

# Scoring Rubric for Grades 2-12

## Write to Express Ideas (Scored 0-4)

Score	Descriptors of Scores
<b>0</b>	<ul style="list-style-type: none"> <li>• Response is entirely in a language other than English</li> <li>• Response is in English but does not relate to the prompt</li> <li>• Response has no correctly spelled English words</li> <li>• Response consists of a single English word or only words copied from the item prompt</li> </ul>
<b>1</b>	<p>A 1-point response displays some or all of these features:</p> <ul style="list-style-type: none"> <li>• Response attempts to satisfy the task but relates very minimally to the prompt</li> <li>• Response contains at least two or more correctly spelled substantive English words (noun or verb) in a phrase (a group of words related to each other that conveys some meaning or thought but is generally not expressed in a complete manner)</li> <li>• Response does not contain a complete sentence because subject or verb is missing or incomplete</li> <li>• Overall communication is unclear and unconnected; response lacks cohesion and coherence</li> </ul>
<b>2</b>	<p>A 2-point response displays some or all of these features:</p> <ul style="list-style-type: none"> <li>• Response attempts to satisfy the task but relates minimally to the prompt, with limited expression compared to a highly proficient writer of English</li> <li>• Response contains one or more sentences that include a subject and complete verb, although grammar may not be well-formed and numerous words may be misspelled; punctuation may also be lacking.</li> <li>• Response may need to be read two or more times to be understood</li> <li>• Response may contain limited vocabulary, digressions, or repetitions</li> <li>• Overall communication is somewhat clear, with few features of cohesion (e.g., use of pronouns after introduction of subject) and coherence present</li> </ul>
<b>3</b>	<p>A 3-point response displays some or all of these features:</p> <ul style="list-style-type: none"> <li>• Response expresses content, description, and action clearly but with some difficulty compared to a highly proficient writer of English</li> <li>• Response expresses most ideas clearly but lacks the grammatical fluency of a highly proficient writer of English; for example, writer may over-rely on conjunctions (e.g., “and”) to connect thoughts</li> <li>• Response may feature some errors in vocabulary, grammar (such as run-ons), or punctuation, but overall, these errors do not interfere with communication</li> <li>• Response may contain some digressions or repetitions</li> <li>• Overall communication is generally clear, cohesive, and coherent</li> </ul>
<b>4</b>	<p>A 4-point response displays some or all of these features:</p> <ul style="list-style-type: none"> <li>• Response expresses ideas, content, description, and action with precise vocabulary and ease commonly associated with highly proficient writers</li> <li>• Response is clear and complete with few or no errors in vocabulary or grammar indicative of non-native writers</li> <li>• Sentences may be simple or complex with only minor errors in vocabulary, grammar, or punctuation that do not interfere with communication</li> <li>• Response contains few, if any, digressions or repetitions</li> <li>• Overall communication is clear, cohesive, and coherent</li> </ul>

**Write to Express Ideas (Scored 0-4)**

**Prompt: (Grade 6-8)** Read the email message from Sam. Then write a response answering the questions Sam asks. Make sure your response is clear and complete. Pay attention to grammar, capital letters, punctuation, spelling and the words you choose to express your ideas.

**Score:**

*Hello!*

*Friday night, I went on a moonlight adventure hike at our local park. The guide pointed out all of the creatures which hide during the day. I always go on a hike at the end of the week to relax. I've never gone on a night one before though, and I loved it. What do you do to relax at the end of the week?*

*Sam*

1. At the end of the week I like to lay down on my bed and watch a movie that how I relax and some time I go hikeing with my sister and brother some time we have a camp and eat and site down to relax and talk about school

3

2. Hello Sam I liking to relax when there is no more schools I will relax by going to the hike like you I will loved to relax at the hike. I will sit down and have food to eat and a hat for to cover the sun. It will be relax

2

3. Dear Sam!  
I love to go to the movies or go iceskating when there is no school. I like to go to the movies because I could relax while I watch some thing fun. Sometimes I watch scary movies so I could get scared. That's what I do for the weekends.

4

## Scoring Rubric for Grades 2-12

### Write Academic Texts (Scored 0-3)

Score	Descriptors of Scores
<b>0</b> Minimal or No Communication	<ul style="list-style-type: none"> <li>• No response in English</li> <li>• Response does not relate to the prompt, including “I don’t know”</li> <li>• A clearly <b>off-topic</b> response</li> <li>• A <b>repetition</b> of an earlier response</li> <li>• Response largely, if not completely, <b>quotes the prompt</b></li> <li>• Response is <b>incomprehensible</b> (vocabulary used is imprecise or incorrect)</li> <li>• No recognizable sentence structure</li> </ul>
<b>1</b> Beginning Communication	<ul style="list-style-type: none"> <li>• Response <b>minimally addresses the prompt</b></li> <li>• Response includes at least <b>rudimentary sentence structure</b>, e.g., subject and predicate</li> <li>• Response contains multiple <b>errors in grammar and vocabulary</b></li> <li>• <b>Word choice is limited</b> or incorrect, and the <b>intended meaning is unclear</b></li> </ul>
<b>2</b> Basic Communication	<ul style="list-style-type: none"> <li>• Response <b>satisfies the task</b> in sentence form (subject and predicate) but demonstrates <b>errors in grammar or vocabulary</b> that <b>interfere with clear communication</b></li> <li>• Response includes <b>some vocabulary appropriate</b> to the topic</li> <li>• The <b>intended meaning is somewhat clear</b> but hampered by a lack of correct word choice; a comprehension-check question might be necessary to verify the meaning</li> </ul>
<b>3</b> Effective Communication	<ul style="list-style-type: none"> <li>• Response <b>satisfies the task</b> and is in sentence form, fulfilling the intended discourse function</li> <li>• Response includes <b>precise and correct vocabulary</b> for the test task (content-specific vocabulary is used where applicable)</li> <li>• The <b>intended meaning is effectively communicated</b> but <b>may contain a few minor mechanical errors*</b> (e.g., missing periods, incorrect or missing capitals, run-on sentences caused by overuse of “and,” comma splices, extra or missing commas or apostrophes, and minor spelling errors that do not confuse the meaning)</li> <li>• The intended meaning is effectively communicated but <b>may contain minor errors in grammar</b> that do not interfere with clear communication (e.g., a missing or incorrect article, or a missing or incorrect preposition)</li> <li>• Response is mostly written in the student’s own words, although <b>some short phrases</b> taken from the stimulus are allowed</li> </ul>

**Write Academic Texts (Scored 0-3)**

**Prompt:** Write one to two sentences explaining this information.

Type of Steamboat	Purpose
Towboat	Move other boats
Ferry	Carry goods and people
Showboat	Entertain people

**Score:**

1. The chart shows three types of steamboats and their purpose. Some boats move other boats and some other boats do other things like move people and goods, like the Ferry.

3

2. Towboats moving other some boats and the boats sometime can having people on the boats. It saying they having many boats for many thing.

2

3. Type of Steamboat Purpose Towboat Ferry Showboat

0 (copied prompt)