveying their intended meanings (e.g., *conclude, finally, a little amount of water, every month* ) [W4]. Therefore, the holistic score for this response is 4. |
| W68B_SI_SchoolElectronics_P100_A301 | Electronics at School | 21271412 | Nonscoreable | NA | NA | NA | This response is nonscoreable, because the only text present is completely off-task with no evidence of interaction with the prompt. Thus, the scoring rule for nonscoreable responses applies. |

| Item | Title | Response | Score | | | | Rationale |
|---|---|---|---|---|---|---|---|
| W68B_SI_SchoolElectronics_P100_A301 | Electronics at School | 11274974 | 1 | NA | NA | NA | This response is best described by three descriptors at Score Point 1. It shows minimal text that represent ideas [D1], words and phrases rather than complete sentences [S1], and high frequency English words (*nescecario [necessary]*) [W1]. Thus, the holistic score point for this response is 1. |
| W68B_SI_SchoolElectronics_P100_A301 | Electronics at School | 41252696 | 1+ | 1 | ->2 | 1 | This response is best described by descriptors that come from two adjacent whole score points. It shows minimal text that represents ideas [D1]. However, at the Sentence Level, it is tending toward S2 because it has a simple sentence (*you can be the good stnit [student] at shcool [school]*) [->S2]. Finally, it uses vocabulary limited to high frequency words (e.g., *good, you*) or those drawn from the stimulus and prompt (e.g., *principal*). [W1]. Thus, the holistic score point for this response is 1+. |
| W68B_SI_SchoolElectronics_P100_A301 | Electronics at School | 60638147 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. It shows emerging organization of ideas (it has an opinion and a supporting reason, but without much elaboration) [D2]. It uses simple sentence structures only (*we shout [should] have electronics at shcool [school] so we ghout [could] play wet [with] thet [them] out siet [outside]*) [S2]. It has vocabulary that are primarily drawn from the stimulus and prompt. The words and phrases that are not drawn from the prompt are basic ones that are not sufficient to be scored at a higher level (e.g., *play wet [with] thet [that] out siet [outside]*) [W2]. Thus, the holistic score point for this response is 2. |
| W68B_SI_SchoolElectronics_P100_A301 | Electronics at School | 10328791 | 2+ | 2 | ->3 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows emerging organization of ideas (it has an opinion and a supporting reason without much elaboration) [D2]. However, at the Sentence Level, it is tending toward S3 because of the complex structure used (*when kids come out...*), but it does not meet S3 because it has only one long sentence with a complex sentence structure [->S3]. It also has some vocabulary beyond the stimulus and prompt (e.g., *come out of school, call, pick up*) [W3]. Thus, the holistic score point for this response is 2+. |
| W68B_SI_SchoolElectronics_P100_A301 | Electronics at School | 51271408 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. It shows developing organization including the use of elaboration and detail (it has an opinion statement and multiple reasons to back up the opinion) [D3]. It has simple and some complex sentence structures (e.g., *I think we should keep what we due [do] not have electronics in school. If they were playing games people could get distracted from what there [they're] doing*) [S3]. Finally, it uses some vocabulary beyond the stimulus and prompt (e.g., *lose, ruin, distracted, bad grades*) [W3]. Thus, the holistic score point for this response is 3. |
| W68B_SI_SchoolElectronics_P100_A301 | Electronics at School | 11289618 | 3+ | 3 | 4 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows developing organization including the use of elaboration and detail (it has a topic sentence and multiple supporting details) [D3], but is also composed of mostly complex sentence structures [S4]. Finally, the response includes some vocabulary beyond the stimulus and prompt (e.g., *hare [hear] music, play video games, finish, search words*) [W3]. Thus, the holistic score point for this response is 3+. |
| W68B_SI_SchoolElectronics_P100_A301 | Electronics at School | 51394846 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It shows organized text that presents a clear progression of ideas (it has a topic sentence and multiple reasons to support that topic sentence; the reasons are clearly organized with *a second reason, another reason,* and *lastly*) [D4]. It uses mostly complex sentence structures [S4]. Finally, it includes a variety of vocabulary beyond the stimulus and prompt (e.g., *emergency, call for help, research, computer, allowed, get lost, kidnapped, concentration*) [W4]. Thus, the holistic score point for this response is 4. |
| W68B_SI_SchoolElectronics_P100_A301 | Electronics at School | `990008019026 | 4+ | D5 | S4 | W5 | This response is best described by three descriptors from two adjacent whole score points. It shows strong organization of text that supports an overall sense of unity, appropriate to context (it has logical progression of ideas throughout) [D5]. It has complex and some simple sentence structures, containing occasional grammatical errors that don't interfere with comprehensibility (examples of complex sentence structures are: *A reason why I think the rule "NO PHONE" shouldn't change is because, [delete comma] it can easily distract you in class. they will still find a way to steal it if you know that you have one. and [And] the only reason that they will know is if you have it out at certain times.*) [S4]. Finally, it has a wide range of vocabulary, used appropriately and with ease (e.g., *easily distract, messing around, payin [paying] attention, miss somthing [something] important, easily just ring, disrupt the class from learning, in the middle of, fellow classmate, sweater pocket, back pocket, locker, still find a way, have it out*) [W5]. Thus, the holistic score point for this response is 4+. |
| W68B_SI_SchoolElectronics_P100_A301 | Electronics at School | 62007828 | 5 | NA | NA | NA | This response is best described by the three descriptors at Score Point 5. It shows strong organization of text that suports an overall sense of unity, appropriate to context (it describes the reasons for not changing the school electronics policy and effectively connects them into a unified discourse) [D5]. It uses a variety of sentence structures with very few grammatical errors (different sentence structures are used, such as: *The radiation that comes from the device can cause health problems. Many students choose to cheat rather than studying.....Youth's find it fun to provoke people in text messages......*) [S5]. Finally, it shows a wide range of vocabulary, used appropriately and with ease (e.g., *to begin with, in addition, radiation, cause health problems, distracts......from, are easily lured to, imminently, impels, provoke, detention*) [W5]. Thus, the holistic score point for this response is 5. |
| W68B_MS_BodySystems_kiow_P100_A203 | Body Systems | 21271412 | Nonscoreable | NA | NA | NA | This response is nonscoreable because the only text present is completely off-task with no evidence of interaction with the prompt. Thus, the scoring rule for nonscoreable responses applies. |
| W68B_MS_BodySystems_kiow_P100_A203 | Body Systems | `990007949096 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. It shows minimal text that represents ideas (only phrases, no elaborations) [D1]. It has primary words and chunks of language rather than complete sentences (e.g., *foode [food], gets down*) [S1]. Finally, it uses vocabulary limited to high frequency words (e.g., *gets down*) and reformulated expressions from the stimulus and prompt (e.g., *on 10 seconds*) [W1]. Thus, the holistic score point for this response is 1. |
| W68B_MS_BodySystems_kiow_P100_A203 | Body Systems | 11101409 | 1+ | 1 | ->2 | 1 | This response is best described by three descriptors that come from two adjacent whole score points. It shows minimal text that represents an idea (it only has one sentence that describes how the esophagus works) [D1]. However, at the Sentence Level, it goes beyond S1 by having some sentence structures (*the esophagus helps the stomach by...*) [->S2]. It uses primarily words and expressions that are reformulated from the stimulus and prompt [W1]. Thus, the holistic score point for this response is 1+. |
| W68B_MS_BodySystems_kiow_P100_A203 | Body Systems | 60780107 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. It shows emerging organization of ideas (it lists the similarities between esophagus and stomach without having much elaboration) [D2], simple sentence structures only [S2], and vocabulary primarily drawn from the stimulus and prompt [W2]. Thus, the holistic score point for this response is 2. |
| W68B_MS_BodySystems_kiow_P100_A203 | Body Systems | 55000042 | 2+ | 2 | ->3 | 2 | This response is best described by three descriptors that come from two adjacent whole score points. It shows emerging organization of ideas (it has some short explanations and a concluding sentence but not much elaboration) [D2]. At the Sentence Level, it goes beyond S2 by having some complex structures, but it does not show enough complex structures to be S3 (e.g., *with out it [yo]u cant swallow that why its really importing [important]*) [->S3]. Finally, it uses vocabulary primarily drawn from the stimulus and prompt [W2]. Thus, the holistic score point for this response is 2+. |

| Item ID | Topic | Number | Score | D | S | W | Annotation |
|---|---|---|---|---|---|---|---|
| W68B_MS_BodySystems_kiow_P100_A203 | Body Systems | 11271404 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. It shows developing organization including the use of elaboration and detail (it explains the process of digesting food and also has a concluding sentence) [D3]. It has simple and some complex sentence structures (e.g., *The esophagus is a muscle that moves the food to the stomach* and *that[']s how the digests [digestion] system works* are complex) [S3]. Finally, it has some vocabulary beyond the stimulus and prompt (e.g., *first, then, leads to, that[']s how*) [S3]. Thus, the holistic score point for this response is 3. |
| W68B_MS_BodySystems_kiow_P100_A203 | Body Systems | 51252445 | 3+ | 3 | 4 | 4 | This response is best described by three descriptors that come from two adjacent whole score points. It shows developing organization with elaboration and detail, though the progression of ideas is not always clear (the transition from describing the process of digestion to the reason why the esophagus and stomach work together is a little abrupt) [D3]. However, it has complex sentence structures throughout [S4] and uses a variety of vocabulary from beyond the stimulus and prompt (*first part of digestion, munch, until, travel through, attached*) [W4]. Thus, the holistic score point for this response is 3+. |
| W68B_MS_BodySystems_kiow_P100_A203 | Body Systems | 61252446 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It shows organized text with a clear progression of ideas (it clearly describes each stage in the digestion process with effective uses of *first, second, next,* and *finally*) [D4]. It has mostly complex sentence structures [S4]. Finally, it uses a variety of vocabulary beyond the stimulus and prompt (e.g., *transform, goes through many stages, results, going to the bathroom*) [W4]. Thus, the holistic score point for this response is 4. |
| W68B_MS_BodySystems_kiow_P100_A203 | Body Systems | 63012986 | 4+ | D5 | S4 | W4 | This response is best described by three descriptors from two adjacent whole score points. It shows strong organization of text that supports an overall sense of unity, appropriate to context (it describes each stage in the food digestion process and effectively connects them into a unified discourse) [D5]. It has mostly complex sentences, containing occasional grammatical errors that generally don't interfere with comprehensibility (e.g., *The esophagus and stomach work together to help digest food by putting a [delete "a"] food in your mouth and [delete "and"] chew [chewing] it [adding "and"] then swallow [swallowing it]. when that food has been hold [held] for several hours it's time for the small intestine to take [add "it"] in*) [S4]. Finally, it uses a variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning (e.g., *makes sure, little bits, not done yet, flows out of, last stage, end up at, 2 hours after, you are able to digest*) [W4]. Thus, the holistic score point for this response is 4+. |
| W68B_MS_BodySystems_kiow_P100_A203 | Body Systems | 63054507 | 5 | NA | NA | NA | This response is best described by the three descriptors at Score Point 5. It shows strong organization of text that suports an overall sense of unity, appropriate to context (it describes each stage in the food digestion process and effectively connects them into a unified discourse) [D5]. It uses a variety of sentence structures with very few grammatical errors (different sentence structures are used, such as: *After chewing The [the] food, it is carried by a highway-like muscle that keeps the food at an estimated time of 10 seconds. All of it's [its] cells work together as a group accomplishing specific tasks. After all that food has broken down into chemical energy, the cells absorb the necessary nutrients for your body to recover, restore and consume the amount of energy needed.*) [S5]. Finally, it shows a wide range of vocabulary, used appropriately and with ease (e.g., *one the most important, highway-like, an estimated time of, all the amount of food, converting it into, chemical energy, accomplishing specific tasks, absorb the necessary nutrients, recover, restore, and consume, waste, excretory system, in charge of the rest*) [W5]. Thus, the holistic score point for this response is 5. |
| W68C_IT_ServiceProject_401 | Choosing a Service Learning Project | `990016671904 | NS | NA | NA | NA | This response is nonscorable because the only text presented in completely off-task with no evidence of interaction with the prompt (it is about stopping bullying and why, rather than choosing a service learning project). Thus, the scoring rule for nonscorable applies. |
| W68C_IT_ServiceProject_401 | Choosing a Service Learning Project | 9.90501E+11 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. It shows minimal text (help elementary school students stage aa [a] play is copied verbatim from the stimulus; i link [think] that is.....represents an idea) [D1]. While a few words and possibly some phrases are comprehensible, no complete sentences are clearly apparent [S1], and the words are limited to high frequency words (i link [think]) [W1]. Thus, the holistic score point for this response is 1. |
| W68C_IT_ServiceProject_401 | Choosing a Service Learning Project | `990016671782 | 1+ | D1 | S2 | W2 | This response is best described by three descriptors from two adjacent whole score points. It shows minimal text that represents ideas (which project is chosen and why) without any elaborations [D1]. It has one simple sentence only [S2]. Finally, it shows vocabulary primarily drawn from the stimulus and prompt (*choose, garden, help*) [W2]. Thus, the holistic score point for this response is 1+. |
| W68C_IT_ServiceProject_401 | Choosing a Service Learning Project | `990016671844 | 2 | NA | NA | NA | This response is best described by three descriptors from two adjacent whole score points. It has text that shows emerging organization of ideas (it has details about why garden is chosen) and resembles a list of simple sentences (run on sentences connected by *and*) [D2]. It uses simple sentence structures only [S2]. Finally, it shows vocabulary primarily drawn from the stimulus and prompt (e.g., *garden, help, community*) [W2]. Thus, the holistic score point for this response is 2. |
| W68C_IT_ServiceProject_401 | Choosing a Service Learning Project | `990016741866 | 2+ | D2 | S3 | W3 | This response is best described by three descriptors from two adjacent whole score points. It shows emerging organization of ideas (it presents two reasons but does not say which project is chosen) [D2]. It has simple and some complex sentence structures (e.g., complex structures include the use of infinitive *to* in the following sentences: *i want everybody to be brave...i want everybody to enjoy it and work together as a group*) [S3]. Finally, it uses some vocabulary beyond the stimulus and prompt (e.g., *brave, encouraged, enjoy, work together, as a group*) [W3]. Thus, the holistic score point for this response is 2+. |
| W68C_IT_ServiceProject_401 | Choosing a Service Learning Project | 990016671906 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. It shows developing organization including the use of elaboration and detail (it states which project is chosen and has some elaborations on the reasons) [D3]. It has simple and some complex sentence structures (e.g., complex structures are: *i was chosen to pick a service learning project....You will [enjoy] Music [music], Sports [sports] and other fun activities if u [you] come to the community center*), whose meaning may be obscured by noticeable grammatical errors (e.g., *it has creativity and preperation [preparation] also with cooperation with their other fellow pupil*) [S3]. Finally, it uses some vocabulary beyond the stimulus and prompt (e.g., *pupil, pick, look beautiful, fellow pupils, fun activities*) [W3]. Thus, the holistic score for this response is 3. |
| W68C_IT_ServiceProject_401 | Choosing a Service Learning Project | `990016778770 | 3+ | D4 | S3 | W3 | This response is best described by three descriptors from two adjacent whole score points. It shows organized text that presents a clear progression of ideas (It clearly presents which project gets the vote, supporting reasons and a conclusion.), demonstrating an awareness of context (the language is relatively formal, appropriate for a school website) [D4]. It shows simple and some complex sentence structures (the paragraphs on the first and second reasons are mostly complex sentences), whose meaning may be obscured by noticeable grammatical errors (e.g., missing object in *they might help and need [that knowledge] when they grow up*; subject verb agreement in number: *students will know how important [important] vegetables is [are]*) [S3]. Finally, it shows some vocabulary beyond the stimulus and prompt (e.g., *grow up, body, keep healthy, carefully, really nice, forever*) [W3]. Thus, the holistic score for this response is 3+. |

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|---|---|---|---|---|---|---|---|
| W68C_IT_ServiceProject_401 | Choosing a Service Learning Project | ‘990016778760 | 3+ | D4 | S4 | W3 | This response is best described by the three descriptors at Score Point 4. It shows organized text that presents a clear progression of ideas (It clearly states which project is the best, the reasons for that, and a conclusion. The text has a clear progression of ideas with the effective use of transitional words like *also, also, that is why.*) [D4]. Sentence structures are all complex, containing occasional grammatical errors that don't generally interfere with comprehensibility (e.g., *The [delete "The"] why [Why] I think this project is the best [add "is"] because it helps the children learn...It will also benefit the people of the community since they are planting vegetables that could help feed the community.*) [S4]. Finally, it has a variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning (e.g., *what kind of foods, feed, since, that is why, the bestchoice [best choice])* [W3]. Thus, the holistic score for this response is 4. |
| W68C_IT_ServiceProject_401 | Choosing a Service Learning Project | 990500757798 | 4 | NA | NA | NA | This response is best described by the three descriptors from Score Point 4. It shows organized text that presents a clear progresion of ideas (it clearly states the choice of the project, reasons for choosing that project and a conclusion. The progression of ideas is clearly marked by transitional words such as finally, in conclusion) [D4]. Most of the sentence structures are complex, containing occasional grammatical errors that don't interfere with comprehensibility (e.g., The older kid [add "s"] will learn how to help at the same time they are teaching the younger kids.) [S4]. Finally, it has a variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning (e.g., middle schoolers, elementary schoolers, during the process, raise money, side by side) [W4]. Thus, the holistic score for this response is 4. |
| W68C_IT_ServiceProject_401 | Choosing a Service Learning Project | 990016778792 | 4+ | ->D5 | ->S5 | W4 | This response is best described by three descriptors from two adjacent whole score points. It shows organized text that presents a clear progression of ideas (It clearly presents the project to choose, supporting reasons, and a conclusion. The text has a clear progression of ideas with the effective use of transitional words like *first, second, last, those are*), appropriate to context (the use of language such as *Here are 3 choice [choices] for us, in my opinion, so please vote [for] the play, I believe, Thank you very much,*are appropriate for the audience and purpose of the writing) [->D5]. It has a variety of sentence structures (e.g., *children love things that are fun for them...If we hold a garden or mural, there will only be a little people that are able to see...Those are the reasons that why i [I] would like to hold a play*), containing occasional grammatical errors that don't interfere with comprehensibility (e.g., *Last is the play can aford most people to come [most people can afford to come to a play]; the theater can allow a lot of people to come and enjoys [enjoy] the show.*) [->S5]. Finally, it has a variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning (e.g., *in my opinion, best choice, attract, attend, aford [afford], limited, allow, holding a play*) [W4]. Thus, the holistic score for this response is 4+. |

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| | | | | **SUMMARY QUALIFICATIONS of 2016-17 Item Writers** | | | |
| **First Name** | **Last Name** | **WIDA State** | **Grade Cluster Assignment** | **Years of Teaching Experience** | **Current Position** | **Certification** | **Other Qualifications** |
| Landon | Anderson | DC | 4-5, 6-8, 9-12 | 3 years of TD experience at CAL | Test Development Consultant | | Lead developer of the 4th-5th grade cluster of the WIDA ACCESS for ELLs® language proficiency assessment.<br><br>Coordinated timelines and deliverables across multiple projects, and tracked and maintained data.<br><br>Recruited and managed external consultants and vendors, and facilitated online trainings and meetings for relevant stakeholders.<br><br>Assisted with selecting, interviewing, and onboarding new project staff. |
| Mary Rebecca | Burns | FL | 1, 2-3, 4-5 | 41 | Retired, formerly Instructor of ESOL | Ph.D., Linguistics<br>Florida Bureau of Teacher Certification, English 6-12, ESOL Endorsement<br>M.A., Linguistics | Colorado Professional Teacher Certificate, Secondary English Language Arts 1979-92<br>California Teaching Credential, Reading Specialist K-12, 1977-80<br>California Teaching Credential, Secondary English, 1973-80<br>B.A., English and Education |
| Deirdre | Derrick | PA | 6-8, 9-12 | 17 | Assessment Team Member, Program of Intensive English | Ph.D., Applied Linguistics<br>M.A., TESOL | |
| Melanie | Fox | NY | 1, 2-3, 4-5 | 16 | ELL Specialist | M.S., Linguistics<br>B.S., Linguistics | |
| Kristin | Graw | MI | 6-8, 9-12 | 15 | Freelance Item Writer | M.A., TESOL | International English Language Testing System Examiner<br>Former Assessment Developer for Cambridge Michigan Language Assessments |
| Katherine | Hallin-Payne | | 9-12 | 10 | Richfield High School ELL Teacher, Richfield, MN August 2015-Present | MN Licensure English as a Second Language K-12          File Folder Number 480895 | MA Teacher Education ESL K-12<br>Trained in SIOP (Sheltered Instruction Observation Protocol) Model Implementation and Observation |
| Theresa | Koehler | MI | 4-5, 6-8 | 11 | Freelance Item Writer | B.A., Linguistics | Former item writer for Cambridge Michigan Language Assessment |
| Kate | Kokhan | MD | 4-5, 6-8 | 7 | Second Language Acquisition Specialist | Ph.D., Linguistics<br>M.A., TESOL | M.A., Teaching English Language and Literature |
| Nicole | Marcus | MD | 1, 2-3, 4-5 | 14 | Language Acquisition Tutor | Ph.D., Linguistics<br>M.A., Linguistics | B.A., Linguistics<br>Former Project Manager and Test Developer for Second Language Testing, Inc. |
| Marina | Medvedeva | PA | 6-8 | 14 | Interpreter, Teacher, Instructional paraprofessional | Ph.D., Physics<br>M.S., Electronic Physics<br>Pennsylvania Emergency Teaching Certificate for State College Area School District | Instructional support and tutoring middle school English as a second language students in mathematics and science (from 6th grade curriculum through advanced geometry classes)<br>Teacher at the English as a Second Language Summer School |
| Sheri | Oliva | MA | 6-8 | 28 | Yarmouth Schools, Yarmouth, Maine 2011-present Teacher/ coordinator for district ESL program : Sole ESL teacher for district K-12 program. | General Education K-8;<br>ELL Endorsement K-12;<br>Social Studies 7-12; | |
| Angela | Predhomme | MI | 4-5, 6-8 | 13 | Instructor - ESL Academic Writing, Reading, & Speaking/Listening<br>Item Writer for ELA assessments | M.A., TESOL | B.S., Social science<br>Member of MITESOL |
| Karen | Rishel | MD | 1, 2-3, 4-5 | 9 years of TD experience | Second Language Acquisition and Assessment Specialist | M.A., Applied Language Studies | Wrote and reviewed constructed response and multiple choice reading and listening test items for a variety of language tests such as the Defense Language Proficiency Test 5 for government linguists, the General Test of English Communication for Middle and High School students in Japan, and Achievement Tests for an Intensive English Language Program<br>Wrote English Language Arts test items aligned to Common Core State Standards for grades 3 to 11 |
| Theresa | Schlafly | DC | 1, 2-3, 4-5 | 3 years of TD experience at CAL | Freelance Item Writer | M.A., Communication, Culture, and Technology<br>Certificate: TESOL | Wrote speaking items for standardized test of English (elementary and middle school levels) |
| Laura | Siebecker | VT | 1, 2-3, 4-5 | 7 | Second Language Acquisition Specialist | Ph.D., Linguistics<br>M.S., Linguistics | |
| Luke | Slisz | MN | 6-8, 9-12 | 8 | Second Language Acquisition Specialist | M.A., TESOL | Constructs and revises items based on feedback from content experts and editors<br>Analyzes and levels listening and reading passages according to the ILR scale (levels 1 – 4)<br>Trains content selectors in the use of the ILR scale to accurately rate passages<br>Conceives and writes original reading passages based on found authentic material<br>Creates reading test items based on test specifications and item writer guidelines<br>Develops passages and item sets aligned with CEFR levels A2 - C1 |

| First Name | Last Name | WIDA State | Grade Cluster Assignment | Years of Teaching Experience | Current Position | Certification | Other Qualifications |
|---|---|---|---|---|---|---|---|
| | | | | | | **SUMMARY QUALIFICATIONS of 2016-17 Item Writers** | |
| Abbe | Spokane | MD | All | 7 years of TD experience at CAL | Test Development Consultant | | o Manage ACCESS for ELLs test development process and lead and supervise test development team<br>o Develop and ensure adherence to timelines for test development steps<br>o Review and approve items during phases of the item development process<br>o Solicit and oversee implementation of feedback from funder and external reviewers<br>o Coordinate work with Production Manager for routine and special projects |
| Cynthia | Wiseman | NY | 6-8, 9-12 | 40 | ESL/English Literature Teacher | M.S., Leadership and Management<br>Ed.D., Applied Linguistics<br>M.A.T. | Former item writer and reviewer at College Board, CUNY, National Foreign Language Center, Learning Resource Network, and Educational Testing Services |
| Raya | Womack | NE | 9-12 | 9 | ESL Coordinator and Teacher | B.A., Secondary Integrated Science with a Minor in TESOL | Received training in reviewing test items for content and grade-level appropriateness<br>EL Advisory Meeting Participant |
| Stephanie | Zaczek | MD | 6-8, 9-12 | 5 years of TD experience | Second Language Acquisition Specialist | B.S., Psychology, Concentration in Psycholinguistics with a Minor in Linguistics | Oversaw content development for foreign language assessment tests; created test forms; wrote and reviewed items; finalized passages, items, and writing prompts;tracked each stage of development and review to report to funder and supervisor; worked with foreign languagespecialists and English editors- sent assignments, provided feedback on submissions |
| Celia | Zamora | VA | 6-8, 9-12 | 12 | Master Teacher, Foreign Languages Department | Ph.D., Spanish Linguistics<br>M.S., Spanish Linguistics<br>6-12 Grade Language Arts Professional Teaching Certificate, Miami-Dade County Public Schools | B.A., English Literature<br>Former Exam Rater for NYSESLAT |

| Theme ID | Folder Title | Lithocode | Score | D-level | S-level | W-level | Explanation |
|---|---|---|---|---|---|---|---|
| W91A_SI_SchoolDance_P100 | School Show | 31235692 | nscorea | NA | NA | NA | This response is nonscoreable because it consists only of verbatim copied text. Thus, the scoring rule for nonscoreable responses applies. |
| W91A_SI_SchoolDance_P100 | School Show | 51392557 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. It has text that is copied verbatim from the prompt (*end of the year dance, bring all your friend*) and text produced by the student. The original part shows minimal text that represents ideas [D1], primarily phrases rather than complete sentences [S1], and vocabulary limited to high frequency words and phrases (e.g., *student, soccer player*) or reformulated expressions from the stimulus and prompt (e.g., *in the school gym*) [W1]. Thus, the holistic score point for this response is 1. |
| W91A_SI_SchoolDance_P100 | School Show | `990007917938 | 1+ | ->D2 | S2 | W1 | This response is best described by three descriptors at two adjacent whole score points. It shows ideas that represent a list of simple sentences and phrases, but those sentences and phrases are not linked by connectors [->D2]. It shows simple sentence structures (*the ticket is $2 for people; the game is saturday, the game is in school*) [S2]. Finally, it shows English words that are limited to high frequency words or words from the stimulus and prompt (e.g., *ticket, game, school*) [W1]. Thus, the holistic score point for this response is 1+. |
| W91A_SI_SchoolDance_P100 | School Show | 30322738 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. It shows emerging organization of ideas (it presents the invitation for an event without much elaboration and detail) [D2]; simple sentence structures only, and meaning is frequently obscured by noticeable grammatical errors (e.g., missing verb in *we will [have] a soccer game*; missing object after *to* or subject for *will* in *Please come to [?] the soccer game [?] will be fun*) [S2]; and vocabulary primarily drawn from the stimulus and prompt [W2]. Thus, the holistic score point for this response is 2. |
| W91A_SI_SchoolDance_P100 | School Show | 51322641 | 2+ | 2 | 2 | ->3 | This response is adapted from the model response provided in the prompt. The adapted language is best described by three descriptors that come from two whole score points. It shows emerging organization of ideas but with heavy dependence on the model response (the overall discourse structure is adapted from the model response) [D2]. The original language shows simple sentence structures (*see you there*, *you can buy them at the gym entrance*) [S2]. However, the words and phrases go beyond those drawn from the stimulus and prompt (original words/phrases: *play against, gym entrance*), though there are not enough to quite achieve W3 [->W3]. Thus, the holistic score point for this response is 2+. |
| W91A_SI_SchoolDance_P100 | School Show | 30784507 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. The response has elaboration and detail, though the progression of ideas is not always clear without the use of transitional words [D3]. It uses simple and complex sentence structures (*I invite you to my birthday party this Saturday* and *I required you to be respectful during a little tim[e] of my birthday party* are complex) [S3]. It uses some vocabulary from beyond the prompt (e.g., *require, fun, address, respectful*) [W3]. Thus, the holistic score point for this response is 3. |
| W91A_SI_SchoolDance_P100 | School Show | `990012992336 | 3+ | ->D4 | S4 | W4 | This response is best described by three descriptors at two adjacent whole scores. It shows elaboration and detail that demonstrate an awareness of context (writing an invitation letter to one's fellow school mates), but the progression of ideas may not always be clear (e.g., the ideas shift from the purpose of the event, offering treats at the event, and back to the purpose of the shift) [->D4]. It uses complex and simple sentence structures, containing grammatical errors that don't generally interfere with comprehensibility (e.g., Complex sentences include *we will be having some treates [treats] to be helping ypur self [yourself], we will be talking about what can we [we can] do after graduation and whats [what's] going to happend [happen] for the parents that cant [can't] speak Inglish [English] so they can anderstand [understand] the holl [whole] seremony [ceremony]*) [S4]. Finally, it uses some vocabulary beyond the stimulus and prompt (e.g., *auditorium, treates [treats], be helping ypur self [yourself], graduation, anderstand [understand]*) [W4]. Thus, the holistic score point for this response is 3+. |
| W91A_SI_SchoolDance_P100 | School Show | `990008019760 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It shows organized text that represents a clear progression of ideas (the ideas progress clearly from who is invited, for what, and details about the program), demonstrating an awareness of context (the purpose, situation, and audience of the invitation are all very clear) [D4]. All sentence structures are complex, containing occasional grammatical errors that don't generally interfere with comprehensibility (e.g., *I will like to invite* rather than *I would like to invite*) [S4]. Finally, it shows a variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning (e.g., *have you in our program, struggle doing your homework, after school program, snack, colleg [college] students, join, give us a call*) [W4]. Thus, the holistic score point for this response is 4. |
| W91A_SI_SchoolDance_P100 | School Show | `990008115236 | 4+ | D5 | S4 | W5 | This response is best described by three descriptors at two adjacent whole score points. It shows strong organization of text that supports an overall sense of unity (the text flows seamlessly to persuade), appropriate to context (the language used is appropriate for the purpose of persuading students to come for a football game) [D5]. It has mostly complex sentence structures (e.g., complex sentences include the use of adverbial clauses such as *It would be a honor if you guys could make it to the homecoming school assembly*; complex sentences also include infinitives such as *Remeber to pay at the front desk 2$*) [S4]. Finally, it shows a wide variety of vocabulary, used appropriately and with ease (*honor, make it, homecoming school assembly, once every year, come cheer for, most importantly, come along with a smile, warriors*) [W5]. Thus, the holistic score point for this response is 4+. |
| W91A_LA_Toaster_P100_A30 | Turning on a Lamp | 21392575 | nscorea | NA | NA | NA | This response is best described by the nonscoreable criteria. The response consists only of verbatim copied text that is related to the prompt. Thus, the scoring rule for nonscoreable responses applies. |
| W91A_LA_Toaster_P100_A30 | Turning on a Lamp | 31235692 | 1 | NA | NA | NA | Parts 2 and 3 are copied from the prompt. One word, *pen*, in Part 1 is original language. The one word is best described by the three descriptors at Score Point 1. It shows minimal text [D1], a word only [S1], which is a high frequency word [W1]. Thus, the holistic score point for this response is 1. |
| W91A_LA_Toaster_P100_A30 | Turning on a Lamp | `990006694908 | 1+ | D1 | S2 | W1 | This response is best described by three descriptors at two adjacent whole score points. It shows minimal text that represents ideas (Dave is doing his homework) [D1]. It has simple sentence structures (*he is doing home work [homework]*) [S2]. Finally, it shows words and expressions reformulated from the stimulus and prompt (*doing home work [homework]*) [W1]. Thus, the holistic score point for this response is 1+. |

| Item | Passage | Response ID | Score | | | | Annotation |
|---|---|---|---|---|---|---|---|
| W91A_LA_Toaster_P100_A30 | Turning on a Lamp | 10322743 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. It shows emerging organization of ideas (Part 2 shows some ideas about the pictures) [D2]; simple sentence structures (*they found the Problem* and *she turn on the lamp* are simple sentences) whose meaning is obscured by noticeable grammatical errors when attempting beyond simple sentences (errors in the tense and preposition in *He try of turn on the lamp*) [S2]; and vocabulary primarily drawn from the stimulus and prompt [W2]. Thus, the holistic score point for this response is 2. |
| W91A_LA_Toaster_P100_A30 | Turning on a Lamp | 50785342 | 2+ | ->3 | ->3 | ->3 | This response is best described by three descriptors that come from two adjacent whole score points, tending toward but not meeting Score Point 3 at the Discourse, Sentence, and Word levels. At the Discourse Level, this response goes beyond D2 in that it (Part 3) provides some details about the story and those details are organized in logical order. However, it does not meet D3 because there are no transitions between the details [->D3].  At the Sentence Level, it has one complex sentence structure (e.g., *They are happy the lamp is working*) [->S3]. Finally, it has some basic words/phrases beyond the stimulus and prompt (e.g., *happy, chear [chair], taking the lamp*) [->W3]. Thus, the holistic score point for this response is 2+. |
| W91A_LA_Toaster_P100_A30 | Turning on a Lamp | 50643081 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. It shows developing organization including the use of elaboration and detail (it tells the whole story with a beginning, middle, and ending) [D3]. It uses simple and some complex sentence structures (e.g. *He was trying to fix the light* and *They saw the light was unplug[ged]* are complex sentences) [S3]. Finally, it has some vocabulary from beyond the stimulus and prompt (e.g., *fix, unplug[ged], forgot, after that*) [W3]. Thus, the holistic score point for this response is 3. |
| W91A_LA_Toaster_P100_A30 | Turning on a Lamp | 30784507 | 3+ | 4 | 4 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows organized text with a clear progression of ideas (it clearly tells a story from the beginning to end) [D4] and has more complex than simple sentence structures [S4]. However it only has some, rather than a variety of vocabulary from beyond the prompt (e.g., *turn the lamp on, forgot, plug*) [W3]. Thus, the holistic score point for this response is 3+. |
| W91A_LA_Toaster_P100_A30 | Turning on a Lamp | `990010161322 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It shows organized text that represents a clear progression of ideas (it has full details about the story and all details are logically connected) [D4]. It has mostly complex sentence structures (e.g. *Dave wonders what's happening or what's wrong with the lamp. Now he realize [realizes] why the lamp was not turning on.*) [S4]. Finally, it has a variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning (e.g. *turn on the light, wonders, happening, shows, plugged in, realize*) [W4]. Thus, the holistic score point for this response is 4. |
| W91A_LA_Toaster_P100_A30 | Turning on a Lamp | 91002912 | 4+ | 5 | 5 | 4 | This response is best described by three descriptors from two adjacent whole score points. It shows strong organization of text that suports an overall sense of unity, appropriate to context (it tells a coherent story about the pictures and effectively connects all the details from the pictures into a unified discourse) [D5]. It shows a variety of sentence structures with very errors (Examples of various sentence structures include: he doesn't know that he didn't connect the plug with electric. After she goes around and checks the lamp, she tells Dave that he forgot to plus in to get electric.His mother smiles, and helps him connect the plug with electric.) [S5]. Finally, it shows a variety of vocabulary beyond the stimulus an prompt (e.g., suddenly, goes around, checks, forgot, connects the plug) [W4]. Thus, the holistic score point for this response is 4+. |
| W91A_MS_BouncingBalls_P10 | Bouncing Balls | 51324496 | nscorea | NA | NA | NA | This response is best described by the nonscoreable criteria. The response consists only of verbatim copied text that is related to the prompt Thus, the scoring rule for nonscoreable responses applies. |
| W91A_MS_BouncingBalls_P10 | Bouncing Balls | 70960008 | 1 | NA | NA | NA | This response primarily consists of language that is copied from the prompt. The original language, *Glove,* is best described by the three descriptors at Score Point 1. It shows minimal text [D1], a word rather than complete sentences [S1], and vocabulay limited to high frequency words or reformulated expressions from the stimulus and prompt [W1]. Thus, the holistic score point for this response is 1. |
| W91A_MS_BouncingBalls_P10 | Bouncing Balls | `990006694908 | 1+ | D1 | S2 | W1 | This response is best described by three descriptors from two adjacent whole score points. It shows minimal text that represents ideas (short phrases and one single sentence) [D1]. It has one simple sentence structure (*She is workking [working]*) [S2]. Finally, it has expressions from the stimulus (*cold ball*) and high frequency expressions (*small ball, workking [working]*) [W1]. Thus, the holistic score point for this response is 1+. |
| W91A_MS_BouncingBalls_P10 | Bouncing Balls | 11115640 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. It shows emerging organization of ideas but with heavy dependence on the stimulus and prompt (e.g., *Hanna dropped the ball, measured and she put the ball to the freezer* is adapted from the prompt language *I dropped the ball and measured. Put ball in freezer until cold*) [D2]. It uses simple sentence structures only. [S2]. Finally, it contains vocabulary primarily drawn from the stimulus and prompt [W2]. Thus, the holistic score point for this response is 2. |
| W91A_MS_BouncingBalls_P10 | Bouncing Balls | 20784520 | 2+ | ->3 | 2 | 2 | This response is best described by three descriptors that come from two adjacent whole score points. It shows developing organization (the Par 3 response introduces the materials used, describes the observations, and draws a conclusion about the experiment, though without much elaboration and detail) [->D3]. However, it is composed of simple sentence structures only [S2] and the vocabulary is primarily drawn from the stimulus and prompt [W2]. Thus, the holistic score point for this response is 2+. |
| W91A_MS_BouncingBalls_P10 | Bouncing Balls | 15000052 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. It shows developing organization that includes elaboration and detail (it provided details about the experiment), though the progression of ideas is not always clear (e.g., *therefore* is not used appropriately) [D3]. It uses simple and some complex sentence structures (e.g., *She check how tall the ball came back up* and *She used the yardstick to see the highet [height]* are complex sentence structures) [S3]. Finally, it includes some vocabulary beyond the prompt (e.g. *came back up, came out right*) [W3]. Thus, the holistic score for this response is 3. |
| W91A_MS_BouncingBalls_P10 | Bouncing Balls | 70936733 | 3+ | 3 | 4 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows developing organization including the use of elaboration and detail (Part 3 states the results, explains why that happens, and provides a conclusion) [D3], but also is composed of mostly complex sentences [S4]. Finally, it includes some vocabulary beyond the prompt (e.g., *reaction, distance, flexible, hard*) [W3]. Thus, the holistic score point for this response is 3+. |

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|---|---|---|---|---|---|---|---|
| W91A_MS_BouncingBalls_P10 | Bouncing Balls | `990008100648 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It shows an organized text that presents a clear progression of ideas (it clearly describes the procedures and results of the experiment and why the ball bounces lower the second time), demonstrating an awareness of context (showing a text targeting the science context) [D4]. It has mostly complex sentences (it uses comparative structures a lot. For example: *she bounced it again as cold as it was...The first time was higher than the last time she did it...it is frozen outside, just about the same as the ball.*), containing occasional grammatical errors taht don't generally interfere with comprehensibility (e.g.,the subject is missing in *She first bounced the ball & [it] went up 23 inches*) [S4]. Finally, it has a variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning (e.g., *went up, as...as it was, made up to, way to [too] cold, even, compare, ice [icy] cold snowy day, just about the same, move as much as*) [W4]. Thus, the holistic score point for this response is 4. |
| W91B_SI_BestTeacher_P100 | Best Teacher Award | 31323794 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. The response has text that represents multiple ideas [D1]. It primarily contains distinguishable words and chunks of language rather than complete sentences [S1], and the words are limited to high frequency English words or reformulated expressions from the prompt and stimulus [W1]. Thus, the holistic score point for this response is 1. |
| W91B_SI_BestTeacher_P100 | Best Teacher Award | 51323026 | 1+ | 1 | ->2 | 1 | This response is best described by three descriptors that come from two adjacent whole score points. The response has text that represents an idea [D1]. However, it does contain one simple sentence structure, which makes it tending toward S2 [->S2]. The words are limited to high frequency English words [W1]. Thus, the holistic score point for this response is 1+. |
| W91B_SI_BestTeacher_P100 | Best Teacher Award | 11323022 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. The response shows emerging organization of ideas (but does not include much elaboration or detail) [D2]. It contains simple sentence structures (*my best teacher is my coach, i love baseball* are clearly simple sentence structures; the final phrase *i like practice with him* is ambiguous because *practice* can be interpreted as either a noun or an infinitive structure missing *to*) [S2]. Finally, its vocabulary is primarily drawn from the prompt (vocabulary beyond the prompt is limited to high frequency words such as *love, practice, baseball*) [W2]. Thus, the holistic score point for this response is 2. |
| W91B_SI_BestTeacher_P100 | Best Teacher Award | 51324349 | 2+ | 2 | ->3 | ->3 | This response is best described by three descriptors that come from two adjacent whole score points. It shows emerging organization of ideas (it states an opinion with a short supporting detail, but not much elaboration) [D2]. However, it is tending toward S3 and W3 -- the one long sentence contains a complex structure (*he always helps me when I dont get the problem*), making this tending toward S3 [->S3], and the response includes a couple of words/phrases that are not from the stimulus and prompt (e.g., *helps, get the problem*) [->W3]. Thus, the holistic score point for this response is 2+. |
| W91B_SI_BestTeacher_P100 | Best Teacher Award | 70786632 | 3 | NA | NA | NA | This response is best described by the three descriptors from Score Point 3. It shows developing organization of ideas (it states who should get the award, reasons for choosing Ms. Sampson as the best teacher, and a conclusion) [D3]; simple and some complex sentence structures (*when I got here at school she help [helped] me alot [a lot]* and *thats [that's] why i pick Ms. sampson* are complex sentences), whose meaning may be obscured by noticeable grammatical errors (e.g., *The teacher should need the best teacher award Ms. Sampson*) [S3]; and some vocabulary beyond the stimulus and prompt (e.g., *help, learn, do alot [a lot] of activity, pick*), although usage is noticeably awkward at times (e.g., *motivate for the work*) [W3]. Thus, the holistic score point for this response is 3. |
| W91B_SI_BestTeacher_P100 | Best Teacher Award | 51295558 | 3+ | 3 | ->4 | 3 | This response is best described by three descriptors that come from two adjacent whole score points. The response shows developing organization with the use of a beginning (statement of who should be the best teacher), a body (reasoning), and an ending (*Thank you for reading my letter*) [D3]. However, it also uses complex and some simple sentence structures, though containing more than occasional grammatical errors (quite a few complex sentence structures were used, such as *she is also a good person who help[s] others*, *everytime when you need help she is always there to help you*, and *she is direct on what she say[s] and never lie[s]*) [->S4]. It contains some vocabulary beyond the prompt (*direct, every time when*) [W3]. Thus, the holistic score point for this response is 3+. |
| W91B_SI_BestTeacher_P100 | Best Teacher Award | 60770573 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It shows organized text with a clear progression of ideas (in spite of its short length, it has a clear introductory and concluding sentence, and the details in the middle are clearly organized) [D4]. It has mostly complex and some simple sentence structures [S4]. Finally, it uses a variety of vocabulary beyond the stimulus and prompt (e.g. *give my opinion, without, wouldn't be able to, understand, deserves*) [W4]. Thus, the holistic score point for this response is 4. |
| W91B_SI_BestTeacher_P100 | Best Teacher Award | 31065732 | 4+ | 5 | ->5 | 5 | This response is best described by three descriptors that come from two adjacent whole score points. The response has strong organization of text that supports an overall sense of unity, with the use of discourse markers (*First of all, second of all, Third of all, In conclusion*), a topic sentence (*I think Mrs. Begin should get a best teachers award because she is very talented*) and a concluding sentence (*In conclusion this is why…*) [D5]. It uses a variety of sentence structures (*Mrs. Begin will explain you anything that doesn't make sense to you, She will make up some story that will help you understand the subject*, and *She always checks on us if we understand how to do our homework*), though it contains more than occasional grammatical errors (shifting between the present and future tense, missing *-ing* in *like play[ing] games or watch[ing] videos*, and subject verb singular/plural agreement such as *Everyone loves Mrs. Begin and are friends with her*), which doesn't quite reach S5 [->S5]. The variety of vocabulary beyond the prompt is used appropriately (e.g., *explains clearly and neatly, keep...entertained, serious, strict, checks on us, deserves*) [W5]. Thus, the holistic score point for this response is 4+. |

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|---|---|---|---|---|---|---|---|
| W91B_SI_BestTeacher_P100 | Best Teacher Award | `990006292840 | 5 | NA | NA | NA | This response is best described by the three descriptors at Score Point 5. It shows strong organization of text that supports an overall sense of unity (All the details support an argument for how the teacher taught students to respect and understand other people and therefore he/she should get the award. The reasoning is logically connected from the beginning to the end.), appropriate to context (The language follows the conventions of writing a letter. The choice of language is appropriate for addressing a reader with superior status.) [D5]. It has a variety of sentence structures with very few grammatical mistakes (it includes different sentence structures, such as: a) parallel attributive clauses: *I think the award should go to the teacher who is understanding, who helps students, who has patience, and who cares about the students.* b) if-structure serves as an object clause: *at times he tells us to put ourselves in the shoes of others and see if we can interpret how they live and feel*. c) why-structure serves as a predicative clause: *That is why I feel like the award should go to the sociology teacher*. d) subjunctive mood: *Without him we probably wouldn't even know about what others could be going through.*) [S5]. Finally, it has a wide variety fo vocabulary, used appropriately and with ease (e.g., *patience, cares about, emotion, connects with, gives brief details about, put ourselves in the shoes of others, interpret, realize, respect one another, going through, probably*) [W5]. Thus, the holistic score point for this response is 5. |
| W91B_SI_BestTeacher_P100 | Best Teacher Award | `990006294492 | 5+ | ->D6 | ->S6 | W5 | This response is best described by three descriptors at two adjacent score points. It shows a sophisticated organization of text that clearly demonstrates an overall sense of unity (It clearly and logically presents all the reasons why Mrs. Benzow should get the award. It also emphasize the uniqueness of this teacher by comparing her with other teachers.), appropriate to context [->D6]. It shows a purposeful use of a variety of sentence structures, with very few grammatical errors (minor errors include: a missing adverbial verb in *that [is] another thing I love about her class*; a missing infinitive in *The stories she chooses for her classes to read are always interesting and seem [to] catch my attention.*) [->S6]. Finally, it shows a wide range of vocabulary, used appropriately and with ease (e.g. *for a couple of reasons, silly and funny, serious, assigns, go along with, shape or form, catch my attention, past classes, worksheets, struggle, turned into movies, get a better understanding of it*) [W5]. Thus, the holistic score for this response is 5+. |
| W91B_MS_Viscosity_P100_A2 | Viscosity of Different Liquids | 71127007 | nscorea | NA | NA | NA | This response is nonscoreable, because the only text present *I don't know* is completely off-task. Thus, the scoring rule for nonscoreable responses applies. |
| W91B_MS_Viscosity_P100_A2 | Viscosity of Different Liquids | 51323026 | 1 | NA | NA | NA | This response is best described by the three descriptors at Score Point 1. The response shows minimal text *the water and oil end [and] honey*) [D1], words rather than complete sentences [S1], and words limited to those from the prompt and stimulus [W1]. Thus, the holistic score point for this response is 1. |
| W91B_MS_Viscosity_P100_A2 | Viscosity of Different Liquids | 21295765 | 1+ | 1 | 2 | 1 | This response is best described by three descriptors that come from two adjacent whole score points. The response has minimal text that represents multiple ideas [D1]. It contains simple sentence structures with simple connectors (*and*), but also has some detectable simple sentence structures such as *the most is the honey* and *water is less than all of them* [S2]. The vocabulary is limited to high frequency English words or reformulated expressions from the prompt and stimulus [W1]. Thus, the holistic score point for this response is 1+. |
| W91B_MS_Viscosity_P100_A2 | Viscosity of Different Liquids | `990006725142 | 2 | NA | NA | NA | This response is best described by the three descriptors at Score Point 2. It shows emerging organization of ideas (it lists an observed fact about what happened in the water and a conclusion, but it does not show any connections/transitions between the fact and conclusion.) [D2]. It has simple sentence structures (*The water is lowest and the honey is the higher [highest]*); meaning is obscured by noticeable grammatical errors when attempting beyond simple sentences (*if they drop water it see like something goes thin* has obscured meaning) [S2]. Finally, it has vocabulary that is primarily drawn from the stimulus and prompt (e.g., *water, honey, thin*) [W2]. Thus, the holistic score point for this response is 2. |
| W91B_MS_Viscosity_P100_A2 | Viscosity of Different Liquids | 21323023 | 2+ | ->3 | 2 | 2 | This response is best described by three descriptors that come from two adjacent whole score points. The response is tending toward developing organization, including the use of elaboration and detail (it has an introductory sentence and supporting details), though the progression of ideas is not always clear (references are not always clear, which impedes the flow of the ideas, e.g., it is not clear what *one* refers to in *the first one water one*; also, no conclusion is made about the results of the experiment) [->D3]. However, it contains only simple sentence structures [S2] and the vocabulary is primarily drawn from the prompt [W2]. Thus, the holistic score point for this response is 2+. |
| W91B_MS_Viscosity_P100_A2 | Viscosity of Different Liquids | 11295778 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. This response shows developing organization including the use of elaboration and detail, though the progression of ideas may not always be clear (the writing shifts between conclusions and supporting details frequently) [D3]. It has simple and some complex sentence structures (about half the sentence structures are complex; to achieve S4, a response should have more complex than simple sentence structures) [S3], and it contains words and phrases beyond the stimulus and prompt (e.g. *go... to the top, fast, that[']s why*) [W3]. Thus, the holistic score point for this response is 3. Please note that although the content of this response is not accurate, that does not affect the score, because only language, rather than content, is considered in scoring. |
| W91B_MS_Viscosity_P100_A2 | Viscosity of Different Liquids | 20788818 | 3+ | ->4 | 3 | 3 | This response is best described by three descriptors from two adjacent whole score points. It shows organized text that represents a clear progression of ideas (it has an organized description of what happened) [->D4], but has only simple and some complex sentence structures (e.g., *it shows that when we put the ball into three different liquids. They have 3 different situations to the ball, It can help us find out which liquids have more viscous [viscosity]*, and *We do the same steps to put the ball into the oil and honry [honey]* are complex sentences), containing more than occasional grammatical errors (e.g., using *viscous* for *viscosity* as in *which liquids have more viscous*, missing verb in *so the ball [sinks] in [to] the bottom of the beaker*) [S3] and only some words and phrases beyond the stimulus and prompt (e.g., *situation, help, beaker*) [W3]. Thus, the holistic score point for this response is 3+. |

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| W91B_MS_Viscosity_P100_A2 | Viscosity of Different Liquids | 40776108 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It shows organized text that presents a clear progression of ideas (it consists of an introduction of what the experiment is about, descriptions of the movements of balls in different types of liquid, and a conclusion that is clearly marked by the phrase *As we can see*) [D4]. It has complex and some simple sentence structures (there are more complex than simple sentence structures). Though there are a few grammatical errors (e.g., the misuse of the structure *spend...to...*) those errors don't generally interfere with comprehensibility [S4]. Finally, there is a variety of vocabulary beyond the stimulus and prompt (e.g. *thinnest, as we can see, if, easy, how long, most thick*). Thus, the holistic score point for this response is 4. Though this response shows a misinterpretation in the content, that does not affect its score. |
| W91B_MS_Viscosity_P100_A2 | Viscosity of Different Liquids | 40253824 | 4+ | 5 | 4 | 5 | This response is best described by three descriptors that come from two adjacent score points. It shows strong organization of text that supports an overall sense of unity (the progression of ideas is very easy to follow, as it easily transitions between the purpose of the experiment, materials, procedures, findings, and conclusion), and that is appropriate to context (the discourse structure is typical of that used in scientific writing) [D5]. However, it does not reach S5 because of the lack of variety in sentence structures (the structure *...take...to reach the bottom...* is used multiple times) and the number of grammatical errors that appear (there are more than a few of these, for example, *consist in, on each container, the ball that take the more tie [time]*, and the inconsistency in tense are grammatical errors) [S4]. Nonetheless, a wide range of vocabulary is used appropriately and with ease (e.g., the words and phrases *determine, locate, according to, due to the fact, followed by, in conclusion, in comparison to*) [W5]. Thus, the holistic score point for this response is 4+. |
| W91B_MS_Viscosity_P100_A2 | Viscosity of Different Liquids | 93024919 | 5 | NA | NA | NA | This response is best described by the three descriptors at Score Point 5. It shows strong organization of text that supports an overall sense of unity (it clearly documents each step of the experiment and the results of the experiment), appropriate to context (language choice and discourse organization are appropriate for academic writings in science) [D5]. It uses a variety of sentence structures with very few grammatical errors (e.g., the following three sentences are complex sentences with different structures: *While doing this, they used a timer to record how long it takes each ball to sink to the bottom of each beaker. This information leads students to conclude that honey is more viscous than oil and water while oil is more viscous than water. Viscosity is a liquid's thickness or resistance to flow which means honey is the most viscous liquid in this experiment.*) [S5]. Finally, it uses a wide range of vocabulary, used appropriately and with ease (e.g. *size and volume, beaker, sink, y-axis, x-axis, figure, approximately, resistance*) [W5]. Thus, the holistic score point for this response is 5. |
| W91C_IT_BoiardiChild_401 | Famous Chefs | `990016671478 | NS | NA | NA | NA | This response is nonscorable because the only text present *im behind on classwork now*) is completely off-task with no evidence of interaction with the prompt. Thus, the scoring rule for nonscorable applies. |
| | Famous Chefs | 990500651096 | 1 | NA | NA | NA | This response is best described by the three descriptors from Score Point 1. It shows minimal text that represents an idea (Hector is the best) [D1]. It only has phrases rather than complete sentences [S1]. All the words are high frequency words (the bast [best]) [W1]. Thus, the holistic score point for this response is 1. |
| W91C_IT_BoiardiChild_401 | Famous Chefs | `990016671466 | 1+ | D1 | S2 | W1 | This response is best described by three descriptors from two adjacent whole score points. It shows minimal text that represents ideas (one short sentence about which chef is preferred and why without any expansion of ideas) [D1]. It has one simple sentence structure (*like Hector becuase [because] he has a nice hat*.) [S2]. Finally, it has words that are limited to high frequency words (e.g., *like, nice, hat*) [W1]. Thus, the holistic score for this response is 1+. |
| | Famous Chefs | 990508981864 | 2 | NA | NA | NA | This response is best described by three descriptors from Score Point 2. It shows emerging organization of ideas with a list of simple sentences connected by and and the sentences show heavy dependence on the stimulus [D2]. It has all simple sentence structures [S2]. Finally, it has vocabulary primarily drawn from the stimulus [W2]. Thus, the holistic score point for this response is 2. |
| W91C_IT_BoiardiChild_401 | Famous Chefs | `990016671346 | 2+ | ->D3 | S3 | W2 | This response is best described by three descriptors from two adjacent whole score points. It shows developing organization including the use of elaboration and detail (it states which chef is preferred at the beginning and it incorporates details from the resume into reasons to support the preference), but with heavy dependence on the stimulus and prompt (the presentation of facts about Boiardi follows the order that they are presented in the stimulus with few modifications) [->D3]. It has simple and some complex sentence structures (e.g., complex structures include infinitives: *To began [begin] with I choose Ettore "Hector"* and adverbial clauses: *he worked as an apprentice in a hotel kitchen when he was 11 years old.*) [S3]. Finally, it uses vocabulary primarily drawn from the stimulus and prompt (words and phrases beyond the stimulus and prompt are minimal, including *to began [begin] with, when, created by*) [W2]. Thus, the holistic score for this response is 2+. |
| W91C_IT_BoiardiChild_401 | Famous Chefs | `990016726072 | 3 | NA | NA | NA | This response is best described by the three descriptors at Score Point 3. It shows developing organization including the use of elaboration and detail (It states which chef is chosen and presents reasons for that. The reasons are connected with *Fristly [Firstly]* and *Secondly* to show a developing organization.), though the progression of ideas may not always be clear (the third reason *she can teach child because she learn alot [a lot]*, is not explicitly preceded by a discourse connector "thirdly" or "finally"; also, there is no conclusion.) [D3]. It shows simple and some complex sentence structures (e.g., *Fristly [Firstly] I think she has a lot of things to teach child [children] in school.*), whose meaning may be obscured by noticeable grammatical errors (e.g., the wrong tense is used in *she will get alot of [a lot more] awards then [than] anyone*) [S3]. Finally, it uses some vocabulary from beyond the stimulus and prompt, although usage is noticeably awkward at times (e.g. *Fristly [Firstly], Secondly, teach child, learn alot [a lot], the best cooking, the best chef*) [W3]. Thus, the holistic score point for this response is 3. |

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| W91C_IT_BoiardiChild_401 | Famous Chefs | `990016726088 | 3+ | D4 | S3 | W3 | This response is best described by three descriptors from two adjacent whole score points. It shows organized text that presents a clear progression of ideas (it clearly states which chef is chosen, presents three reasons to support that option, and has a summary at the end), demonstrating an awareness of context (it follows the convention of letter writing by formally addressing the principal at the beginning; the introduction also shows awareness of letter writing.) [D4]. It has simple and complex sentence structures (about half of the sentences are complex, but there are noticeable grammatical errors such as *who is graduate in college [has graduated from college] and know [knows] about cooking, the both chef [both chefs] have experience[s], the good thing for [about] Julia, she know [knows] a lot [more] in [about] cooking than Hector [does].*) [S3]. Finally, it uses some vocabulary beyond the stimulus and prompt, although usage in noticeably awkward at times (e.g., *culinary class, the most important for chef, In summary, differnet [different] kind of food*) [W3]. Thus, the holistic score point for this response is 3+. |
| W91C_IT_BoiardiChild_401 | Famous Chefs | 990016671570 | 4 | NA | NA | NA | This response is best described by the three descriptors at Score Point 4. It has organized text that presents a clear progression of ideas (it has an introduction, logically connected supporting details and a conclusion), demonstrating an awareness of context (the language shows an awareness of writing a formal letter. For example, the beginning has *To...From...* ; the ending uses *I would take the time to thank you...*) [D4]. It has mostly complex sentence structures, containing occasional grammatical errors that don't generally interfere with comprehensibility (e.g. *she is an amanzing [amazing] women [woman] and puts herself out there for other womens [women] to see..*) [S4]. Finally, it has a variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning (e.g. *my biggest dream, woud [would] rather have, in the outsdie [outside] world, way beyond her limtis [limits], puts herself out there, so can women, surround myself with, bust up, break out of my zone, proves, i [in] return of nothing, seeing my point of view*) [W4]. Thus, the holistic score point for this response is 4. |
| W91C_IT_BoiardiChild_401 | Famous Chefs | `990016726274 | 4+ | D5 | S4 | ->W5 | This response is best characterized by three descriptors from two adjacent score points. It shows strong organization of text that supports an overall sense of unity (it states the choice of chef, presents the characteristics of Julia Child, and compares her with Boiardi to show why she is a better choice. It ends with a summary that echoes the beginning.), demonstrating an awareness of context (it follows the convention of letter writing by addressing the principal; it uses formal language that is approrpirate to the context.) [D5]. It has mostly complex sentence structures [e.g., *...also has her own cooking show for other people who would like to learn how to cook at home*], containg occasional gramamtical errors that don't generally interfere with comprehensibility (e.g., *Julia Child is a famous chef, who collect [collected] medals and awards..; she had experienced [had the experience] teaching other classes before, and has graduated from three different cooking school [schools].. Early from [in] her days she [has] gone around tasting new food...*) [S4]. Finally, it shows a wide range of vocabulary, generally conveying the intended meaning (e.g., *collect medals and awards, sovenier [souvenier], been through cooking, her whole life, gone around, fit to be, recommend, excellent chef*) [->W5]. Thus the holistic score for this response is 4+. |
| W91C_IT_BoiardiChild_401 | Famous Chefs | `990016671598 | 5 | NA | NA | NA | This response is best described by the three descriptors from Score Point 5. It shows strong organization of text that supports an overall sense of unity (the entire writing is organized seamlessly to support why Boiardi is chosen and why), appropriate to context (the beginning explicits points out why writing about this topic and why making the decision by reviewing their resumes) [D5]. It shows a variety of sentence structures with very few grammatical errors (it shows different sentence structures such as in *it would be very bennefical [beneficial] to have a real life cooking legend to inspire and teach our students about the culinary arts, When hiring someone for a job...,* Seeing his many contributions....and *What not better than to ....*) [S5]. Finally, it has a wide range of vocabulary, used appropriately and with ease (e.g. *many times, have the choice, specific, bennefical [beneficial], a real life cooking legend, inspire, the culinary arts, hiring someone for a job, look for, background history, passion, applying to, personally, fits the criteria, an extraordinary [extraordinary] teacher, what not better then [than], without this great figure, tasty treats, prevelage [privilege].*) [W5]. Thus, the holistic score point for this response is 5. |