

ELPAC

English Language Proficiency
Assessments for California



Practice Test Scoring Guide



Visual Impairment and Braille Grade 1

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About the Practice Test Scoring Guide

This English Language Proficiency Assessments for California (ELPAC) Practice Test Scoring Guide offers details about the questions, student response types, correct responses, and constructed-response anchor samples with justifications. This scoring guide should be used alongside the [online practice tests](#), which can be accessed on the CAASPP & ELPAC Website.

The questions selected for this practice test are designed to reflect the following:

- All task types present on the operational assessment
- The full number of questions that appear on the operational assessment
- A range of student response types
- A breadth of difficulty levels across the questions, ranging from easier to more difficult questions

The practice tests are available at each grade level and grade span. The purpose of the ELPAC practice test is to provide students with opportunities to become familiar with the types of test questions included and structure of the ELPAC. The purpose of the training test is to allow students to become familiar with the testing interface, including the accessibility tools they will encounter.

Content of the Practice Test Scoring Guide

Within this guide, tables include the following information about each question:

- **Key:** The expected student response or example response, including score point value.
- **Task Type:** Each task type is an activity that was designed to gather targeted evidence of a student's language proficiency (e.g., "Listen to a Short Exchange"). A task type may include a single question or a set of questions.
- **Primary Standard Alignment:** A reference to the assessable evidence statements of what students should know and be able to do.
- **Targeted Performance Level Descriptor (PLD):** The Summative ELPAC General PLDs (2019) describe the English language proficiency of a typical student at each of the four performance levels based on the expectations of the 2012 ELD Standards. This document provides each question's targeted PLD(s), which are the PLDs at which the question is designed to gather evidence. A question may target evidence at a single PLD or across a span of PLDs. Speaking and Writing questions often target the full span of PLDs because the scoring rubrics cover the full range of English language proficiency.

Standards Alignment

The questions are primarily aligned with the 2012 English Language Development (ELD) Standards; many questions (especially Speaking and Writing questions) also have secondary alignment to additional standards, but the secondary alignments are not listed in the Practice Test Scoring Guide metadata.

Each question has a metadata table as shown. Metadata contains specific information on the alignment of the question to the ELD Standards. The question number in the table corresponds to the sequence number of the question as it appears in the practice test.

Practice Test Items

Example of Metadata

Listening and Reading Domains

Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
1	C (1 point)	Listen to a Short Exchange Shoebox Project	PII.A.2 Understanding cohesion.	2

Speaking and Writing Domains

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
1–2	Exemplars provided on the following pages. Rubric follows question 4.	Talk About a Scene	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	1



Listening

Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
1	C (1 point)	Listen to a Short Exchange Shoebox Project	PII.A.2 Understanding cohesion.	2
2	C (1 point)	Listen to a Short Exchange Practice Writing	PII.A.2 Understanding cohesion.	1
3	B (1 point)	Listen to a Classroom Conversation Finding Library	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	2
4	A (1 point)	Listen to a Classroom Conversation Finding Library	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	2
5	C (1 point)	Listen to a Story Library	PII.A.1 Understanding text structure.	3
6	B (1 point)	Listen to a Story Library	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
7	C (1 point)	Listen to a Story Library	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
8	C (1 point)	Listen to a Story Museum Trip	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
9	A (1 point)	Listen to a Story Museum Trip	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
10	A (1 point)	Listen to a Story Museum Trip	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
11	C (1 point)	Listen to a Story The Garden Visitor	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
12	B (1 point)	Listen to a Story The Garden Visitor	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
13	A (1 point)	Listen to a Story The Garden Visitor	PII.A.1 Understanding text structure.	3

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**Listening (cont.)**

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
14	A (1 point)	Listen to an Oral Presentation Humpback Whales	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
15	A (1 point)	Listen to an Oral Presentation Humpback Whales	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
16	C (1 point)	Listen to an Oral Presentation Humpback Whales	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
17	B (1 point)	Listen to an Oral Presentation Making Tortillas	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
18	C (1 point)	Listen to an Oral Presentation Making Tortillas	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
19	A (1 point)	Listen to an Oral Presentation Making Tortillas	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
20	A (1 point)	Listen to an Oral Presentation Sun Protection	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
21	B (1 point)	Listen to an Oral Presentation Sun Protection	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
22	C (1 point)	Listen to an Oral Presentation Sun Protection	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3



Speaking

Talk About a Scene

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
1–2	Exemplars provided on the following pages. Rubric follows question 4.	Talk About a Scene	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	1
3–4	Exemplars provided on the following pages Rubric follows question 4.	Talk About a Scene	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	2

Anchor Samples and Rubric: Questions 1–4

Question 1: Plant

Score	Student Response	Comments—Justifications
1	ABC. (Any letters are acceptable.)	• Correct response.
0	Letters.	• Incorrect response.

Question 2: Plant

Score	Student Response	Comments—Justifications
1	Flower/plant/roses. OR A little tree.	• Correct response.
0	I don't know.	• "I don't know."

**Speaking—Talk About a Scene (cont.)****Question 3: Plant**

Score	Student Response	Comments—Justifications
2	To tell days and tell what month it is and tell what . . . umm, what umm, what number it is.	• Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.
1	Plan. [Examiner: Tell me more. (No response.)	• Response is limited. Response only addresses the first part of the prompt.
0	(Pointing.) [Examiner: Tell me in words.] (Student points.)	• No response.

Question 4: Plant:

Score	Student Response	Comments—Justifications
2	Sun and cloudy. OR Thunder/rain/wind.	• Response is relevant.
1	Raining. [Examiner: Tell me more.] I don't know.	• Response is limited.
0	I see (pointing). [Examiner: Tell me in words.] Umm . . .	• Response is not relevant.



Speaking—Talk About a Scene (cont.)

Rubrics

Questions 1–2

Score	Descriptors
1	• Correct response.
0	• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."

Questions 3–4

Score	Descriptors
2	• Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.
1	• Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning.
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Scoring Rubrics

- Questions 1–2: 0–1 points
- Questions 3–4: 0–2 points



Speaking

Support an Opinion

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
5–6	Exemplars provided on the following pages. Rubric follows question 6.	Support an Opinion	PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing.	2

Anchor Samples and Rubric: Questions 5–6

Question 5: News Reporter or Artist

Score	Student Response	Comments—Justifications
2A	A news reporter. [Examiner: Why do you think a news reporter is better?] 'Cause they can tell us what's happening.	An opinion is expressed and supported with a relevant reason.
2B	An artist. [Examiner: Why do you think an artist is better?] 'Cause they do cool designs.	- An opinion is expressed and supported with a relevant reason. - Errors in grammar and word choice ("do cool designs") do not impede meaning.
1	A news reporter. [Examiner: Why do you think a news reporter is better?] Just to tell them what it looks like and what they do.	- An opinion is expressed but not supported. A reason is not relevant. - Errors in word choice ("Just to tell them what it looks like") impede meaning.
0	(Response in primary language.)	Response contains no English.



Speaking—Support an Opinion (cont.)

Question 6: Playground or Computer

Score	Student Response	Comments—Justifications
2A	Playground. [Examiner: Why do you think a playground is better?] Because it's fun to play with friends.	An opinion is expressed and supported with a relevant reason.
2B	Computer. [Examiner: Why do you think playing on the computer is better?] Because you can play on apps.	An opinion is expressed and supported with a relevant reason.
1	Playground. [Examiner: Why do you think playing on the playground is better?] (No response.)	An opinion is expressed but not supported.
0	I don't know.	No response, "I don't know."

Rubric

Score	Descriptors
2	- An opinion is expressed and supported with a relevant reason. - Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
1	- An opinion is expressed but not supported. A reason is not provided or is not relevant. - Errors in grammar, word choice, pronunciation, or intonation impede meaning.
0	- An opinion is not expressed. - Response contains no English. - No response, "I don't know," or is completely unintelligible.

Scoring Rubric

- 0–2 points



Speaking

Retell a Narrative

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
7	Exemplars provided on the following pages. Rubric is provided after question 7.	Retell a Narrative	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics.	4

Anchor Samples and Rubric: Question 7

Question 7: Fishing Trip

Score	Student Response	Comments—Justifications
4	OK. So, uhh, the kid and his grandmother, uhh, went out fishing. And he wanted to try the new fishing pole. So they sit down and do the rope. And then, after short little bit of time, Jose . . . or the kid, he caught his first fish. He felt something pulling him. So after he pulled . . . he cranked it back in. After, his grandma and Jose . . . I mean, grandmother and Jose measure the fish, his grandmother said that it was too small to keep. So they let it go. And he wished it would grow into a big, big fish. And he hoped he would see it again.	• Response provides a clear and detailed retelling of the narrative as supported by the pictures. • Ideas are cohesive and connected ("So they" and "So"). • Grammar and word choice are varied and effective ("wanted to try the new fishing pole" and "he cranked it back in"); errors do not impede meaning ("they sit down and do the rope"). • Speech is usually smooth and sustained.
3	First picture they were walking to the lake. And then second picture, her grand . . . her grandma gave fishing pole to him so he could catch a fish. And then third, they were measuring the fish to make sure if it was big or little. And it was little, and then they put it back in the lake.	• Response retells the narrative as supported by the pictures with basic detail. • Ideas are usually connected and cohesive ("First picture" and "then second picture"). • Grammar and word choice are adequate; errors occasionally impede meaning ("make sure if it was big or little"). • Speech is fairly sustained, though some halting occurs.

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Speaking—Retell a Narrative (cont.)

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Score	Student Response	Comments—Justifications
2	OK. So she went so he went . . . fishing pole with grandmother, but he almost doesn't gonna getta fish. The first one, he he is too small. But he . . . he let it go, and he want to get it. [Examiner: What else can you tell me about the story?] (No response.)	• Response retells the narrative as supported by the pictures, but is incomplete and lacks clarity. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive ("he let it go" and "he want to get it"). • Speech is choppy and halting.
1	They fish. [Examiner: What else can you tell me about what you heard?] (No response.)	• Response attempts to retell the narrative but conveys little relevant information. • Ideas are rarely cohesive and connected. • Word choice is limited and impedes meaning. • Speech consists of an isolated phrase.
0	(Unintelligible.)	• Response is completely unintelligible.

**Speaking—Retell a Narrative (cont.)****Rubric**

Score	Descriptors
4	• Response provides a clear and detailed retelling of the narrative as supported by the pictures. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
3	• Response retells the narrative as supported by the pictures with basic detail. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.
2	• Response retells the narrative as supported by the pictures but may be incomplete and lack clarity. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.
1	• Response attempts to retell the narrative but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s).
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Scoring Rubric

- 0–4 points



Speaking

Summarize an Academic Presentation

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
8–9	Exemplars provided on the following pages. Rubric is provided after question 9.	Summarize an Academic Presentation	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics.	4

Anchor Samples and Rubric: Questions 8–9

Question 8: Welder

Score	Student Response	Comments—Justifications
4	Welders umm they work on bridges, ships, and umm, and houses. They have tools called they have a tool called a torch. It melts the metal that way it sticks together. This is how trash cans are made. Welders wear special suits, helmets, jackets, and gloves help them stay safe from getting burned.	• Response provides a clear summary of the main points of the presentation (“work on bridges, ships,” “have a tool called a torch,” “it melts the metal,” “how trash cans are made,” and “wear special suits, helmets, jackets, and gloves”). • Ideas are cohesive and connected. • Grammar and word choice are effective. • Speech is usually smooth and sustained.
3	Welders they create stuff out of metal that like chairs and trash cans. They wear gear so they don’t get burned and they wear they use tools. [Examiner: What else can you tell me about what I told you?] They wear gloves, a vest, and a helmet.	• Response includes a mostly clear summary of some of the main points of the presentation with partial details (“create stuff out of metal that like chairs and trash cans,” “wear gear so they don’t get burned,” and “they use tools”). • Ideas are usually cohesive and connected. • Grammar and word choice are adequate.
2	Welders are really umm, chairs that are metal. Welders wear safe stuff so they don’t get hurt. Welders do a lot of different things. [Examiner: What else can you tell me about what I told you?] Umm, their chairs are really metal.	• Response provides a partial summary of one main point from the presentation (“wear safe stuff so they don’t get hurt”) and shows a lack of understanding of the main points (“do a lot of different things”). • Ideas are somewhat cohesive. • Grammar and word choice are simple and repetitive.
1	The girl is holding a helmet and I see a trash can and I see a girl fixing the bridge.	• Response includes an attempt to reference the picture, but conveys little relevant information. • Speech consists of isolated phrases related to the picture.
0	I don’t know.	• No response, “I don’t know.”

**Summarize an Academic Presentation (cont.)****Question 9: The Sun**

Score	Student Response	Comments—Justifications
4	The Sun is a star. It's a big gassy ball and the Earth orbits around it. Animals and humans need the warmness. And, and all the other planets orbit around the Sun and it makes a whole galaxy.	• Response provides a clear summary of the main points and details of the presentation ("is a star," "the Earth orbits around it," "Animals and humans need the warmness," and "other planets orbit around"). • Ideas are cohesive and connected. • Grammar and word choice are effective ("big gassy ball" and "makes a whole galaxy"). • Speech is smooth and sustained.
3	The Sun is a big ball of gas and animals need it to survive on Earth. [Examiner: What else can you tell me about what you heard?] The Sun is light. And you cannot turn it off or on. That's it.	• Response includes a mostly clear summary of some of the main points of the presentation with partial details ("big ball of gas" and "animals need it to survive"). • Ideas are usually cohesive and connected. • Grammar and word choice are adequate.
2	The Sun is up high and it's a big, it's a star, and then the, the planets go around and the . . . I don't know.	• Response includes a partial summary of at least one of the main points of the presentation ("it's a star" and "the planets go around") and lacks an understanding of the main points. • Ideas are sometimes cohesive and connected ("and"). • Grammar and word choice are simple.
1	A Sun, is bigger than every planet and, and Jupiter is, way too big than any planet, but the Sun is way too big than Jupiter and every planets. [Examiner: What else can you tell me about what you heard?] (No response.)	• Response includes an attempt to reference the picture, but conveys little relevant information.
0	(Unintelligible.)	• Response is completely unintelligible.



Summarize an Academic Presentation (cont.)

Rubric

Score	Descriptors
4	• A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
3	• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.
2	• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.
1	• Response includes an attempt to reference the presentation/picture but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the picture.
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Scoring Rubric

- 0–4 points

Notes:

- Minor factual inaccuracies or omissions are acceptable as long as the student expresses a clear summary of the presentation.
- Do not penalize for mispronunciation of any word that does not interfere with meaning.



Reading

Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
1	A (1 point)	Read and Choose a Word Pen	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	1
2	A (1 point)	Read and Choose a Word Five	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	1
3	B (1 point)	Read and Choose a Sentence The kids are swimming	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	1
4	A (1 point)	Read and Choose a Sentence Girl Painting a Picture	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
5	C (1 point)	Read and Choose a Sentence Swinging	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
6	B (1 point)	Read and Choose a Sentence They are walking on the grass	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
7	C (1 point)	Read a Short Informational Passage Children's Pool Beach	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
8	B (1 point)	Read a Short Informational Passage Children's Pool Beach	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
9	A (1 point)	Read a Short Informational Passage Children's Pool Beach	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area.	2

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Reading (cont.)

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
10	A (1 point)	Read a Short Informational Passage Oak Tree	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
11	A (1 point)	Read a Short Informational Passage Oak Tree	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
12	B (1 point)	Read a Short Informational Passage Oak Tree	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
13	C (1 point)	Read a Literary Passage The Big Pumpkin	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
14	A (1 point)	Read a Literary Passage The Big Pumpkin	PII.A.2 Understanding cohesion.	4
15	B (1 point)	Read a Literary Passage The Big Pumpkin	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
16	B (1 point)	Read an Informational Passage White House Garden	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
17	A (1 point)	Read an Informational Passage White House Garden	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
18	C (1 point)	Read an Informational Passage White House Garden	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3

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**Reading (cont.)**

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
19	A (1 point)	Read an Informational Passage School Cooks	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
20	B (1 point)	Read an Informational Passage School Cooks	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
21	C (1 point)	Read an Informational Passage School Cooks	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area.	4



Writing

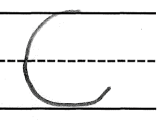
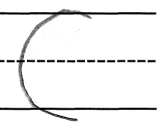
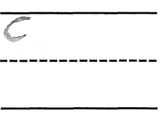
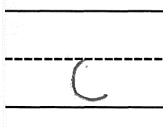
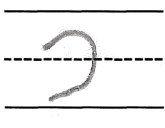
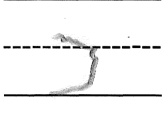
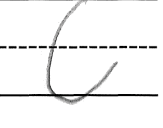
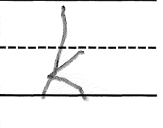
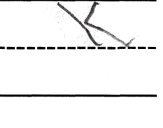
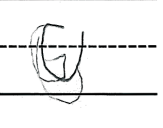
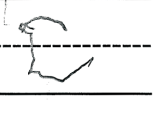
Writing Letters

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
1	Exemplars provided on the following pages. Rubric follows question 1.	Write a Story Together with Scaffolding	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).	2

Anchor Samples and Rubric

Question 1: A Colorful Painting "c"

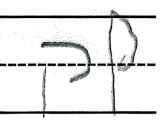
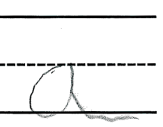
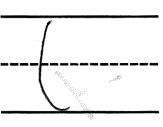
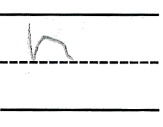
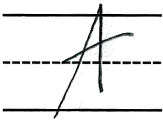
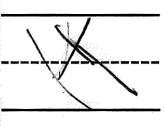
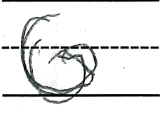
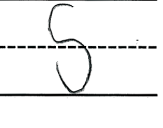
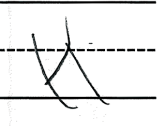
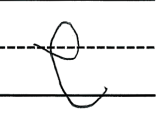
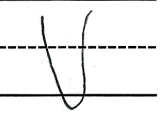
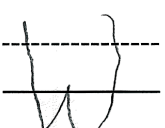
Score 1

					
A-1	A-2	A-3	A-4	A-5	A-6
					
A-7	A-8	A-9	A-10	A-11	A-12

The student writes the letter correctly. If the letter name is provided, the student writes the specified letter.

NOTE: If the student copies the item number before answering, this is acceptable.

Score 0

					
A-13	A-14	A-15	A-16	A-17	A-18
					
A-19	A-20	A-21	A-22	A-23	A-24

The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word.

**Writing Letters: Questions 1 and 2 (cont.)****Rubric**

Score	Descriptors
1	• The student writes the letter correctly. If the letter name is provided, the student writes the specified letter. If the letter name is not provided, a phonetic representation of the sound is acceptable. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • The letter may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).
0	• The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word. OR • The student writes or draws content that is not representative of letters in the English alphabet. OR • The student does not provide a written response.



Writing

Writing Words

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
2	Exemplars provided on the following pages. Rubric follows question 2.	Write a Story Together with Scaffolding	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).	3

Anchor Samples and Rubric

Question 2: A Colorful Painting "blank"

Score 2

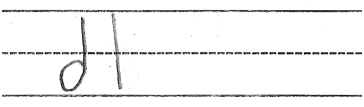
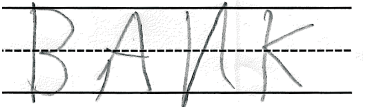
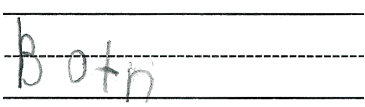
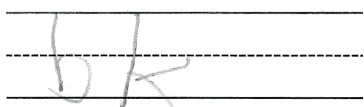
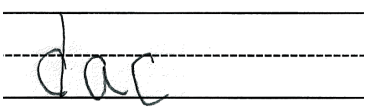
A-25 Key Codes: 2A, 2B, GA	A-26 Key Codes: 2A, 2B, GB, GC	A-27 Key Codes: 2A, 2B, GA, GB, GC
A-28 Key Codes: 2A, 2B, GC	A-29 Key Codes: 2A, 2B, GA, GB, GC	A-30 Key Codes: 2A, 2B, GA, GC
A-31 Key Codes: 2A, 2B, GA, GC	A-32 Key Codes: 2A, 2B, GA, GB	A-33 Key Codes: 2A, 2B, GA

Key Code	Rubric Elements
2A	The response includes the correct initial letter in the initial position.
2B	The response includes one or more additional letters written correctly (any position in the word).
GA	Letters may be of any style (for example, capital, lowercase, cursive).
GB	Phonetic spelling is acceptable.
GC	Letters may be (a) reversed or backwards or (b) upside down, but not both (For example, b ↔ d, q ↔ p, b ↔ p are acceptable. However, b ↔ q is not.).

Please refer to page 24 for instructions about using the key codes.

**Writing Words (cont.)****Question 2: A Colorful Painting "blank"**

Score 1

A-34  Key Codes: 1A	A-35  Key Codes: 1A, GC	A-36  Key Codes: 1A, GA
A-37  Key Codes: 1A, GA, GC	A-38  Key Codes: 1A	A-39  Key Codes: 1A
A-40  Key Codes: 1A, GA	A-41  Key Codes: 1A	A-42  Key Codes: 1A, GC

Key Code	Rubric Elements
1A	The response includes one letter of the stated word written correctly in the correct position.
1B	The response includes only one letter of the stated word standing alone.
GA	Letters may be of any style (for example, capital, lowercase, cursive).
GB	Phonetic spelling is acceptable.
GC	Letters may be (a) reversed or backwards or (b) upside down, but not both (For example, b ↔ d, q ↔ p, b ↔ p are acceptable. However, b ↔ q is not.)

Please refer to page 24 for instructions about using the key codes.



Writing Words (cont.)

Question 2: A Colorful Painting "blank"

Score 0

A-43 Key Codes: 0D	A-44 Key Codes: 0D	A-45 Key Codes: 0D
A-46 Key Codes: 0A	A-47 Key Codes: 0D	A-48 Key Codes: 0A
A-49 Key Codes: 0B	A-50 Key Codes: 0D	A-51 Key Codes: 0B

Key Code	Rubric Elements
0A	The response includes letters that are not representative of letters in the stated word.
0B	A response that copies all or part of a word on the answer booklet page automatically receives a score of 0.
0C	The response includes only content that is not representative of letters in the English alphabet.
0D	The student writes one or more letters from the stated word, but in the incorrect position.
0E	The student provides no written response.

Please refer to page 24 for instructions about using the key codes.



Writing Words (cont.)

Rubric

Score	Descriptors
2	• The student correctly writes the word. Phonetic representations (using logical letter-sound relationships) of all the letters are acceptable. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • Letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).
1	• The student writes at least two letters of the word correctly, including the initial letter in the initial position and one additional letter (any position in the word). Phonetic representations (using logical letter-sound relationships) of the two letters are acceptable. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • Letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).
0	• The student writes letters that are not representative of letters in the word. OR • The student copies a word or words printed on the Answer Book page. OR • The student writes or draws content that is not representative of letters in the English alphabet. OR • The student does not provide a written response.

Scoring Rubric

- 0–2 points

NOTE: This Writing Words rubric is specific to Grade 1. Kindergarten and Grade 2 have slightly different scoring descriptors.

Key Codes For Rubric Elements

Key codes have two sequential numbers or letters and represent key elements of the rubric. The first character is either

- a number (2, 1, or 0) that references a particular score point, or
- the letter “G,” which represents a general characteristic across all score points of the rubric.

The second character is a letter (A–E) that identifies the particular element of the rubric.

For example, in a key code of “1A,” “1” represents the score point 1 portion of the rubric, and “A” identifies “One letter of the stated word written correctly in the correct position.”



Writing

Independent Sentences: Question 3

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
3	Exemplars provided on the following pages. Rubric follows question 3.	Write a Story Together with Scaffolding	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.	4

Anchor Samples and Rubric

Question 3: A Colorful Painting Score 3

A-52

Ben drals a pictur

Transcription Box

Ben draws a picture

Comments—Justifications:

- The response contains an appropriate, original sentence that is relevant to the task.
- All words are recognizable.
- The student uses effective grade-appropriate grammar and word choice.
- The spelling errors ("drals" and "pictur") do not impede meaning.

A-53

He colors the paper

Transcription Box

He colors the paper.

Comments—Justifications:

- The response contains an appropriate, original sentence that is relevant to the task.
- All words are recognizable.
- The student uses effective grade-appropriate grammar and word choice.
- For grade one, letters may be reversed.

**Writing—Independent Sentences (cont.)****Question 3: A Colorful Painting****Score 2**

A-54

He ba car

Transcription Box

He draws a car.

Comments—Justifications:

- The response contains an appropriate, original sentence.
- Some of the words are not recognizable without the Test Examiner's transcription ("He draws a car.").
- Limitations in phonetic spelling ("ba" for "draw") impede meaning.

A-55

Ben mak a t

Transcription Box

Ben made a picture

Comments—Justifications:

- The response contains an appropriate, original sentence.
- Some of the words are not recognizable without the Test Examiner's transcription ("Ben made a picture").
- Limitations in phonetic spelling ("mak" for "made") impede meaning.

**Writing—Independent Sentences (cont.)****Question 3: A Colorful Painting****Score 1**

A-56

pitu

Transcription Box

a picture

Comments—Justifications:

- The attempt is not a sentence and it conveys little relevant information.
- The response is not recognizable without the Test Examiner's transcription ("a picture").

A-57

him fw

Transcription Box

Him finish.

Comments—Justifications:

- The attempt is a phrase and it conveys little relevant information.
- The response is not recognizable without the Test Examiner's transcription ("Him finish.").
- Severe limitations in phonetic spelling impede meaning ("fw" for "finish").

**Writing—Independent Sentences (cont.)****Question 3: A Colorful Painting**

Score 0

A-58

Handwritten word: *page*

Transcription Box
picture

Comments—Justifications:

- The student copies a printed word that is provided in the Answer Book without adding original language.

A-59

Handwritten letters: *g k p*

Transcription Box
I don't know

Comments—Justifications:

- The student writes letters that are not representative of words in English.



Writing—Independent Sentences (cont.)

Rubric

Score	Descriptors
3	- The student writes an original sentence(s). The response is appropriate and relevant to the task. - The words in the sentence are recognizable. The words in the sentence are recognizable without the Test Examiner's transcription (if present). - The student uses effective grade-appropriate grammar and word choice. - Errors in spelling and punctuation may be present, but they do not interfere with meaning. - Letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p). The words in the sentence may or may not be appropriately spaced.
2	- The student writes an original sentence(s). The response partly addresses the task but may not be complete. - A few words may not be recognizable. Some words are recognizable only with the Test Examiner's transcription (if present). - Limitations in phonetic spelling, grammar, and/or word choice may impede meaning. - Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.
1	- The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word. - Many words may not be recognizable. Words may only be recognizable with the Test Examiner's transcription (if present). - Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning. - The response may include some individual or unrelated letters.
0	- The student writes letters that are not representative of words in English. OR - The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language. OR - The response is not related to the prompt. OR - The student does not provide a written response.

Scoring Rubric

- 0–3 points

NOTE: This Independent Sentences rubric is specific to Grade 1. Grade 2 has slightly different scoring descriptors.



Writing

Dictated Sentences: Question 4

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
4	Exemplars provided on the following pages. Rubric follows question 4.	Write an Informational Text Together	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).	3

Anchor Samples and Rubric

Question 4: Fish

Score 2

A-60

They use fins to swim.

Comments–Justifications:

- The student writes the entire dictated sentence in the correct sequence.
- Letter reversals ("f" in "fins") are acceptable in grade 1.

A-61

They use fins to swim.

Comments–Justifications:

- The student writes the entire dictated sentence in the correct sequence.
- Letter reversals ("f" in "fins") are acceptable in grade 1.
- Phonetic spelling ("They" for "They") is acceptable.

**Writing—Dictated Sentences (cont.)****Question 4: Fish****Score 1**

A-62

Dry us f5 to SM

Comments—Justifications:

- The student attempts to write the dictated sentence.
- The phonetic spelling does not represent all the required sounds in several words of the dictated sentence.

A-63

The u2 712 to 2win

Comments—Justifications:

- The student attempts to write the dictated sentence.
- The phonetic spelling does not represent all the required sounds in the first, second, and third words of the dictated sentence.

**Writing—Dictated Sentences (cont.)****Question 4: Fish**

Score 0

A-64

The image shows a student's handwriting on a set of three horizontal lines (top, middle dashed, and bottom). The word "FISH" is written in a very light, almost illegible manner. The letters are not clearly defined and do not follow standard handwriting conventions.

Comments—Justifications:

- The student writes letters that are not representative of the words in the dictated sentence.

A-65

The image shows a student's handwriting on a set of three horizontal lines (top, middle dashed, and bottom). The word "FISH" is written in a very light, almost illegible manner. The letters are not clearly defined and do not follow standard handwriting conventions.

Comments—Justifications:

- The student writes letters that are not representative of the words in the dictated sentence.

**Writing—Dictated Sentences (cont.)****Rubric**

Score	Descriptors
2	• The student writes the entire dictated sentence in the correct sequence. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • The letter may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p). • Phonetic spelling is acceptable.
1	• The student attempts to write the dictated sentence, but it may not be complete. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • Some words may be represented by a single initial letter only, or there may be limitations in phonetic spelling.
0	• The student writes letters that are not representative of the words in the dictated sentence. OR • The response is not related to the prompt. OR • The student does not provide a written response.

Scoring Rubric

- 0–2 points

NOTE: This Dictated Sentences rubric is specific to Grade 1. Grade 2 has slightly different scoring descriptors.

**Writing****Independent Sentences: Question 5**

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
5	Exemplars provided on the following pages. Rubric follows question 5.	Write an Informational Text Together	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.	4

Anchor Samples and Rubric**Question 5: Fish****Score 3**

A-66

fish use gills to breath.

Transcription Box

Fish use gills to breath

Comments–Justifications:

- The response contains an appropriate, original sentence that is relevant to the task.
- All words are recognizable.
- The student uses effective grade-appropriate grammar and word choice.
- The spelling errors ("gills") do not impede meaning.
- Any style of letters are acceptable (lowercase instead of uppercase).

A-67

Fish hav tails

Transcription Box

Fish have tails.

Comments–Justifications:

- The response contains an appropriate, original sentence that is relevant to the task.
- All words are recognizable.
- The student uses effective grade-appropriate grammar and word choice.
- The spelling errors ("hav") do not impede meaning.



Writing—Independent Sentences (cont.)

Question 5: Fish

Score 2

A-68

fish is no legs dey swim
ing.

Transcription Box

Fish has no legs and they
are swimming.

Comments—Justifications:

- The response contains an appropriate, original sentence.
- Some of the words are not recognizable without the Test Examiner's transcription ("Fish has no legs and they are swimming.").
- Limitations in phonetic spelling ("is" for "has") impede meaning.

A-69

Fish mu In wat

Transcription Box

Fish move in water

Comments—Justifications:

- The response contains an appropriate, original sentence.
- Some of the words are not recognizable without the Test Examiner's transcription ("Fish move in water").
- Limitations in phonetic spelling ("mu" for "move" and "wa" for "water") impede meaning.

**Writing—Independent Sentences (cont.)****Question 5: Fish****Score 1**

A-70

Fish live in the water.

Transcription Box

Fish live in the water.

Comments—Justifications:

- The attempt is not a sentence and it conveys little relevant information.
- The response is not recognizable without the Test Examiner's transcription ("Fish live in the water.").
- Severe limitations in phonetic spelling and missing words impede meaning.

A-71

swm

Transcription Box

Fish swim.

Comments—Justifications:

- The attempt is a single word and it conveys little relevant information.
- The response is not recognizable without the Test Examiner's transcription ("Fish swm.").
- Severe limitations in phonetic spelling and missing words impede meaning.

**Writing—Independent Sentences (cont.)****Question 5: Fish**

Score 0

A-72

Fish live in water.

Transcription Box

Fish live in the water.

Comments—Justifications:

- The student copies the printed sentence that is provided in the Answer Book without adding original language.

A-73

They use fins.

Transcription Box

They use fins.

Comments—Justifications:

- The student copies the printed sentence that is provided in the Answer Book without adding original language.



Writing—Independent Sentences (cont.)

Rubric

Score	Descriptors
3	• The student writes an original sentence(s). The response is appropriate and relevant to the task. • The words in the sentence are recognizable. The words in the sentence are recognizable without the Test Examiner's transcription (if present). • The student uses effective grade-appropriate grammar and word choice. • Errors in spelling and punctuation may be present, but they do not interfere with meaning. • Letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p). The words in the sentence may or may not be appropriately spaced.
2	• The student writes an original sentence(s). The response partly addresses the task but may not be complete. • A few words may not be recognizable. Some words are recognizable only with the Test Examiner's transcription (if present). • Limitations in phonetic spelling, grammar, and/or word choice may impede meaning. • Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.
1	• The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word. • Many words may not be recognizable. Words may only be recognizable with the Test Examiner's transcription (if present). • Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning. • The response may include some individual or unrelated letters.
0	• The student writes letters that are not representative of words in English. OR • The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language. OR • The response is not related to the prompt. OR • The student does not provide a written response.

Scoring Rubric

- 0–3 points

NOTE: This Independent Sentences rubric is specific to Grade 1. Grade 2 has slightly different scoring descriptors.



Writing

Independent Sentences: Question 6

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
6	Exemplars provided on the following pages. Rubric follows question 6.	Describe a Picture	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.	4

Anchor Samples and Rubric

Question 6: Rabbit

Score 3

A-74

The girl is holding the bunny.

Transcription Box
The girl is holding the bunny

Comments—Justifications:

- The response contains an appropriate, original sentence that is relevant to the task.
- All words are recognizable.
- The student uses effective grade-appropriate grammar and word choice.

A-75

She has the bunny. She taked it out.

Transcription Box
She has the bunny. She "take"ed it out.

Comments—Justifications:

- The response contains an appropriate, original sentence that is relevant to the task.
- All words are recognizable.
- The student uses effective grade-appropriate grammar and word choice.

**Writing—Independent Sentences (cont.)****Question 6: Rabbit****Score 2**

A-76

Grl is hav rabt

Transcription Box

The girl has a rabbit.

Comments—Justifications:

- The response contains an appropriate, original sentence.
- The words are not recognizable without the Test Examiner's transcription ("The girl has a rabbit.").
- Limitations in phonetic spelling ("Grl") impede meaning.

A-77

the gril reddem the book

Transcription Box

The girl is reading the book.

Comments—Justifications:

- The response contains an appropriate, original sentence.
- The words are not recognizable without the Test Examiner's transcription ("The girl is reading the book.").
- Limitations in phonetic spelling ("redde") impede meaning.

**Writing—Independent Sentences (cont.)****Question 6: Rabbit****Score 1**

A-78

She is pret the
amen

Transcription Box
She is petting the animal.

Comments—Justifications:

- The attempt is not a sentence and it conveys little relevant information.
- The response is not recognizable without the Test Examiner's transcription ("She is petting the animal.").
- Severe limitations in phonetic spelling ("pret" for "petting" and "amen" for "animal") impede meaning.

A-79

girs wdr

Transcription Box
That gives water to the bunny.

Comments—Justifications:

- The attempt is a phrase and it conveys little relevant information.
- The response is not recognizable without the Test Examiner's transcription ("That gives water to the bunny.").
- Severe limitations in phonetic spelling ("girs") impede meaning.

**Writing—Independent Sentences (cont.)****Question 6: Rabbit**

Score 0

A-80

Handwritten text on lined paper: *cepleu*

Transcription Box

There's a bunny.

Comments—Justifications:

- The student writes letters that are not representative of words in English.

A-81

Handwritten text on lined paper: *La jaula del conejo*

Transcription Box

The rabbits cage

Comments—Justifications:

- The student writes letters that are not representative of words in English.



Writing—Independent Sentences (cont.)

Rubric

Score	Descriptors
3	- The student writes an original sentence(s). The response is appropriate and relevant to the task. - The words in the sentence are recognizable. The words in the sentence are recognizable without the Test Examiner's transcription (if present). - The student uses effective grade-appropriate grammar and word choice. - Errors in spelling and punctuation may be present, but they do not interfere with meaning. - Letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p). The words in the sentence may or may not be appropriately spaced.
2	- The student writes an original sentence(s). The response partly addresses the task but may not be complete. - A few words may not be recognizable. Some words are recognizable only with the Test Examiner's transcription (if present). - Limitations in phonetic spelling, grammar, and/or word choice may impede meaning. - Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.
1	- The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word. - Many words may not be recognizable. Words may only be recognizable with the Test Examiner's transcription (if present). - Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning. - The response may include some individual or unrelated letters.
0	- The student writes letters that are not representative of words in English. OR - The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language. OR - The response is not related to the prompt. OR - The student does not provide a written response.

Scoring Rubric

- 0–3 points

NOTE: This Independent Sentences rubric is specific to Grade 1. Grade 2 has slightly different scoring descriptors.



Writing

Write About an Experience

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
7	Exemplars provided on the following pages. Rubric follows question 7.	Write About an Experience	PI.C.12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.	4

**Writing—Write About an Experience (cont.)****Anchor Samples and Rubric****Question 7: Happy Memory****Score 3**

A-82

My friend made me happy
he gave me a birthday
present

Comments—Justifications:

- The response includes an original sentence with some details, both of which are fairly specific (who and what made the student happy).
- All words are recognizable.
- Grammar and word choice are effective and grade-appropriate.
- Errors in punctuation (no period to break up sentences) do not impede meaning.

A-83

My sister made a game with
me. I was happy becous I
won.

Comments—Justifications:

- The response includes an original sentence with some details, both of which are fairly specific (who and what made the student happy).
- All words are recognizable.
- Grammar ("made a game") and word choice are effective and grade-appropriate.
- Errors in spelling ("hapy" and "becus") do not impede meaning.

**Writing—Independent Sentences (cont.)****Question 7: Happy Memory****Score 2**

A-84

Mom cake for me
made me happy

Comments—Justifications:

- The attempt conveys little relevant information but “made me happy,” suggests the attempt is related to the prompt.
- Severe limitations in spelling impede meaning throughout.

A-85

Mom hugs me happy

Comments—Justifications:

- The response provides an account of an experience related to the prompt, but the response is limited and incomplete, leaving out details about the experience.

**Writing—Write About an Experience (cont.)****Question 7: Happy Memory****Score 1**

A-86

happy to me wus mad
me happy my frend

Comments—Justifications:

- The attempt conveys little relevant information but “mad me happy my frend” suggests the attempt is related to the prompt.
- Severe limitations in spelling impede meaning throughout.

A-87

hufda persent

Comments—Justifications:

- The attempt contains a single phrase, which seems to be in response to the “What did the person do?” portion of the prompt. The response conveys little relevant information but is on task, so it cannot receive a score of 0.
- Severe limitations in spelling impede meaning.

**Writing—Write About an Experience (cont.)****Question 7: Happy Memory**

Score 0

A-88

The image shows a student's handwritten response on lined paper. The words "Write about" are written in a cursive, somewhat slanted script. The "W" is large and loops around the "rite", and "about" is written in a similar style. The handwriting is on a set of three horizontal lines (top, middle dashed, bottom).

Comments—Justifications:

- The response copies a portion of the instructions.

A-89

The image shows a student's handwritten response on lined paper. The text "ehgi thb wieht" is written in a cursive script. "ehgi" is the first word, followed by "thb" and then "wieht". The handwriting is on a set of three horizontal lines (top, middle dashed, bottom).

Comments—Justifications:

- The student combines letters that are not representative of words in English.



Writing—Write About an Experience (cont.)

Rubric

Score	Descriptors
3	- The student writes an original sentence(s). The response provides an account of the experience named in the prompt using description(s), detail(s), or example(s). - The words in the sentence are recognizable. - The student uses effective grade-appropriate grammar and word choice. - Errors in spelling and punctuation may be present, but they do not interfere with meaning. - Letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p). The words in the sentence may or may not be appropriately spaced.
2	- The student writes an original phrase or sentence(s). The response provides an account of an experience related to the prompt. There may be description(s), detail(s), or example(s), but the response may not be complete. - A few words may not be recognizable. - Limitations in phonetic spelling, grammar, and/or word choice may impede meaning. - Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.
1	- The student attempts to address the prompt. The response conveys little relevant information. The student may write a phrase or single word. - Many words may not be recognizable. - Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning. - The response may include some individual or unrelated letters.
0	- The student writes letters that are not representative of words in English. OR - The student copies all or part of the prompt without adding original language. OR - The response is not related to the prompt. OR - The student does not provide a written response.

Scoring Rubric

- 0–3 points

NOTE: The Write About an Experience rubric is specific to Grade 1. Grade 2 and Grades 3–12 have slightly different scoring descriptors.