

**W-APT™**  
**Scored Student**  
**Writing Samples**

**Version 2 Release 3, August 2007**

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**WIDA-ACCESS Placement Test W-APT™**

**Part of the ACCESS for ELLs® Assessment Battery**

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## **About this Document**

This WIDA-ACCESS Placement Test (W-APT)<sup>™</sup> *Test Administration Manual Scored Writing Samples* applies to all grade level clusters, including Kindergarten.

**Test administrators are required to thoroughly familiarize themselves with the samples in this document to properly train themselves to administer the Writing section of the W-APT<sup>™</sup>. This document should be used in conjunction with the appropriate parts of Sections 6 and 7 of the full Test Administration Manual dealing with administering and scoring the Writing test.**

The WIDA-ACCESS Placement Test (W-APT)<sup>™</sup> Test Administrator Manual was prepared by the Center for Applied Linguistics.

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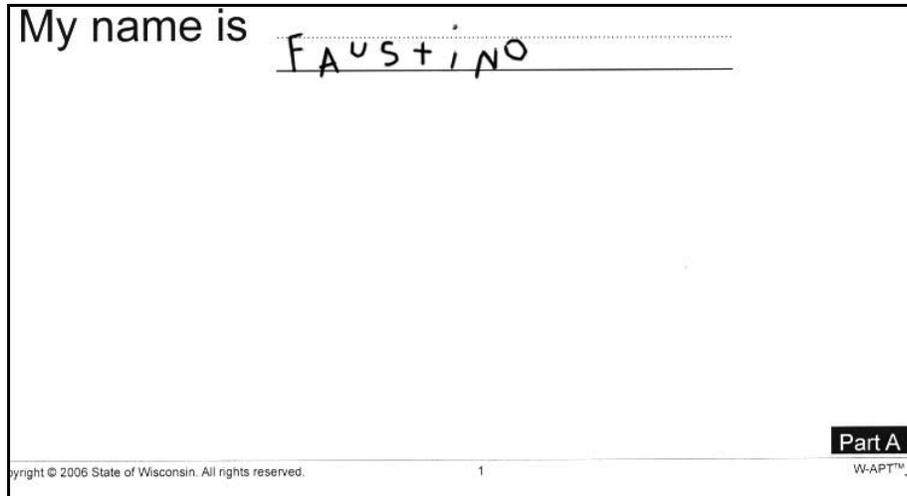
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# Kindergarten Writing Samples

## Part A Introduction

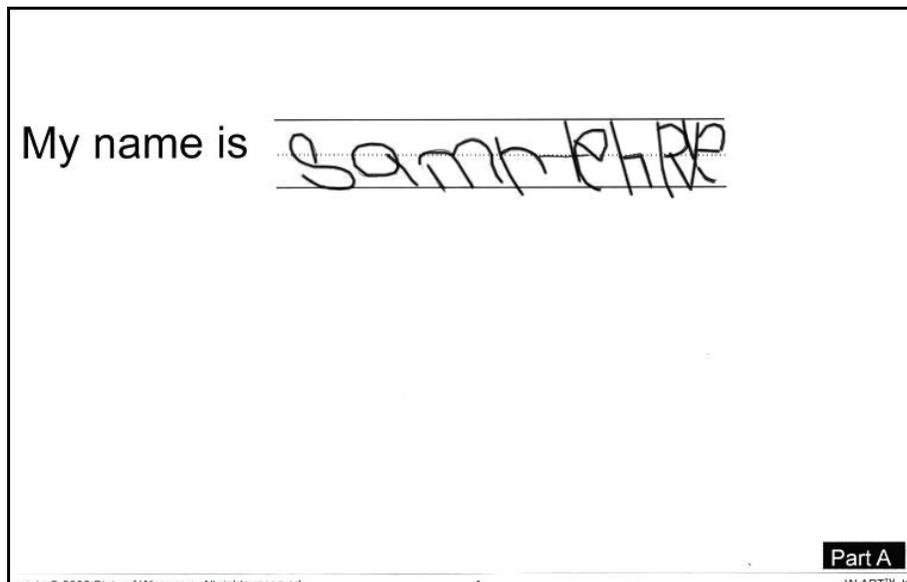
### Sample 1



Score as correct

- Letters are all well-formed and easily recognizable.

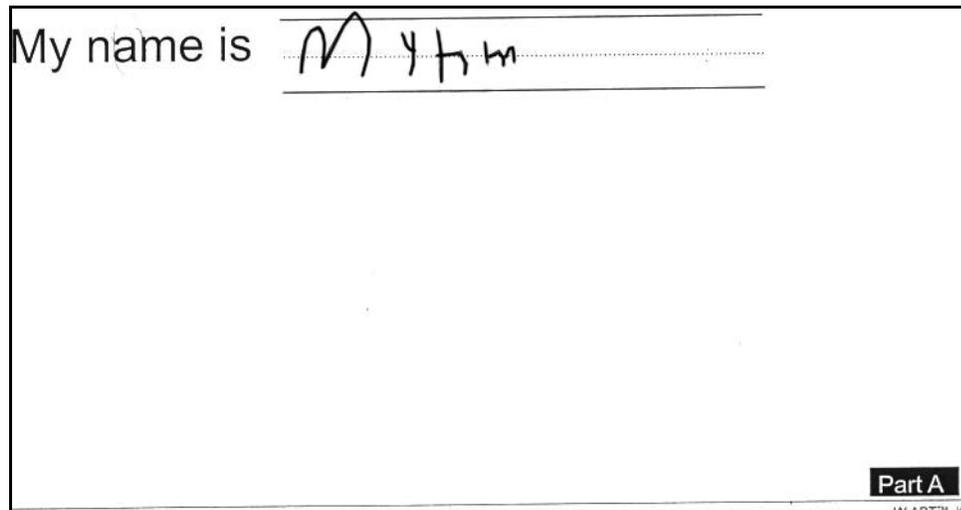
### Sample 2



Score as correct

- Even though sequencing of last letters is difficult to recognize, letter shapes are clearly identifiable.

Sample 3



Sample 3: Score as incorrect.

- Student simply copied “My name” and did not write her own name.
- Letter “n” is not easily recognizable outside of context.

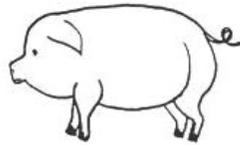
Part A



cat

cat

1



pig

pig

2



hen

hen

3

Part A

W-APT™\_K

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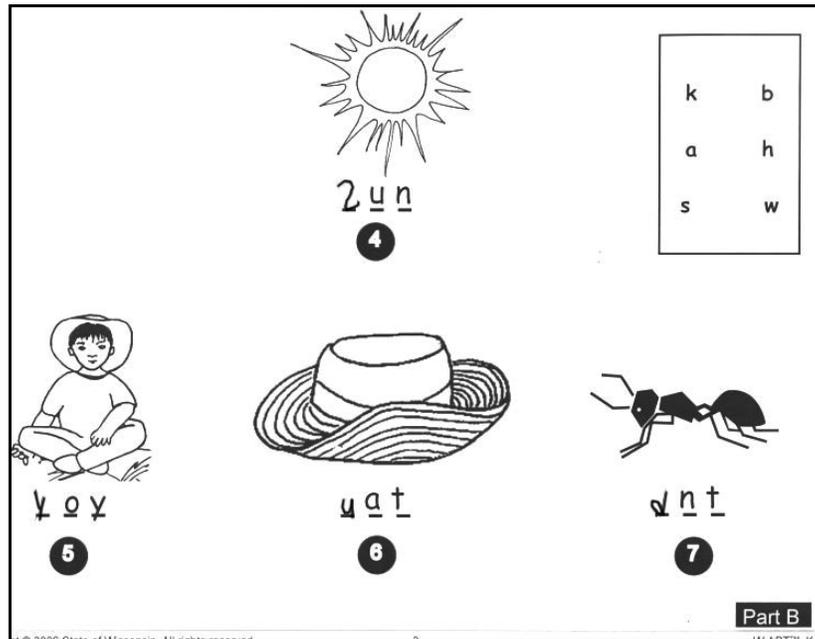
2

Score all items as correct.

- Letters are all appropriately formed and recognizable.
- Letters are in correct order.

**Part B**

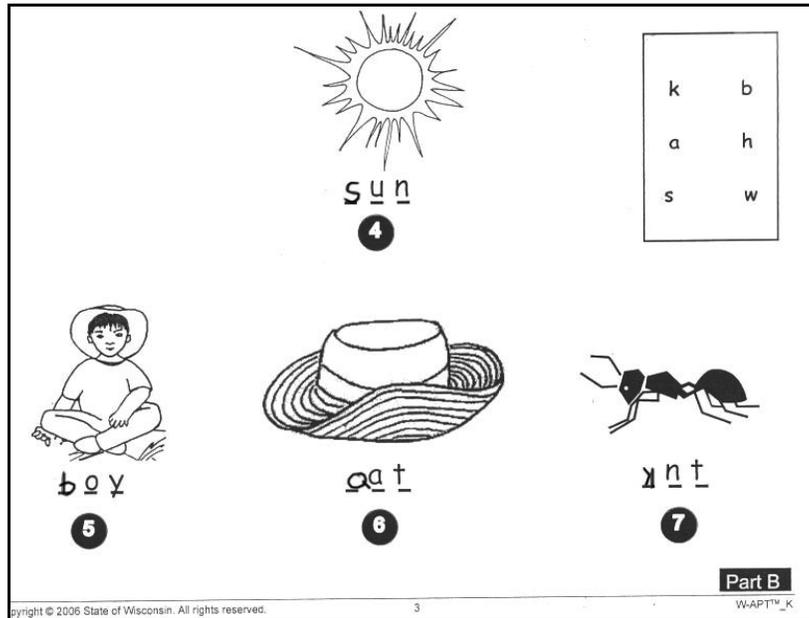
Sample 1



Sample 1: Score items 4 and 7 correct and items 5 and 6 as incorrect.

- Letter shapes are recognizable (though “s” in “sun” is reversed).
- Initial letters in 5 and 6 are inappropriate.

Sample 2



Sample 2: Score items 4 and 5 as correct and 6 and 7 as incorrect.

- Student wrote the incorrect letter in the space for 6 and 7.
- Letters for 4 and 5 are appropriate and well formed.

## Part C

### Sample 1

Part C

car

Practice

yo-yo 1

ball 2

truck 3

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This image shows a handwriting practice sheet titled "Part C". It contains four words written on a set of three horizontal lines (top, middle, bottom). The words are "car", "yo-yo", "ball", and "truck". Each word is written in a simple, cursive-like font. Below each word is a small black circle containing a number: "1" under "yo-yo", "2" under "ball", and "3" under "truck". There is a "Practice" button below the word "car". At the bottom of the sheet, there is a small copyright notice: "Copyright © 2009 State of Wisconsin. All rights reserved."

### Sample 2

Part C

Practice

Kit 1

DOG 2

YoYo 3

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This image shows a handwriting practice sheet titled "Part C". It contains four words written on a set of three horizontal lines. The first word is a blank space. The second word is "Kit". The third word is "DOG". The fourth word is "YoYo". Each word is written in a simple, cursive-like font. Below each word is a small black circle containing a number: "1" under "Kit", "2" under "DOG", and "3" under "YoYo". There is a "Practice" button below the blank space. At the bottom of the sheet, there is a small copyright notice: "Copyright © 2009 State of Wisconsin. All rights reserved."

Score all responses in both samples as correct.

- All responses are well-formed and correct.
- Response 1 in sample 2 uses invented spelling (“kit” for “kite”), but this is acceptable.

Sample 3

ball 8

9

TSin 10

11

Part C

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Sample 4

ball 8

ball 9

10

11

Part C

Score both samples as incorrect.

- Sample 3 #10 appears to be random letters, rather than invented spelling.
- Words copied from practice item (#8) should not be recopied as in #9 of sample 4.

## Part D

Part D

Practice



LAP MOMMY

1



DAREDY

Score practice item as correct.

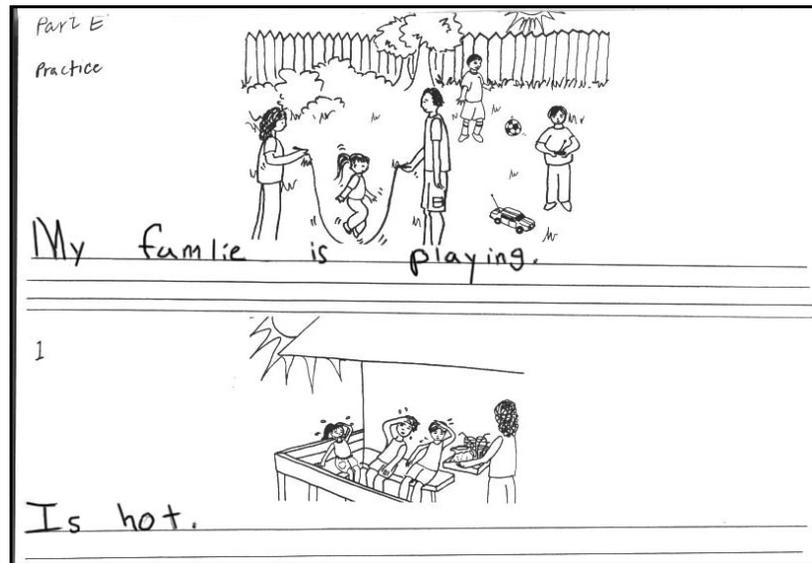
- With some effort the writing can be seen to represent the phrase “help mommy.”
- Word breaking assists in interpreting the writing as containing multiple words.

Score item 1 as incorrect.

- Only with considerable effort can the student’s probably meaning “They’re reading.” be interpreted
- Misspellings or missing words are acceptable, but not if word boundaries are not indicated.

## Part E

### Sample 1



Score both items as correct.

- Word breaking and use of punctuation facilitate comprehension.
- The interpretation of the practice item in sample 1 (“My family is playing.”) is easily seen.
- The interpretation of item 1 in sample 1 (“It is hot.”) is less obvious than in the practice item, but still apparent. Missing word in the sentence (“it”) is acceptable.

Sample 2

2



Lees famlie is in the From.

3



Lees famlie is baking Book.

Score both items as correct.

- Word breaking and use of punctuation facilitate comprehension.
- The interpretation of item 2 in sample 2 (“Lee’s family is on the farm.”) is evident, in spite of misspellings (“from” for “farm”) and incorrect preposition (“in” rather than “on”).
- The interpretation of item 3 in sample 2 (“Lee’s family is looking at a book.”) is readily accessible.
- Misspellings (“famlie” for “family”) and missing function words (“is” and “a”) do not significantly impede meaning.

Sample 3

2



DOG

3



DARKLOWY

Score both items as incorrect.

- Writing in item 2 is a single word, not the required sentence.
- In item 3 the effort to interpret the writing (presumably, “They’re coloring.”) is seriously impeded by lack of word spacing and punctuation.
- Also in item 3, invented spelling, though consistent, deviates considerably from standard spelling and does not assist interpretation.



## Writing Rubric for Grades 1–12

### Writing Rubric of the WIDA™ Consortium\* Grades 1–12

Level	Linguistic Complexity	Vocabulary Usage	Language Control
<b>6 Reaching</b>	A variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific, or technical language.	Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.
<b>5 Bridging</b>	A variety of sentence lengths of varying Linguistic Complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.
<b>4 Expanding</b>	A variety of sentence lengths of varying Linguistic Complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference.
<b>3 Developing</b>	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
<b>2 Beginning</b>	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
<b>1 Entering</b>	Single words, set phrases, or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.

## Grades 1–2 Writing Samples

For reference purposes, each sample is designated by the code found below the scoring rationale.

### Example 1 Benchmarks

#### Score 1: Sample A

Write all about you.

① My name is Celia

② I have a fish

③ I like to DO Pate

Write about your favorite animals.

My favorite animals are:

① Peccole

② Rabitte

③ Pecan

Rationale:

This student can write legible English words, thus meriting a score of 1.

[ref: 12\_PartA\_Bench\_1A]

**Score 1: Sample B**

Write all about you.

1 My name is Lisa.

2 I have blond hair

3 I like to do puzzles.

Write about your favorite animals.

My favorite animals are:

1 tiger

2 Jagwa-

3 bear

Rationale:

This student can write legible English words, thus meriting a score of 1.

[ref: 12\_PartA\_Bench\_1B]

## Score 2: Sample A

Write all about you.

① My name is *Cha Kong.*

② I have *black hair.*

③ I like to ride my bike because  
*it fun.*

Write about your favorite animals.

My favorite animals are:

① *puppy*

② *cub*

③ *panda*

Rationale:

This student is not only capable of writing legible English words, but he or she can also write in sentences, (*I like to*) *ride my bike because it fun*, thus meriting a score of 2.

The second part further shows the student's ability to write more complex words, such as *cub* instead of 'bear', and *puppy* instead of 'dog'.

The writing is generally comprehensible, although it has syntactic and mechanical errors in, e.g. *because it fun*.

[ref: 12\_PartA\_Bench\_2A]

## Example 1 Training Papers

### Score 1: Sample A

Write all about you.

① My name is Julie

② I have a Sowag

③ I like to swim

Write about your favorite animals.

My favorite animals are:

① My favorit animals is a brare.

② My favorit animals is a seeyl.

③ My favorit animals is a daffin.

Rationale:

This student can write legible, phonetically spelled English words, thus meriting 1.

There are attempts at original vocabulary, such as *swim*, *brare*, *seeyl*, and *daffin*.

Comprehension is impeded by mechanical errors like *sowag*.

Although there are attempts at producing complete sentences, they have been copied from the directions and contain syntactic errors, thus meriting a score of 1 instead of 2.

[ref: 12\_PartA\_Training\_1A]

## Example 2 Benchmarks

### Score 1: Sample A

A handwritten sample on a three-line grid. The top line contains 'I LIKE to Emgu Apple'. The middle line contains 'My Teacher Ong Ms. Pulls'. The bottom line is empty.

#### Rationale:

Comprehensible single words (e.g., *apple, teacher*), set phrases, or chunks of simple language (e.g., *I like to*) are used in the writing, characteristic of a score of 1. It does not reach the level of phrases and short sentences.

Only high frequency words are used (e.g., *apple, teacher*).

The writing is generally comprehensible when text is copied or adapted, but the original text is incomprehensible (e.g., *emgu, ong*).

[ref: 12\_PartB\_Bench\_1A]

### Score 1: Sample B

A handwritten sample on a three-line grid. The top line contains 'Mr. McGill gave more apple'. The middle line contains 'desk Student So more'. The bottom line contains 'Apple Cam'.

#### Rationale:

The writing contains single words and chunks of simple language. Although the beginning of the writing could be seen as a sentence, it appears more like a simple combination of the words from the word box and there is no closure to this seeming sentence.

Only high frequency words and the words from the word box are used.

Copied text is generally comprehensible, but the Language Control breaks down shortly after the beginning of the writing.

[ref: 12\_PartB\_Bench\_1B]

**Score 2: Sample A**

I want 2: apples.
I gave him 1 apples.
how meny in all.
Answer: 1

Rationale:

The writing has phrases (e.g., *how meny, in all*) and short sentences, which is characteristic of 2. There is an attempt at organization with the logical flow of the sentences.

General language is used (e.g., *want, gave, meny*).

The writing is generally comprehensible.

[ref: 12\_PartB\_Bench\_2A]

**Score 2: Sample B**

I like my teacher and I like to eat apple.
And I like Mr. Gill he is a good teacher.
His name is Mr. Vela

Rationale:

Although the sentences are not quite “on-topic,” there are successful short sentences in the writing.

General language is used (e.g., *teacher, like, apple, good, name*).

It is generally comprehensible.

[ref: 12\_PartB\_Bench\_2B]

**Score 3: Sample A**

The teacher had tow apples  
The student gave him one  
more apple. Now how many  
ps there. there is five now.

Rationale:

The writing displays successful sentences. Although there are no expanded sentences, the fluency of the text and the correct use of the words such as *more* and *now* show emerging complexity, characteristic of a score of 3.

Most of the words from the word box are used and they are used correctly.

The writing is comprehensible.

[ref: 12\_PartB\_Bench\_3A]

**Score 3: Sample B**

Mr. Bill gave me apple.  
He gave a little apple.  
I like to be student.  
I don't no haw many  
apple. then I count.  
There are less apple.  
My mom gave me some movie.

Rationale:

There are simple and expanded sentences that show emerging complexity in The writing.

General and some specific words are used (e.g., *count*).

The writing is comprehensible.

[ref: 12\_PartB\_Bench\_3B]

#### Score 4: Sample A

Mr. Gill has tow apples. I give him 1 more apple. Would my teacher have more. Or would my teacher have less apples than lste time. I think he will have more. IS my answer wite.  
more

##### Rationale:

A variety of sentence lengths of varying Linguistic Complexity is evident in The writing. There is also emerging cohesion with the explanation of the situation (*Mr. Gill has tow apples.~ I give him 1 more apple.*), presentation of the problem (*Would my teacher have more ~ than lste time*), and the solution (*I think he will ~answer wite. More.*). Emerging cohesion is characteristic of a score of 4.

Specific language is used (e.g., *would, than*).

The writing is comprehensible.

[ref: 12\_PartB\_Bench\_4A]

#### Score 4: Sample B

Mr. Gill have two apples on his desk. Sam gave his teacher Mr. Gill one more apple on his desk. Mr. Gill was sitting on the desk. He was looking at the apples. How many apples does Mr. Gill has left? Answer: Mr. Gill have three apples left.

##### Rationale:

A variety of sentence lengths of varying Linguistic Complexity is evident in The writing.

There is a variety of vocabulary used in The writing (e.g., *sitting, looking, left*). Specific and some technical language is used (e.g., *have ... left*).

The writing is comprehensible.

[ref: 12\_PartB\_Bench\_4B]

**Score 5: Sample A**

Mr. Gill has two apples. A student gives him one more. She goes back to her desk. Mr. Gill says thank you. How many does he have now? Three.

Rationale:

The writing presents a variety of sentence lengths of varying Linguistic Complexity in an organized paragraph. The organization and the variety of sentence lengths are characteristic of a score of 5.

Although there is no technical language used, the writer displays the ability to use the right words in the right places.

The writing is approaching comparability to that of English proficient peers.

[ref: 12\_PartB\_Bench\_5A]

## Example 2 Training Papers

### Score 2: Sample A

one day my teacher had 2  
apple and then a little boy  
gave him 3 apples left do I have  
 $2+3=5$

#### Rationale:

The writing uses simple sentences, but shows one attempt at an expanded sentence. With phrases like *one day* and *a little d[b]oy* show facility in writing and emerging complexity.

General language is used.

There is some confusion in person (e.g., *my teacher – a little boy*), and comprehensibility is slightly impeded.

Although the writing displays strength in Linguistic Complexity, Vocabulary Usage and Language Control, it does not manifest it at Level 3. Consequently, it scored 2.

[ref: 12\_PartB\_Training\_2A]

### Score 3: Sample A

Mr. Gill had '2' apples. Then a student came and  
gave him '1' apple. Now he has 3 apples.

#### Rationale:

There are simple and expanded sentences in the writing.

General and some specific language is used.

The writing is error-free.

The writing is scored 3. If it were longer with more sentence variety, it would have been scored 4.

[ref: 12\_PartB\_Training\_3A]

**Score 4: Sample A**

My student gave me  
an apple. now I put  
it in my desk. now I eat  
three apple. if I get more  
I will get fore more.  
When my student gave me the  
apple that was nice. How many  
apple do I have.  
I have 4 apple

**Rationale:**

There is a variety of sentence lengths of varying linguistics complexity in The writing with a successful use of an 'if'-clause, a 'when'-clause, and the word *now*.

There is a variety of vocabulary used.

Comprehensibility is slightly impeded when attempting to produce more complex text.

This is a weak 4 paper.

[ref: 12\_PartB\_Training\_4A]

## Grades 3–5 Writing Samples

For reference purposes, each sample is designated by the code found below the scoring rationale.

### Example 1 Benchmarks

#### Score 1: Sample A

Write  
Complete the sentences with important school rules.

Write  
Write three more important school rules.

**My School's Rules**

1. Do not tot en dal gim.
2. Always noy tikt en gim.
3. Respect dal tichor.
4. To nad ran en da clas.
5. Na to get the fives.
6. Do not pavn ar fives.

Write  
What do you do if you are late to school? Answer this question with three to five sentences.

Ay ran  
Ay go gue da bus  
Ay fripcor m/n rom

Rationale:

This piece merits a score of 1 because, while it contains writing other than copied text, the original text is characterized by chunks of simple phrases.

Vocabulary comes from high-frequency words from school: *gim*, *tichor*, *clas*, and *bus*.

Comprehensibility is impeded significantly by semantic and mechanical errors.

[ref:35\_PartA\_Bench\_1A]

## Score 2: Sample A

Write

Complete the sentences with important school rules.

Write

Write three more important school rules.

### My School's Rules

1. Do not talk.
2. Always do your homework.
3. Respect your CLASS mate.
4. NEVER say bad words.
5. don't still stuff from someone.
6. Listen to your teacher.

Write

What do you do if you are late to school? Answer this question with three to five sentences.

go to the ofiese to get a late SLIPE, and then  
go back to your room. Then give the SLIPE  
to your teacher.

Rationale:

Attempts at full sentences are exhibited in the writing, thus meriting a score of 2. The writing demonstrates a certain degree of organization and generally avoids copying of the model.

There is general language related to the content area, such as *still*, *ofiese*, *slipe*, and *teacher*.

It is generally comprehensible.

[ref: 35\_PartA\_Bench\_2A]

### Score 3: Sample A

**Write**  
Complete the sentences with important school rules.

**Write**  
Write three more important school rules.

**My School's Rules**

1. Do not run in the hallways at school.
2. Always do your homework at school.
3. Respect your classmates at school.
4. Do not talk when the teacher is talk
5. Do not throw food at the lunch room.
6. Do not push someone.

Schools Rules

**Write**  
What do you do if you are late to school? Answer this question with three to five sentences.

I go to the office and tell them that I need a little paper because I am late for school. Then I go to my class and I give the little paper to the teacher. Then I could do my state that my teacher gives me.

**Rationale:**

This text is characterized by simple and slightly more expanded phrases, such as *I go to the office and tell them that I need a little paper because I am late for school*, which is a characteristic of Level 3. It is fluent and shows emerging complexity with a proper use of *then*.

The vocabulary is somewhat limited to general language, such as *talk*, *throw food*, and *office*. However, it shows fluency in the use of a modifier, such as *little* in *little paper*, and the use of a preposition, such as *at* in *at school*.

The writing is generally comprehensible, although it contains some mechanical errors.

[ref: 35\_PartA\_Bench\_3A]

### Score 3: Sample B

Write  
Complete the sentences with important school rules.

Write  
Write three more important school rules.

**My School's Rules**

1. Do not fight in school.
2. Always respect your teacher.
3. Respect other children.
4. Donot lie to the teacher.
5. Dont copy other children.
6. Dont say bad words.

Write  
What do you do if you are late to school? Answer this question with three to five sentences.

I will get in trouble and then I have to call home and then I will always come toe school early and then if im late again. I will get a detentia and then I will never be late to school again.

Rationale:

The writing merits a score of 3 due to the emerging complexity of the sentences. Phrases such as *I have to* and the use of *If... then ...* are successful.

Attempts have been made to use general and more specific language, such as *bad words*, *copy*, *fight*, *trouble*, and *detention*.

It is generally comprehensible.

[ref: 35\_PartA\_Bench\_3B]

## Example 1 Training Papers

### Score 1: Sample A

Write  
Complete the sentences with important school rules.

Write  
Write three more important school rules.

My School's Rules

1. Do not Play in the bedroom.
2. Always Put coats shoes of the teacher.
3. Respect The teacher.
4. No run and the room.
5. No talk in the room.
6. No Play in the school.

Write  
What do you do if you are late to school? Answer this question with three to five sentences.

You are to come 8:30 a you.  
are you No come to enter you a estate  
tree. o you No come to school whit  
Go For you. you a sick no come  
to you. if No want with Go For you  
a you No come and see are you man  
see I don Go to school I giviv  
dite sho.

Rationale:

Although there are attempts at producing sentences, they are not successful, thus meriting a score of 1.

There is specific vocabulary such as *sick* and *enter*, but it is isolated within unsuccessful attempts at producing sentences.

Comprehension is impeded throughout the text.

At first glance the quantity of writing exhibited here may seem to merit a higher score. However, the writing is repetitive, and generally incomprehensible as a result of many syntactic and semantic errors.

[ref: 35\_PartA\_Training\_1A]

## Score 2: Sample A

Write

Complete the sentences with important school rules.

Write

Write three more important school rules.

**My School's Rules**

1. Do not play in the classroom.
2. Always Reade in your home.
3. Respect your own class.
4. Do you home work.
5. Pay atenchion.
6. Lisn to the teacher.

Write

What do you do if you are late to school? Answer this question with three to five sentences.

I thake my estaf to my classroom.  
I thake my book bag to my loker.  
I Reade in the class room.  
I Poy atenchion to the teacher.  
I Play in Reases whit my friends.

Rationale:

While full sentences are exhibited in the writing, they are simple, of all the same length, and all begin with "I [verb]", thus meriting 2, and not Level 3.

This student demonstrates an attempt at more complex language, including words such as *loker*, *atenchion*, *listen*, and *reases*.

It is generally comprehensible, although it contains many distracting mechanical errors, such as *thake* and *estaf*.

[ref: 35\_PartA\_Training\_2A]

## Example 2 Benchmarks

### Score 2: Sample A

Now write a paragraph of at least 6 sentences describing how Martha solved her problem.

Martha solved the problem by meshering  
and a paper. She put number one,  
two, number two, and numb three on the  
paper. Then she meshered the  
length. Then he mesherd the  
width.

#### Rationale:

The writing displays the writer's ability to write in short sentences. There is not much original text and there is some repetition (e.g., *Then she meshered...*). Lack of original text and repetition are characteristic of a score of 2.

Only general language is used.

It is generally comprehensible.

[ref: 35\_PartB\_Bench\_2A]

### Score 3: Sample A

Now write a paragraph of at least 6 sentences describing how Martha solved her problem.

I think Martha solved the problem by measuring and putting the measurement on a chart. She multiplied the measurement the length the width, height and volume. She used a ruler to measure and a chart. And she circled the one that had something bigger. Like the width and other stuff on the chart. And finally she found the bigger one by doing all those things and by doing math.

Rationale:

As required for 3, there are simple and expanded sentences (e.g., *She circled the one that had something bigger.*) that show emerging complexity used to provide detail.

General and some specific language is used (e.g., *measure, multiply, circle, ruler*). Lack of needed vocabulary is evident in some places (e.g., use of *stuff* and *one*).

The writing is generally comprehensible.

[ref: 35\_PartB\_Bench\_3A]

### Score 3: Sample B

Now write a paragraph of at least 6 sentences describing how Martha solved her problem.

Martha can solve her problem by measure. If she can't find out which one is the right one then just compare them together. If she still can't find the right one then Martha could pick one that she thinks is good for all her fish. On number four tank number one is the one that is in the lead. She is probably buying tank number one because she thinks it is the largest.

#### Rationale:

There are simple and expanded sentences that show emerging complexity in The writing (e.g., *If she can't find out which one is the right one, then just compare them; She is probably buying tank number one because she thinks it is the largest.*).

General and some specific language is used (e.g., *measure, compare, in the lead*).

The writing is generally comprehensible.

[ref: 35\_PartB\_Bench\_3B]

#### Score 4: Sample A

Now write a paragraph of at least 6 sentences describing how Martha solved her problem.

She solve her problem by meusering the tanks. What she did first is that she give a number to the tanks and then write it on a piece of paper. Next, she meuser the length of the tank how long it is. Then, she meuser the widgh. After that she meuser the height. Finally, she multipli the length, width and height. For tank 1 it was  $12^{4+3}$  for tank 2 it was  $9^{4+3}$  for tank 3 it was  $10^{4+3}$ . So tank 1 is the largest of tank 2 & 3.

#### Rationale:

As required for 4, a variety of sentence lengths of varying Linguistic Complexity have been used in The writing. There is emerging cohesion; there is an introductory sentence and the student used transition words effectively (e.g., *first, next, then, after that, finally*).

There is a variety of specific vocabulary (e.g., *meuser, piece of paper, multipli*).

Although mechanical errors can be found, the writing is generally comprehensible.

[ref: 35\_PartB\_Bench\_4A]

#### Score 4: Sample B

Now write a paragraph of at least 6 sentences describing how Martha solved her problem.

Martha drew a chart and measured the tanks with a yard stick. She wrote how long and short it was. On the chart she drew had Tank, Length, Width, Height, and Volume on top of the chart. When she measured the length, width, and height she was ready to see what the volume was. When she multiplied it she got  $12\text{ft}^3$ ,  $9\text{ft}^3$ , and  $10\text{ft}^3$ . The first one was the most which was  $12\text{ft}^3$ .

Rationale:

There is a variety of sentence lengths of varying Linguistic Complexity (e.g., *When she measured the length, width, and height, she was ready to see...*).

Specific and some technical language is used (e.g., *measure, yard stick, multiply*).

The errors in the writing do not impede comprehensibility.

[ref: 35\_PartB\_Bench\_4B]

**Score 5: Sample A**

First Martha made a graph. Next, she measured each tank's height, length, and width. Then she recorded the information onto her graph. Then she used a formula (length  $\cdot$  height  $\cdot$  width = volume) to determine the volume. After that, she recorded it onto her graph and found the tank with the largest volume. That's how Martha solved her problem.

Rationale:

As required for 5, the writing has a variety of sentence lengths of varying Linguistic Complexity in an organized paragraph. It has a conclusion sentence (*That's how Martha solved her problem.*).

Technical language is used (e.g., *graph, record, information, formula, determine*).

The writing is approaching comparability to that of English proficient peers; errors don't impede comprehensibility.

[ref: 35\_PartB\_Bench\_5A]

### Score 5: Sample B

Now write a paragraph of at least 6 sentences describing how Martha solved her problem.

Martha made a chart. She wrote the words tank, length, width, height and volume. Then she started measuring the tanks and filled out the chart. At the end she multiplied the numbers in each row. She went row by row. That was how she figured out the volume of each tank. She looked at the chart and noticed tank 1 was the biggest because tank 1 had the biggest number of volume.

Rationale:

The writing has a variety of sentence lengths of varying Linguistic Complexity in an organized paragraph.

Technical language is used (e.g., *fill out*, *row by row*, *notice*).

The writing is approaching comparability to that of English proficient peers.

[ref: 35\_PartB\_Bench\_5B]

### Score 6: Sample A

Now write a paragraph of at least 6 sentences describing the how Martha solved her problem.

Martha decided she needed to measure the volume of the fish tanks in order to find out which one is the largest. So she made a table to record the length, width, height, and volume of each tank. Then, she used a ruler to measure the dimensions of each one, Martha recorded the measurements in her table and multiplied them to find the volume of each tank. She found that the volume of the first tank was the biggest. It was  $12\text{ft}^3$ !

Rationale:

As required for 6, the writing has a variety of sentence lengths of varying Linguistic Complexity in a tightly organized paragraph.

It consistently uses just the right word in just the right place.

The writer has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.

[ref: 35\_PartB\_Bench\_6A]

## Example 2 Training Papers

### Score 2: Sample A

Now write a paragraph of at least 6 sentences describing how Martha solved her problem.

First she wrote the length, width, height, and volume. Next she measure the four things. Then she records it. After that you time all the ones in tank 1, tank 2, and tank 3. So now see witch one has more volume thats the one you want.

Rationale:

The writing has short sentences but there is some attempt at organization with the use of transition words such as *first*, *then*, and *after that*.

General language is used. Lack of vocabulary (e.g., *things* for *dimensions*, *time* for *multiply*) is characteristic of a score of 2.

The writing is generally comprehensible when limited to simple text.

Although there is some attempt at organization, vocabulary and Language Control do not merit a score of 3. The writing is scored 2.

[ref: 35\_PartB\_Training\_2A]

### Score 3: Sample A

Now write a paragraph of at least 6 sentences describing how Martha solved her problem.

Martha solved her problem by measuring the tanks. First she measured the Length. Then she measured the width. Then she measured the height. Then she measured the volume. She wrote all the answer that she got from the fish tanks on the board.

Rationale:

Although repetition (characteristic of 2) is evident in the writing (*She measured ...*), there are simple and expanded sentences (e.g., *She wrote all the answer that she got from the fish tanks on the board.*).

There is a variety of vocabulary (e.g., *measured, board*).

The writing is comprehensible.

Although the writing appears to be simple, it is beyond 2. It is scored 3 because of its clarity and variety.

[ref: 35\_PartB\_Training\_3A]

#### Score 4: Sample A

Now write a paragraph of at least 6 sentences describing how Martha solved her problem.

First she used the table to make a list. Then she took a ruler to measure the tanks, first she found out the 1 tank was 2 ft in length 3 ft in width 2ft in height. Then she measured the next one which was 3 ft in length 1 foot in width and 3ft in height. Then she measured the 3 tank which was 5ft in length 2 ft in width and 1 foot in height. Then she multiplied the first tank and got 12ft. So she went to the next one which was 9ft. Then the last but not least that was 10 ft. After that she looked which is the biggest and it was the 1 tank.

Rationale:

There is a variety of sentence lengths of varying Linguistic Complexity in the writing, as required for 4 (e.g., *She measured tank 1, which was ...*).

Specific language is used (e.g., *table, measure, multiply, last but not least*).

The writing is generally comprehensible at all times.

The writing is scored 4. If it were not for the apparent repetition in the sentence structure, it could have merited 5.

[ref: 35\_PartB\_Training\_4A]

## Grades 6–8 Writing Samples

For reference purposes, each sample is designated by the code found below the scoring rationale.

### Example 1 Benchmarks

- 1 Write a list of countries you have learned about.

Countries I have learned about
Laos
New York
Thailand

- 2 Complete the following sentences about your favorite country.

My favorite country is Thailand.

I liked learning about this country because Thailand has  
a lot of people.

- 3 Write some more about your favorite country. Write 3-5 sentences.

I liked learning about Thailand  
because they had a good house.  
They had good living.

Rationale:

The student demonstrated the ability to write in full sentences, thus meriting at least a score of 2. However, most of the text has been copied from the directions. The length is not sufficient and there is not enough detail to merit a score of 3.

There is general language such as *a lot of, people, and living.*

It is generally comprehensible.

[ref: 68\_PartA\_Bench\_2A]

### Score 3: Sample A

1 Write a list of countries you have learned about.

Countries I have learned about
Mexico
China
Egypt

2 Complete the following sentences about your favorite country.

My favorite country is Mexico.

I liked learning about this country because I was born there.

3 Write some more about your favorite country. Write 3-5 sentences.

I like Mexico because it has a beautiful religion. I also like the dances and the food even though some food is a little spice I still like it. I also like Mexico because my family is there my Grama and Grampa and brother. That is why I like Mexico.

Rationale:  
The writing has an emerging complexity and provides details (religion, dance, food, family) to support the main ideas, thus meriting a 3.  
A variety of vocabulary is used, such as *religion*, *dances*, *food*, and *spice*.  
Comprehensibility is not impeded significantly. However, there are mechanical errors that prevent it from meriting a score of 4, such as *beautiful*, *religion*, *spice* (for 'spicy'), and *their* (for 'there').

[ref: 68\_PartA\_Bench\_3A]

Score 4: Sample A

1

Countries I have learned about
China
Germany
Russia
Thailand
Japan
Australia
Brazil

2

Complete the following sentences about your favorite country.

My favorite country is Thailand.  
I liked learning about this country because Thailand has a  
good luck Buddisomes.

3

Write a paragraph about your favorite country. Use the sentence starters.

I like learning about Thailand because it was where I was born. I want to learn about it because all the people that were there were my mother's relatives. I told my mother that one day I will go over there and meet Thailand people. She was proud of me. That's why Thailand is almost the most important thing to my family.

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3

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Rationale:

This student demonstrated the ability to write in a tight and cohesive paragraph. The writer provided sufficient details to clearly support the main idea, thus meriting a score of 4.

There is specific and technical language used, such as *Buddisomes*, and *relatives*.

There are few errors that impede comprehensibility.

[ref: 68\_PartA\_Bench\_4A]

## Example 2 Training Papers

### Score 2: Sample A

1 Write a list of countries you have learned about

Countries I have learned about
China
Laos
Thailand
Germany
France
Japan

2 Complete the following sentences about your favorite country.

My favorite country is China

I liked learning about this country because China has the Great wall of china.

3 Write some more about your favorite country. Write 3-5 sentences.

I like China because theres lots of cool things like  
the great wall of China. There writings and there  
style of clothes.

Rationale:

The writing demonstrates the ability to write in sentences, thus meriting 2.

There is general language used, such as *cool* and *clothes*.

It is generally comprehensible.

[ref: 68\_PartA\_Training\_2A]

### Score 3: Sample A

1 Write a list of countries you have learned about.

Countries I have learned about
U.S.A.
Mexico
Canada
China
Thailand
Laos
Spain
France

2 Complete the following sentences about your favorite country.

My favorite country is Canada.

I liked learning about this country because Canada is a cool place.

3 Write some more about your favorite country. Write 3-5 sentences.

Canada is not hot in most places. Have  
beautiful animals and land. They have  
very nice looking buildings. I like how  
they sometimes travel in bush planes.

Rationale:

The writer provided details to support the main idea, thus meriting a score of 3, but it lacks cohesion, which would be required for Level 4.

There is a variety of vocabulary used, such as *hot*, *beautiful*, *animal*, *land*, *building*, and *bush planes*.

It has some mechanical errors, such as *the* (for 'they') in the last sentence, but comprehension is not impeded significantly.

[ref: 68\_PartA\_Training\_3A]

### Score 3: Sample B

1 Write a list of countries you have learned about

Countries I have learned about
Australia
MEIXO
Canada
Brazil
China

2 Complete the following sentences about your favorite country.

My favorite country is ching  
I liked learning about this country because It's big and beautiful

3 Write some more about your favorite country. Write 3-5 sentences.

I liked learning about China because  
there's a lot of people and it's a pretty  
tall bilding. Even it's looks pretty  
with a lot of people going back and  
forth all time. But I want to  
learned how to speack in their  
largerss.

Rationale:

The writer succeeded in providing details to support the main idea, thus meriting a score of 3, but the paragraph is not otherwise very cohesive.

It shows a variety of vocabulary such as *bilding*, *back and forth*, *speak*, and *largerss* (for 'language').

Lack of Language Control as exhibited by syntactic and mechanical errors prevents this from meriting a score of 4.

[ref: 68\_PartA\_Training\_3B]

## Example 2 Benchmarks

### Score 2: Sample A

Write
Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.
His approach would get him the answer but it will take to long. Camillas would take a short time. So camillas Idea is perfect simple easy

Rationale:

The writing has short sentences, characteristic of Level 2.

General language is used (e.g., *perfect*, *simple*).

The simple text in the writing is generally comprehensible.

[ref: 68\_PartB\_Bench\_2A]

### Score 3: Sample A

Write

Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.

I would choose ALi's idea even though it kind of tricky because the girls idea, you need to weight it. Some people don't have that. Like poor people. The real, I think easier way to estimate is to do it with ALi's way. His is an advantage because you don't need to have any thing or do anything but just count.

Rationale:

As required for 3, there are simple and expanded sentences in the writing with the use of an 'even though'- clause and a 'because'- clause. You can also see emerging complexity used to provide detail.

General and some specific language is used (e.g., *tricky*, *weight*, *estimate*, *count*).

Although the writing is generally comprehensible when writing in simple sentences, comprehensibility is impeded in more complex sentences (e.g., ... *tricky because the girls idea, you need to weight it*).

[ref: 68\_PartB\_Bench\_3A]

### Score 3: Sample B

Write

Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.

The most accurate approach is Camila's because you can get the result really easy by getting another one that is exactly the same. Also by doing all of what she says you will find it because you can ~~torn~~ the number of weight by the number on jelly beans. And on Ali's approach you will not know what is the number of jelly beans in a layer.

Rationale:

The writing has simple and expanded sentences.

General and some specific language is used (e.g., *accurate*, *exactly*).

Comprehension is impeded from time to time due to the lack of precision and misuse of vocabulary (e.g., *torn* for *divide*, using *one* and *it* without the antecedents).

[ref: 68\_PartB\_Bench\_3B]

## Score 4: Sample A

Write

Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.

I will have to pick Camila's approach since Ali's approach is just using his head to find out the answer but it won't give him a positive answer since the beads isn't in an real layer its all scattered around. But Camila's approach sounds right and it seems that she had used the rig - calculations to solve her problems. Also Camila's has more step than Ali's does. It is also the Camila's did hers on paper and Ali did his in his head which will be hard to remember alot of things.

Rationale:

As required for 4, there is a variety of sentence lengths of varying Linguistic Complexity in the writing. There is also emerging cohesion used to provide detail and clarity.

Specific and some technical language is used (e.g., *positive*, *scatter*, *calculation*).

The writing is generally comprehensible and errors don't impede the overall meaning of the writing.

[ref: 68\_PartB\_Bench\_4A]

## Score 4: Sample B

Write

Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.

I think that Ail's approach is better. The advantage is that you can do all that in your head but the disadvantage is that you may be off by a couple of jelly beans. Camila's approach is not bad but all that calutating can take a deal of time that is the disadvantage. The advantage is that you can almost get the prise number.

Rationale:

There is a variety of sentence lengths of varying Linguistic Complexity in the writing. Emerging cohesion is seen with the logical flow in the paragraph (comparing and contrasting).

Specific and some technical language is used (e.g., *calutating* [*calculating*], *prise* [*precise*]).

The writing is generally comprehensible.

[ref: 68\_PartB\_Bench\_4B]

## Score 5: Sample A

Write

Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.

First, I believe that using Camila's approach would be the best one to use. Camila's approach is better because then when she subtracts the weigh of the empty jar she will get the answer. Secondly, Ali's approach wouldn't work because he will get confused when he starts counting all the jelly beans in the jar. IF Ali mess-up he will get a different answer that is not going to be correct. Thirdly, Camila has her plans more well in order because Ali says he will count the layers at the bottom. Finally, as a result Camila's answer will be closer than Ali's. Camila is writing everything down and Ali is just thinking in his head. IF I had to do the same I would use Camila's approach.

Rationale:

As required for 5, the writing displays a well-organized paragraph with introduction (*First, I believe that using Camila's approach would be the best one to use.*), body, and conclusion (*If I had to do the same I would use Camila's approach.*). There is a variety of sentence lengths of varying Linguistic Complexity.

Technical language is used (e.g., *subtract, confuse, in order*). The writer shows evident facility with needed vocabulary.

The writing is approaching comparability to that of English proficient peers.

[ref: 68\_PartB\_Bench\_5A]

## Score 5: Sample B

Write

Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.

I think that the more accurate approach would be Camila's. I think that this would be the most accurate way of finding out how many jelly beans are in the jar. You do have to do more work but you get a more accurate answer. Unlike Ali's way of finding out how many jelly beans are in the jar, it is more fast and less complicated. But you don't have a really accurate answer. I know this because the jelly beans aren't going to be one on top of the other in a nice pile. So Ali would not get a accurate answer. The most accurate way of doing it is Camila's way, even if it takes you more time.

Rationale:

As required for 5, The writing displays a well-organized paragraph with introduction (*I think that the more accurate approach would be Camila's.*), body, and conclusion (*The most accurate way of doing it is Camila's way, even if it takes you more time.*). There is a variety of sentence lengths of varying Linguistic Complexity.

Technical language is used (e.g., *accurate, complicated*). The writer shows evident facility with needed vocabulary (e.g., *pile, in [on] top of the other*).

The writing is approaching comparability to that of English proficient peers.

[ref: 68\_PartB\_Bench\_5B]

## Score 6: Sample A

Write

Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.

If I were at this fair the most likely approach I would use, would be Camila's approach. I decided to use this approach because instead of counting the jelly beans Camila used weight and I find that way to be more accurate. Ali's approach had many flaws because there are several jelly beans in the middle that he did not count unlike Camila. It also may be hard for him to decided where the layers lie because not every jelly bean is in a perfect row. Camila's approach is much more scientific and I predict that Camila would guess the right amount of jelly beans.

Rationale:

As required for 6, the writing has a variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph.

The writer demonstrates the ability to consistently use just the right word in just the right place (e.g., *most likely*, *flaw*, *scientific*, *predict*).

The writer has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.

[ref: 68\_PartB\_Bench\_6A]

## Example 2 Training Papers

### Score 2: Sample A

Write

Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.

I will choose Alis Approach  
because it is easier to do.  
You do the easy stuff and finish  
faster than Camilla's Approach.  
hers is the hardest it is  
too hard for me that why I  
won't do Jones that  
won. that is the hard way  
the right is easier than all.

Rationale:

The writing has simple and expanded sentences.

Only general language is used (e.g., *easier, faster, hardest*). Lack of vocabulary is evident (e.g., *stuff, that won [one]*).

Comprehensibility is often impeded by mechanical errors.

The writing has a rather good beginning. However, toward the end, Language Control breaks down and does not support a score of 3. This is scored 2.

[ref: 68\_PartB\_Training\_2A]

## Score 2: Sample B

Write

Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.

I PICK Camila's Awhger  
because it seems more reasonable

Rationale:

The writing is comprised of one expanded sentence.

A specific word is used (e.g., *reasonable*), but there is not enough writing in order to determine the writer's ability of Vocabulary Usage.

The writing is comprehensible.

Although the writing is easy to comprehend and appears to have a potential to merit a higher score, it is too short and does not provide ample evidence. Thus it merits a score of 2.

[ref: 68\_PartB\_Training\_2B]

### Score 3: Sample A

Write

Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.

I think that Camila's must be right some advantages are she will probably get it right. Some disadvantages are not all of them will way the same and some might be broken and she can weigh them wrong. For Ali's advantage it will be easier for him. Some disadvantages are he would get confused how will he know the layers they are mixed up and he can't open the jar. I will go with Camilids plan instead of Ali's.

Rationale:

There are a variety of sentence lengths of varying Linguistic Complexity. Also there is emerging cohesion used to provide detail.

General and some specific words are used (e.g., *broken*, *confused*, *mixed up*). However, lack of needed vocabulary is evident.

It is generally comprehensible, but some parts of the writing are not very clearly communicated (e.g., *Some disadvantages are he would get confused how will he know the layers they are mixed up...*).

The writing is scored 3, rather than 4, because of the lack of needed vocabulary and due to the lack of control that makes some parts less clear to the reader.

[ref: 68\_PartB\_Training\_3A]

## Score 5: Sample A

Write

Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.

I think Ali and Camila have very different ways to guess the number of jelly beans. Ali's approach may not be much accurate. Camila's approach may be accurate, but she'll take a lot of time estimating. If she takes time to do this then some other person may have won already. Ali thinks in his head, but Camila takes a lot of time to work to estimate the jar of jelly beans. Her result maybe closer, but Ali might have a chance at winning. If I were at the fair I would pick Ali's approach.

Rationale:

As required for 5, the writing has a variety of sentence lengths of varying Linguistic Complexity in an organized paragraph.

The writer demonstrates facility with needed vocabulary.

The writer is approaching comparability to that of English proficient peers.

The writing is scored 5, rather than 6, due to the lack of cohesion and due to some inaccuracies. If it were more cohesive (e.g., using transition words) and better controlled, it would have merited a score of 6.

[ref: 68\_PartB\_Training\_5A]

## Grades 9–12 Writing Samples

For reference purposes, each sample is designated by the code found below the scoring rationale.

### Example 1 Training Papers

#### Score 1: Sample A

<b>1</b>	Write
First write down the important information about the event.	

Event	whiachi the muvis
Who	six friends
When	Thursday 9:00 pm
Where	is my house
Other information	my cousin is they MEXICO.

<b>2</b>	Write
Now write a note inviting a friend to this event. Write at least four sentences.	

my cousin is they MEXICO.  
is you come to my house  
it will be this Thursday 9:00pm

Rationale:

Most of the text is copied from the model, a feature characteristic of Level 1.

Original text is limited to simple words or phrases, such as *whiachi the muvis* (for ‘watch the movie’) and *Mexico*. The text does not demonstrate the ability to write full sentences, which would be required to merit a score of 2.

Syntactic errors in the text impede comprehensibility.

[ref: 912\_PartA\_Bench\_1A]

## Score 2: Sample A

<b>1</b>	Write
First write down the important information about the event.	

Event	Party to my brother's bel
Who	to my four cousins
When	Saturday at 6:00 pm.
Where	at my house mother
Other information	my brother live in the U.S.

<b>2</b>	Write
Now write a note inviting a friend to this event. Write at least four sentences.	

My brother is live in in the U.S.  
 He like to invited you. came you  
 came to a big party thid my brothe  
 have. It will be this Saturday  
 at 6:00pm. I invited you. And  
 I hope youare came. to the party  
 of my brother.

### Rationale:

Most of the text is either copied or adapted from the model. However, it is copied or adapted appropriately, which is characteristic of a score of 2.

General vocabulary related to the content area is adapted from the model and used in the writing, such as *party* and *invited*, but the text shows some lack of specific vocabulary.

Syntactic and mechanical errors somewhat impede comprehensibility of the original text.

[ref: 912\_PartA\_Bench\_2A]

### Score 3: Sample A

**1** Write  
First write down the important information about the event.

Event	listen to my show, and enjoy my party.
Who	best friends.
When	Saturday at 7:00PM.
Where	At my house.
Other information	I'd like to make a small show in my birthday.

**2** Write  
Now write a note inviting a friend to this event. Write at least four sentences.

Dear Huang :

I'd like to make a birthday party this Saturday at 7:00 PM. It will be at my house and with all of my best friends. Listen to my show, and you'll enjoy my party. Let me know you can come.

Your friend,

Fang.

#### Rationale:

The sentences in the original text vary in sentence length and show emerging complexity used to provide details. The lack of repetition in sentence structure and detail provided are characteristic of a score of 3. However, it is not elaborate enough with enough details to merit a score of 4.

Specific vocabulary, such as *birthday party* and *listen to my show*, provides detail. More examples of specific vocabulary would be necessary in order to merit a 4.

Errors do not seriously impede comprehensibility.

[ref: 912\_PartA\_Bench\_3A]

## Example 2 Training Papers

### Score 2: Sample A

<b>1</b>	<b>Write</b>
First write down the important information about the event.	

Event	to go the the movies
Who	10 friends
When	friday at 6:00pm
Where	at marco
Other information	all my friends

<b>2</b>	<b>Write</b>
Now write a note inviting a friend to this event. Write at least four sentences.	

Dear Karla

To invit you to the movies on friday at 6:00pm. all of our friends are Corring too. I hope you can come too with us.

#### Rationale:

The copied and adapted text is used appropriately. However, it does not provide sufficient detail to merit a score of 3.

The general vocabulary used is appropriate, as seen in *movies* and *all of our friends*, but the text does not include enough evidence of specific vocabulary to merit a score of 3.

Comprehensibility is not impeded by syntactic errors, but the writing is limited to simple text, which is characteristic of a 2.

[ref: 912\_PartA\_Train\_2A]

### Score 3: Sample B

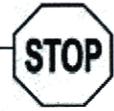
**1** Write  
First write down the important information about the event.

Event	Party
Who	About 18 Friends
When	Monday at 3:00 PM
Where	My Friend's house
Other information	It'll be a birthday for My friend Jasinto

**2** Write  
Now write a note inviting a friend to this event. Write at least four sentences.

PACO I'm writing you because  
 My friend and I will have a party  
 next Monday. We're going to celebrate  
 Jasinto's birthday, and we need some more  
 money. You might think I'm inviting you  
 for money, but that's not that way. We  
 like to have a big party, and a lot  
 of food. I hope you'll be there.  
 say I to your sister

Daniel T



#### Rationale:

Characteristic of a score of 3, The writing demonstrates emerging complexity used to provide detail, as seen in the first sentence, *I'm writing you because my friend and I will have a party next Monday*. However, the writing lacks cohesion and clarity when referring to the need for more money. For that reason, it does not merit a score of 4.

The text includes some content-specific vocabulary, such as *celebrate*, and *birthday*. The writing would need to include more technical vocabulary in order to merit a score of 4.

Errors do not impede comprehensibility.

[ref: 912\_PartA\_Train\_3A]

## Example 2 Benchmarks

### Score 2: Sample A

Write a paragraph clearly explaining how Cathy solved the problem. You can pretend you are Cathy and write your paragraph using "I" instead of she.

First, I have to find the part and the total. The Percentage equals  $\frac{\text{part}}{\text{total}} \times \text{one hundred}$ . Then eighty equals  $\frac{\text{twenty}}{\text{total}} \times \text{one hundred}$ . After that eighty times total equals twenty times one hundred, then eighty times total equals two thousand. The total equals  $\frac{\text{two thousand}}{\text{eighty}}$  and the total is twenty five.

#### Rationale:

The majority of the writing is a simple description of the presented math sentences. Although an attempt at organization can be seen with transition words such as *first*, *then*, and *after that*, there is little attempt at original writing. A lack of original writing is characteristic of a score of 2.

Only general vocabulary is used (e.g., *times*, *equal*). Lack of vocabulary is evident partly due to lack of original writing.

The writing is generally comprehensible because most of the writing is a direct copy or a simple description of the math sentences.

[ref: 912\_PartB\_Bench\_2A]

### Score 3: Sample A

Write a paragraph clearly explaining how Cathy solved the problem. You can pretend you are Cathy and write your paragraph using "I" instead of she.

To solve for the percentage, I divided part over total and then multiplied it by 100. When I got the answer I moved the decimal point two places left, then wrote my percentage.

Rationale:

The writing has simple and expanded sentences that show emerging complexity (e.g. successful use of 'when'-clause). Such writing is characteristic of a score of 3.

General and some specific language is used (e.g., *divide, multiply, decimal point*).

The writing is generally comprehensible.

[ref: 912\_PartB\_Bench\_3A]

### Score 3: Sample B

Write a paragraph clearly explaining how Cathy solved the problem. You can pretend you are Cathy and write your paragraph using "I" instead of she.

I want to know what was my grade in the test. I know how many answers I got correct. And I also know my percentage. I got my percentage and I set it equal to the question that I got correct over the total. Then I multiply that times 100. Also I multiply 80 • the total and set up to equal 20 • 100. Now I got an equation. I divided 2000 ~~by~~ by 80 and I got my answer.

#### Rationale:

The writing has simple and expanded sentences that show emerging complexity used to provide detail, as required for a score of 3. Successful use of *then* and *also* shows the attempt at complexity and providing detail.

General and some specific language is used (e.g., *multiply*, *equation*).

The writing is generally comprehensible.

[ref: 912\_PartB\_Bench\_3B]

## Score 4: Sample A

Write a paragraph clearly explaining how Cathy solved the problem. You can pretend you are Cathy and write your paragraph using "I" instead of she.

I solved a problem to find out percentage. I used a formula my teacher taught me. It is "percentage equals part over total times hundred." The percentages are 80 equals part is 20 and I have to ~~figure out~~ figure out the total times 100. I multiply the total from both sides. Then I multiplied 20 and 100. I got 2000, I divided 2000 by 80 and I got the total of 25. So the total of 80 percent equals 20 over total times 100 is 25. I had 25 question and I got 20 correct. So the percentage of 20 over 25 is 80.

Rationale:

As required for 4, The writing has a variety of sentence lengths of varying Linguistic Complexity. Successful use of *then* and *so* shows emerging cohesion.

Specific and some technical language is used (e.g., *formula*, *over*).

Although the errors in the fourth sentence (*The percentages are 80 equals part is 20 and ...*) stand out, they seem to be due to the lack of punctuation rather than the lack of the student's control in language. Errors in the writing don't impede comprehension of the student's overall meaning.

[ref: 912\_PartB\_Bench\_4A]

#### Score 4: Sample B

Write a paragraph clearly explaining how Cathy solved the problem. You can pretend you are Cathy and write your paragraph using "I" instead of she.

As you can see, I saw this problem in multiple steps. First I wrote down the formula to solve for percentages. Second I plug in the number from the problem, 80 as the percent that Sam got out of the test. Then, I plug in 20 as the part over total. Third, I took 80 times the total and I took 20 or the part times 100. As you can see, they balance out and 20 times 100 equals to 2000. The last step, I took 2000 divided by 80 which equal 25. This is how I know that there were 25 questions on Sam's test.

Rationale:

The writing has a variety of sentence length of varying Linguistic Complexity, characteristic of a score of 4. Emerging cohesion is also evident with the use of transition words and a concluding sentence.

Specific and some technical language is used. (e.g., *multiple*, *plug in*, *balance out*).

Errors don't impede the overall meaning of the writing.

[ref: 912\_PartB\_Bench\_4B]

## Score 5: Sample A

Write a paragraph clearly explaining how Cathy solved the problem. You can pretend you are Cathy and write your paragraph using "I" instead of she.

To start out, I would take the percentage formula. Then I would set the equation by the help of formula  $\frac{80}{100} = \frac{20}{x}$ . After that, I would multiply  $(100)(20)$  which will give me 2000. Then I would set the problem like this:  $80x = 2000$ . Last, I will divide 2000 by 80. So, from  $80x$  80 would cancelled out and it will leave off  $x$  alone. Finally I'll get 25. As the answer. So, you can concluded that Sam got 20 out of 25, and he got 5 problems incorrect.

### Rationale:

The writing shows a variety of sentence length of varying Linguistic Complexity in an organized paragraph, as required for a score of 5. There are successful compound sentences and complex sentences (e.g., *After that, I would multiply 100 [and] 20[,] which will give me 2000; So you can conclude that Sam got 20 out of 25...*). The paragraph shows cohesion with an appropriate usage of transition words.

Technical language is used (e.g., *set the equation, cancel out, leave off*).

The writing is approaching comparability to that of English proficient peers. Errors don't impede comprehensibility.

[ref: 912\_PartB\_Bench\_5A]

## Score 6: Sample A

Write a paragraph clearly explaining how Cathy solved the problem. You can pretend you are Cathy and write your paragraph using "I" instead of she.

I used the percent formula to solve this problem. I know that if I divide a part by the total and then multiply by 100, I can find the percent. Now in this case, I know Sam got 80% correct on 20 questions correct on his test. So, I plugged each of these into the formula. To solve, I multiply both sides of the equation by 'Total' then I have  $80 \times \text{Total} = 2000$ . For the next step, I divide both sides by 80 and find that the total equals  $\frac{2000}{80}$ , or 25. This shows that Sam got 20 out of 25 questions, or 80%, correct on his math test.

### Rationale:

The writing has a variety of sentence lengths of varying Linguistic Complexity in a tightly organized paragraph, thus meriting a score of 6.

The writer demonstrates a consistent use of just the right word in just the right place.

The writing has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments, as required for a score of 6.

[ref: 912\_PartB\_Bench\_6A]

## Example 2 Training Papers

### Score 2: Sample A

Write a paragraph clearly explaining how Cathy solved the problem. You can pretend you are Cathy and write your paragraph using "I" instead of she.

I figured out that sam had 25 questions on his test and he got 80% because he missed four questions.  $70$  over  $25 \times 100$  and that is  $80 \times 25 = 20 \times 100$  and  $80 \times 25 = 2000$  and that is  $2000$  over  $80 = 25$

#### Rationale:

The writing shows an attempt at simple and expanded sentences (e.g., *I figured out that Sam had...; he got 80% because he missed four...*), a characteristic of a score of 3. The beginning is clearly beyond phrases and short sentences.

However, language is limited to general vocabulary; math language (e.g., equal, multiply) is missing.

The writing is generally comprehensible, but it displays little Language Control toward the end of the writing; it is merely connecting math sentences with *and* and *then*.

Although The writing shows strength in Linguistic Complexity, its Vocabulary Usage and Language Control does not fully support a score of 3, and thus the writing is scored 2.

[ref: 912\_PartB\_Training\_2A]

### Score 3: Sample A

Write a paragraph clearly explaining how Cathy solved the problem. You can pretend you are Cathy and write your paragraph using "I" instead of she.

First she put together the problem.  
Second he multiplied  $20 \cdot 100$  which  
gave him 2000.  
Third he divided 2000 over  
80 and got his answer of  
25 questions.

#### Rationale:

As required for 3, the writing has simple and expanded sentences that show emerging complexity, plus it uses a variety of transition words (i.e., *first*, *second*, *third*).

General language related to math is used (e.g., *multiply*, *divide*).

The writing shows good control over language. It is comprehensible and has very few errors.

Although the writing is weak in vocabulary, its language complexity and control support a score of 3.

[ref: 912\_PartB\_Training\_3A]

### Score 4: Sample A

Write a paragraph clearly explaining how Cathy solved the problem. You can pretend you are Cathy and write your paragraph using "I" instead of she.

First, I wrote the formula out. Then I plugged in the numbers I had to try and solve it. After, plugging in I started solving, I multiplied  $70 \cdot 100$  and gave me 7000 then I notice I was still missing the total number of questions so I divided 7000 by 80 that was the percentage he got and it gave me a total of 25 that was the number of questions in Sam's test.

Rationale:

The writing has a variety of sentence lengths and there is emerging cohesion, as required for 4.

Specific and some technical language is used (e.g., *formula*, *plug in*, *multiply*, *divide*).

Although the writing is generally comprehensible, some mechanical errors (e.g., lack of correct punctuation) impede comprehensibility.

This is a weak 4 paper.

[ref: 912\_PartB\_Training\_4A]