

ELPAC

English Language Proficiency
Assessments for California



Practice Test Scoring Guide



Visual Impairment and Braille Grades 11–12

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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	B (1 point)	Listen to a Short Exchange Inventions	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	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	B (1 point)	Listen to a Short Exchange Inventions	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	2
2	C (1 point)	Listen to a Short Exchange Two Activities	PII.A.2 Understanding cohesion.	1
3	B (1 point)	Listen to a Short Exchange Band Auditions	PII.A.2 Understanding cohesion.	1
4	A (1 point)	Listen to a Classroom Conversation Logging On	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	1
5	B (1 point)	Listen to a Classroom Conversation Logging On	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	2
6	C (1 point)	Listen to a Classroom Conversation Logging On	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	2
7	B (1 point)	Listen to an Oral Presentation Tenochtitlan	PII.A.1 Understanding text structure.	4
8	A (1 point)	Listen to an Oral Presentation Tenochtitlan	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
9	C (1 point)	Listen to an Oral Presentation Tenochtitlan	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
10	B (1 point)	Listen to an Oral Presentation Tenochtitlan	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

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Listening (cont.)

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
11	B (1 point)	Listen to an Oral Presentation Ring Systems	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
12	B (1 point)	Listen to an Oral Presentation Ring Systems	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
13	C (1 point)	Listen to an Oral Presentation Ring Systems	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
14	C (1 point)	Listen to an Oral Presentation Ring Systems	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
15	B (1 point)	Listen to a Speaker Support an Opinion Trade Schools	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	4
16	C (1 point)	Listen to a Speaker Support an Opinion Trade Schools	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
17	A (1 point)	Listen to a Speaker Support an Opinion Trade Schools	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	3
18	A (1 point)	Listen to a Speaker Support an Opinion Trade Schools	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
19	C (1 point)	Listen to a Speaker Support an Opinion Thomas Edison	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	2
20	A (1 point)	Listen to a Speaker Support an Opinion Thomas Edison	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	3

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Listening (cont.)

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
21	A (1 point)	Listen to a Speaker Support an Opinion Thomas Edison	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	3
22	B (1 point)	Listen to a Speaker Support an Opinion Thomas Edison	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.	4

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: World History Class

Score	Student Response	Comments—Justifications
1	Cross water. OR Traveling. OR Driving over.	• Correct response.
0	Bridge.	• Incorrect response.

Question 2: World History Class

Score	Student Response	Comments—Justifications
1	To ask a question. OR Say something.	• Correct response.
0	Raising. OR Student. OR To talk.	• Incorrect response.



Speaking—Talk About a Scene (cont.)

Question 3: World History Class

Score	Student Response	Comments—Justifications
2	Presenting. [Examiner: Why do you think that?] Because they are talking about a speech/ project.	• Response is relevant.
1	Talking. [Examiner: Why do you think that?] I don't know.	• Response is partially relevant.
0	Classroom. [Examiner: Why do you think that?] Classroom.	• Response is not relevant.

Question 4: World History Class

Score	Student Response	Comments—Justifications
2	To show an example. OR To talk about them.	• Response is relevant.
1	Easy. [Examiner: Tell me more.] I don't know.	• Response is limited.
0	Par, para . . . I don't know.	• 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

Speech Functions

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
5–6	Exemplars provided on the following pages. Rubric follows question 6.	Speech Functions	PI.A.4 Adapting language choices to various contexts (based on task, purpose, audience, and text type).	2

Anchor Samples and Rubric: Questions 5–6

Question 5: Acting Class

Function: asking for information/making a request

Score	Student Response	Comments—Justifications
2	I would say to my counselor if acting class is one of the required classes for me to graduate and have my credits done.	Response appropriately addresses the language function (asking for information) in a clear way. No listener effort is required to interpret meaning.
1	Does this meet the requirement for college? Yeah.	Response addresses the language function (asking for information) in a limited way. Listener effort is required to interpret meaning (it is unclear what is meant by “this”).
0	Can I change my class?	Response does not address the language function (asking for information/making a request). Instead, the response asks for permission.

Question 6: Computer Help

Function: offering assistance

Score	Student Response	Comments—Justifications
2	Hey, I see you struggling. Do you need my help?	Response appropriately addresses the language function (offering assistance) in a clear way. No listener effort is required to interpret meaning.
1	Can I do loggin for you?	- Response addresses the language function (offering assistance) in a limited way. Listener effort is required to interpret meaning. - Errors in grammar and word choice (“do loggin”) impede meaning.
0	I’d say I don’t know.	Response does not address the language function (offering assistance). Instead, the response provides information.

Speaking—Speech Functions (cont.)

Rubric

Score	Descriptors
2	• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
1	• Response addresses the language function in a limited way. Listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.
0	• Response does not address the language function. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible.

Scoring Rubric

- 0–2 points

Speaking

Support an Opinion

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
7–8	Exemplars provided on the following pages. Rubric follows question 8.	Support an Opinion	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	3

Anchor Samples and Rubric: Questions 7–8

Question 7: Community Center or Animal Shelter

Score	Student Response	Comments—Justifications
3A	Umm, I think the first option is for visiting elderly people because we already have a lot of people volunteering for the animals. And, also, I think it would be a good time for kids nowadays to spend time with elderly people, spend . . . play games with them and have them . . . elderly people tell stories of their past, which is pretty interesting.	- An opinion is expressed and supported using effective language and at least one relevant reason with elaboration. Little to no listener effort is required to interpret meaning. Effective language features include authoritative expression (“we already have”) and precise vocabulary (“nowadays”). - Errors in grammar and word choice (“the first option is for”) do not impede meaning. - Speech is fairly smooth and sustained.
3B	Umm, I think the first option I think it would be better to volunteer at the animal shelter just because it would be more fun, and I believe that more people would want to spend time with pets.	- An opinion is expressed and supported using effective language and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. Effective language features include modal verb phrases (“would be” and “would want to”). - Errors in grammar and word choice (“I think the first option I think”) do not impede meaning. - Speech is fairly smooth and sustained.
2	Volunteer at animal center. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Because I like animals. [Examiner: Tell me more about your choice.] I think I just said.	An opinion is expressed and supported using simple language and at least one simple relevant reason.
1	Take care of the animals. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] I don’t know.	An opinion is expressed but is not supported. A reason is not provided.
0	(No response.)	No response.

Speaking—Support an Opinion (cont.)

Question 8: Rap Artist or Software Engineer

Score	Student Response	Comments—Justifications
3A	I think the best choice that would be more my school is a famous rap artist because people love listening to music and know more about people that rap and everything. And also it would be a good idea to bring someone famous so everybody could meet the person.	- An opinion is expressed and supported using effective language and at least one relevant reason with explanation. Little to no listener effort is required to interpret meaning. Effective language features include modal verbs (“would be”) and authoritative expression (“people love listening to music”). - Errors in grammar and word choice (“be more my school”) do not impede meaning. - Speech is fairly smooth and sustained.
3B	A famous software engineer. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Umm, because he’s professional. He can give, umm, students advice on what engineering can be about like to see if they’re interested.	- An opinion is expressed and supported using effective language and at least one relevant reason with elaboration. Little to no listener effort is required to interpret meaning. Effective language features include precise vocabulary (“professional” and “advice”). - Errors in grammar and word choice do not impede meaning. - Speech is fairly smooth and sustained.
2	Uhh, a famous rap artist. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] For the school semester, umm, I feel like the school rapper, no, wait, umm, a rapper artist should be in our semester, I guess, because people are most into like rap and now it, like they are into artists and . . .	- An opinion is expressed and supported using simple language and at least one simple relevant reason. Listener effort may be required to interpret meaning. - Errors in grammar and word choice (“should be in our semester”) occasionally impede meaning. - Speech may be halting.
1	I believe it would be the software, umm . . . [Examiner repeats question.] I would go with the software engineer. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Umm, I feel like they would, well I get . . . sorry. [Examiner: Tell me more about your choice.] That’s it.	An opinion is expressed but is not supported. A reason is not provided.
0	No, I don’t know.	No response, “I don’t know.”

Speaking—Support an Opinion (cont.)

Rubric

Score	Descriptors
3	- An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. - Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. - Speech is fairly smooth and sustained.
2	- An opinion is expressed and supported using simple language and at least one simple, relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning. - Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. - Speech may be slow, choppy, or halting.
1	- An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. - Errors in grammar, word choice, pronunciation, or intonation often impede meaning. - Speech may consist of isolated words or phrases.
0	- An opinion is not expressed. - Response contains no English. - No response, "I don't know," or is completely unintelligible.

***Note:** Effective language is defined as including all or some of the following attributes: noun and verb phrases using precise vocabulary, modal verbs, text connectives, causal words, authoritative expression, and comparative language.

Scoring Rubric

- 0–3 points

Speaking

Present and Discuss Information

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
9	Exemplars provided on the following pages. Rubric follows question 9.	Present and Discuss Information	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics.	2

Anchor Samples and Rubric

Question 9: Tourist Attractions

Score	Student Response	Comments—Justifications
3A	It shows the name of the tourist attractions, like Disneyland, Lake Tahoe, Death Valley National Park and the Golden Gate Bridge. It also shows how many people have visited them in million. 14 million went to Disneyland and only 2 million went to Death Valley.	- Response answers the question, including a mostly clear and accurate description of information in the graph. Little to no listener effort is required to interpret meaning. The response uses comparative language to describe the graph. - Errors in grammar ("in million") do not impede meaning. - Speech is fairly smooth and sustained.
3B	That mostly they all go to Disneyland. [Examiner: Tell me more details from the bar graph.] And that less people go to Death Valley National Park and, like, most of the people go to the Golden Gate Bridge. And to the Yosemite National Park, people go. And, like, San Diego Zoo, 5 million go, Lake Tahoe, 3 million people go to it.	- Response answers the question, including a mostly clear and accurate description of information in the graph. Little to no listener effort is required to interpret meaning. - Speech is fairly smooth and sustained.
2	That Disneyland has the most people, visitors, than the other ones. [Examiner: Tell me more details from the graph.] I don't know.	Response includes a limited description of information in the graph. Listener effort may be required to interpret meaning.
1	Disneyland has the most bar graph . . . yeah. [Examiner: Tell me more.] Because there's a lot of things you can do at Disneyland, go on rides, walk, see the shows that they have and everything.	- Response may include information in the graph, but contains little relevant information. - Errors in word choice ("Disneyland has the most bar graph") often impede meaning.
0	(No response.)	No response.



Speaking—Present and Discuss Information (cont.)

Rubric

Question 9 [0–3 Rubric]

Score	Descriptors
3	• Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
2	• Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.
1	• Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the graph/chart.
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Speaking—Present and Discuss Information (cont.)

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
10	Exemplars provided on the following pages. Rubric is provided after question 10.	Present and Discuss Information	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	3

Anchor Samples and Rubric

Question 10: Tourist Attractions

Score	Student Response	Comments—Justifications
3A	No, 'cause in San Diego Zoo, there's 5 million people going, and Golden Gate . . . Golden Gate Bridge, 10 million people go to it.	- Response uses relevant information and accurate details from the graph to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning. - Speech is fairly smooth and sustained.
3B	The San Diego Zoo has less . . . it has less people visiting than the Golden Gate Bridge.	- Response uses relevant information and accurate details from the graph to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning. The response implies that the claim is not supported. - Speech is fairly smooth and sustained
2	No, more people went there.	Response includes limited information from the graph that demonstrates whether the claim is supported or unsupported, and the response lacks detail and clarity. Listener effort may be required to interpret meaning.
1	San Diego Zoo only has 4 and a half visitors.	Response may include information from the graph but does not demonstrate whether the claim is supported or unsupported and lacks understanding of the claim. Significant listener effort may be required to interpret meaning.
0	(No response.)	No response.



Speaking—Present and Discuss Information (cont.)

Rubric

Question 10 [0–3 Rubric]

Score	Descriptors
3	• Response uses relevant information and accurate details from the graph/chart to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
2	• Response includes limited or partially accurate information from the graph/chart that demonstrates whether the claim is supported or unsupported, and the response may lack detail and clarity. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.
1	• Response may include information from the graph/chart but does not demonstrate whether the claim is supported or unsupported or may lack understanding of the graph/chart or claim. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Speaking

Summarize an Academic Presentation

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
11–12	Exemplars provided on the following pages. Rubric follows question 12.	Summarize an Academic Presentation	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics.	4

Anchor Samples and Rubric

Question 11: How Electromagnetic Waves Power Communication

Score	Student Response	Comments—Justifications
4	Electromagnetic waves come from electrical vibrations which turns into those said waves. TV, radio, ce- and cell phones use these- these electromagnetic waves. A car radio, for example, uses a specific frequency that we use to turn into certain radio stations. The sound, electromagnetic signal turns into that said sound and can travel from long distances and can even bounce. For TVs, there's a tower TV signal which uses magnetics to turn into the sound and image, which when played together can be used to stream live content. And cell phones use messages which come from the electricity of a microwave, but not like an oven microwave but rather a higher frequency than radios, which u- is used to travel to the telephone towers. And these electromagnetic waves let us communicate from very far distances.	• A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected ("which turns into" and "for example"). • Grammar and word choice are varied and effective ("which turns into those said waves" and "uses magnetics to turn into the sound and image"); errors do not impede meaning. • Speech is usually smooth and sustained.
3	Umm, umm, electromagnetic waves are signals that transmit through air, uhh, which carry energy and allows the signal to go through. Umm, they carry sound and pictures and audios. And then, on picture one, it just tell us how, umm, every time you switch through the chan-, like the channels or something, like the waves go through the air and send communication. And then on picture two, we see that those are what control the TVs, which told us that it separates the audio and the, the pictures to then put them together. And then, on picture number three, that's a cell phone, which we call and text and message, which are electromagnetic waves, as, as well. But those are higher than the radio waves, which are used fast, to send faster information. And electromagnetic waves are just forms or ways that our information gets passed around. [Examiner: What else can you tell me about what you heard?] I heard that thanks to electromagnetic waves it is possible to communicate from a long distance.	• Response includes a mostly clear summary of some of the main points of the presentation with basic details. • Ideas are usually cohesive and connected ("And then"). • Grammar and word choice are adequate ("signals that transmit through air"); errors occasionally impede meaning. • Speech is fairly sustained.

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Summarize an Academic Presentation (cont.)

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Score	Student Response	Comments—Justifications
2	Uhh, signal transmissions through electromag wave is for distant information and to get it faster too. Like for image one, for radio, they could switch whatever channel they want and then they send out a signal and then they- they give back that signal to that channel you want to- you want to listen music. And the second was the cell tower. The cell tower give out signal too, as well, and also- and it's- and it gives out to like TV shows to send out images and sound to be connected for each other. That way that anybody who watch a TV show, they could see a person's mouth moving through his television. Image three, it shows cell phone that can be used faster where all- all- all television and communication comes from. But, also, it give out strong energies, but it does give their information much faster too. And that's it.	• 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 ("electromag wave is for distant information"). • Ideas are sometimes cohesive and connected ("and then"). • Grammar and word choice are simple ("give back that signal to that channel"); errors often impede meaning.
1	The phone uses like waves to send texts. [Examiner: What else can you tell me about what you heard?] Hmm, the phone's also like a microwave.	• Response includes an attempt to reference the presentation but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning ("the phone's also like a microwave").
0	Umm . . . I don't know.	• No response, "I don't know."

Summarize an Academic Presentation (cont.)

Question 12: Sojourner Truth

Score	Student Response	Comments—Justifications
4	Sojourner Truth was, umm, a slave back in 1797 and was known at the time as Isabella Bomfree. She's been moved many, many times during her times as a slave and endured endless suffering and pain. However, she escaped from that and moved in with an abolitionist family to where she then also purchased her freedom. In 1829 she joined a church and was an advocate for women's rights and a- an advocate for African American rights. She then changed her name to Soju- Sojourner Truth because she felt that she fit in that- in that name. She's impressed many, many people with her speeches regarding, you know, being against slavery and the dangers of being a slave. And she was also for women's rights. She worked endlessly for civil rights and that caught Abraham Lincoln's attention, to which then he invited her to the White House, which shows the importance of her accomplishments being an advocate for women's rights and African American rights. And Abraham really respected that. Umm, Truth wanted to be near her daughter before she passed in 1883, so she moved. She's done many accomplishments and there's a lot of contributions for her in today's world.	• A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected ("However" and "She then"). • Grammar and word choice are varied and effective ("was known at the time" and "endured endless suffering"); errors do not impede meaning. • Speech is smooth and sustained.
3	Sojourner Truth was a champion and an advocate for human rights. She advocated for African American rights and also women's rights. Her name Sojourner means traveler. One of her accomplishments was that she was invited to the White House by Abraham Lincoln in 1864. [Examiner: What else can you tell me about what you heard?] Hmm, she was born into slavery and escaped in 1827. She was purchased by an abolitionist family where she later in 1829 moved and worked in a church to advocate for women's rights.	• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details ("was a champion and an advocate for human rights" and "Sojourner means traveler"). • Ideas are usually cohesive and connected. • Grammar and word choice are adequate. • Speech is fairly sustained.

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Summarize an Academic Presentation (cont.)

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Score	Student Response	Comments—Justifications
2	OK. Sojourner Truth was an, uhh, well, ex-slave, right. Uhh, she escaped, uhh, slavery, in 1827. Uhh, afterwards, she joined a church and advocated for women's rights and, umm, anti-slavery. Her accomplish, in her accomplishments, she, umm, I don't know. I lost track right there. [Examiner: What else can you tell me about what you heard?] And she's remembered as an activ-, advocate for women's rights and, umm, and anti-slavery.	• 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 ("advocated for women's rights"). • Ideas are sometimes cohesive and connected ("afterwards"). • Grammar and word choice are simple and repetitive.
1	The lady was a slave and then she wasn't. [Examiner: What else can you tell me about what you heard?] I don't know.	• Response includes an attempt to reference the presentation but conveys little relevant information ("The lady was a slave"). • Ideas are rarely cohesive and connected ("and"). • Grammar and word choice are limited ("and then she wasn't").
0	Is too hard.	• Response is not relevant.

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	B (1 point)	Read a Short Informational Passage Stem Cells	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
2	C (1 point)	Read a Short Informational Passage Stem Cells	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.	3
3	C (1 point)	Read a Short Informational Passage Stem Cells	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
4	A (1 point)	Read a Short Informational Passage Green Roofs	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
5	C (1 point)	Read a Short Informational Passage Green Roofs	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
6	C (1 point)	Read a Short Informational Passage Green Roofs	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
7	A (1 point)	Read a Student Essay Online Schools	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
8	B (1 point)	Read a Student Essay Online Schools	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	C (1 point)	Read a Student Essay Online Schools	PII.A.2 Understanding cohesion.	3

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Reading (cont.)

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
10	B (1 point)	Read a Student Essay Online Schools	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.	2
11	A (1 point)	Read a Student Essay Online Schools	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.	3
12	D (1 point)	Read a Student Essay Online Schools	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	B (1 point)	Read a Student Essay Online Schools	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 Student Essay Online Schools	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
15	B (1 point)	Read a Literary Passage Transformative Bus Ride	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
16	B (1 point)	Read a Literary Passage Transformative Bus Ride	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
17	C (1 point)	Read a Literary Passage Transformative Bus Ride	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
18	A (1 point)	Read a Literary Passage Transformative Bus Ride	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.	4

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Reading (cont.)

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
19	D (1 point)	Read a Literary Passage Transformative Bus Ride	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
20	C (1 point)	Read a Literary Passage Transformative Bus Ride	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
21	A (1 point)	Read an Informational Passage Julia Morgan	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
22	B (1 point)	Read an Informational Passage Julia Morgan	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
23	C (1 point)	Read an Informational Passage Julia Morgan	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.	3
24	B (1 point)	Read an Informational Passage Julia Morgan	PII.A.2 Understanding cohesion.	2
25	D (1 point)	Read an Informational Passage Julia Morgan	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.	3
26	C (1 point)	Read an Informational Passage Julia Morgan	PII.A.2 Understanding cohesion.	4

Writing

Describe a Picture

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
1	Exemplars provided on the following pages. Rubric follows question 2.	Describe a Picture	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: Origami Workshop

Read the following sentence from your classmate's paragraph. The sentence has **TWO** errors. In the following box, rewrite the sentence correctly.

A teacher is instruction a student why to fold pieces of paper into art forms.

Sample	Student Response	Score	Comments—Justifications
A-1	A teacher is instructing a student on how to fold pieces of paper into art forms.	2	- The response consists of a complete sentence that fully addresses the task of correcting two errors ("instructing" and "how"). - Grammar and word choice are appropriate.
A-2	A teacher is showing to a student how to fold pieces of paper into art forms	2	- The response consists of a complete sentence that fully addresses the task of correcting two errors (replacing "instruction" with "showing" is acceptable). - Grammar and word choice are appropriate ("showing to" does not impede meaning). - Errors in keyboarding (no ending punctuation) do not impede meaning.
A-3	A teacher is instruction how to fold pieces of paper into art forms.	1	- The response shows an attempt to write a sentence that addresses the task of correcting two errors, but the sentence is not correct. Only one error is corrected ("how"). - There are errors in grammar and word choice.
A-4	A teacher is instructing a student fold pieces of paper into art forms	1	- The response shows an attempt to write a sentence that addresses the task of correcting two errors, but the sentence is not correct. Only one error is corrected ("instruction"). - There are errors in grammar and word choice.

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Writing—Describe a Picture (cont.)

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Sample	Student Response	Score	Comments—Justifications
A-5	In an art classroom, students are making origami figures. A teacher is instruction a student why to fold pieces of paper into art forms. Three of the students are sitting at a separate table working on their projects. The three students don't need to ask the teacher for help. Students will decorate their classroom with their art once they are finished.	0	• The response copies the prompt.
A-6	A teacher is instruction a student why to fold pieces of paper into art forms.	0	• The response copies the prompt.

Writing—Describe a Picture (cont.)

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
2	Exemplars provided on the following pages. Rubric follows question 2.	Describe a Picture	PII.C.7 Condensing ideas.	2

Anchor Samples and Rubric

Question 2: Origami Workshop

Read the following two sentences from your classmate's paragraph. In the following box, condense the two sentences into one precise sentence.

Three of the students are sitting at a separate table working on their projects. The three students don't need to ask the teacher for help.

Score	Student Response	Score	Comments—Justifications
A-7	Three of the students are sitting at a separate table working on their projects and don't need to ask the teacher for help.	2	- The response consists of a complete sentence that fully addresses the task of condensing ideas into a single sentence. - Grammar and word choice are appropriate.
A-8	The three students sitting at a separate table working on their projects don't need to ask the teacher for help.	2	- The response consists of a complete sentence that fully addresses the task of condensing ideas into a single sentence. - Grammar and word choice are appropriate.
A-9	Three of the students are sitting at a separate table working on their projects and the three students don't need to ask the teacher for help.	1	The response shows an attempt to write a sentence that addresses the task of condensing ideas into a single sentence, but the sentence is not fully appropriate. While adding "and" creates one sentence, it does not condense ideas.
A-10	Three of the students are sitting at a separate table working on their projects so they don't need to ask the teacher for help.	1	The response shows an attempt to write a sentence that addresses the task of condensing ideas into a single sentence, but the sentence is not fully appropriate. "So" changes the meaning of the sentence.
A-11	Three of the students are sitting at a separate table working on their projects.	0	The response copies the prompt.
A-12	Imagine that you and a classmate	0	The response copies the prompt.

Writing—Describe a Picture (cont.)**Rubric**

Score	Descriptors
2	• The response consists of a complete sentence that fully addresses the task (of adding relevant details, correcting two errors, condensing ideas into a single sentence, or expressing something that might happen next). • Grammar and word choice are appropriate. • Errors in spelling/keyboarding do not impede meaning.
1	• The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate. • There are errors in grammar and word choice. • Errors in spelling/keyboarding may impede meaning.
0	• The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR • No response is provided.

Scoring Rubric

- 0–2 points

Writing

Write About an Experience

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
3	Exemplars provided on the following pages. Rubric follows question 3.	Write About an Experience	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: Challenging Project

Think about a time when you worked on a challenging project. What was the project? Were you working on the problem alone, or with others? What challenges did you overcome?

Sample	Student Response	Score	Comments—Justifications
A-13	Projects are very challenging to get done but I usually overcome them. I worked on a project with some of my classmates for my chemistry class last week. We had to make an airbag that would keep an egg safe if it made impact with it. The most difficult part was finding a way to keep the egg safe. We put two ziplock bags filled with baking soda and vinegar on the top and bottom of the egg then we taped it around for the egg won't slip out. We tested it out and it was success.	4	• The response provides a full and complete account of the experience named in the prompt using well-developed descriptions and details. • The response is readily coherent. • Grammar and word choice are varied and generally effective ("I usually overcome them," "if it made impact," and "it was a success"). Minor errors do not impede meaning ("for the egg won't slip out"). • Minor errors in spelling/keyboarding and punctuation may be present, but they do not impede meaning. • The response includes a paragraph of at least three sentences.
A-14	One of the most challenging projects I had, was the "airbag lab" for my chemistry class. I was not working alone and the most challenging part was the calculatians we had to do.	3	• The response provides a generally complete account of an experience relevant to the prompt using some details. • The response is mostly coherent. • The response includes at least two sentences.

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Writing—Write About an Experience (cont.)

(continued from previous page)

Sample	Student Response	Score	Comments—Justifications
A-15	In Peru one time I did a small natural factory the project was about care the earth with things naturals on the challenge I won second place because I worked alone and I couldn't satisfad my work because I was alone.	2	• The response provides a partial account of an experience related to the prompt using some details. • The response is somewhat coherent. • Errors and limitations in grammar and word choice ("I did a small natural factory" and "I couldn't satisfad my work") impede meaning. • Errors in spelling/keyboarding and punctuation frequently impede meaning. • The response includes at least one sentence.
A-16	The project I working is the side in my objetibes that listen to inglis and practice.	1	• The response provides a limited account of a personal experience and conveys little relevant information. • The response lacks coherence. • Frequent errors and severe limitations in grammar and word choice prevent expression of ideas. • Errors in spelling/keyboarding and punctuation severely impede meaning.
A-17	I don't know	0	• The response includes only "I don't know."

Writing—Write About an Experience (cont.)

Rubric

Score	Descriptors
4	• The response provides a full and complete account of the experience named in the prompt using well-developed descriptions, details, or examples. • The response is readily coherent. • Grammar and word choice are varied and generally effective. Minor errors do not impede meaning. • Minor errors in spelling/keyboarding and punctuation may be present, but they do not impede meaning. • The response typically includes a paragraph of at least three sentences.
3	• The response provides a generally complete account of an experience relevant to the prompt using some descriptions, details, or examples. • The response is mostly coherent. • Errors and limitations in grammar and word choice may impede meaning at times. • Errors in spelling/keyboarding and punctuation may impede meaning at times. • The response typically includes at least two sentences.
2	• The response provides a partial account of an experience related to the prompt using some descriptions, details, or examples. • The response is somewhat coherent. • Errors and limitations in grammar and word choice may impede meaning. • Errors in spelling/keyboarding and punctuation may frequently impede meaning. • The response includes at least one sentence.
1	• The response may provide a limited account of a personal experience and/or conveys little relevant information. • The response may lack coherence. It may consist of isolated words or phrases. • Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas. • Errors in spelling/keyboarding and punctuation may severely impede meaning.
0	• The response copies the prompt, contains no English, does not relate to a personal experience, or includes only "I don't know." OR • No response is provided.

Scoring Rubric

- 0–4 points



Writing

Write About Academic Information

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
4	Exemplars provided on the following pages. Rubric follows question 5.	Write About Academic Information	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.	2

Anchor Samples and Rubric

Question 4: Wireless Headphones

In the following box, write at least one sentence with relevant details to explain why Bluetooth technology was not required to use wireless headphones. Use at least two details from the graphic organizer.

Sample	Student Response	Score	Comments—Justifications
A-18	Teh first wireless headphones were developed using radio receivers in 1960s but Bluetooth wireless technology was invented and trademakred in 1999.	2	- The response completely addresses the task and includes at least two relevant details from the graphic organizer. - Minor errors in grammar and spelling/ keyboarding are present, but they do not impede meaning. - The response contains at least one sentence.
A-19	It isn;t required cause it came in 1999.	1	The response does not completely address the task. It is missing relevant details from the graphic organizer (only contains one detail).
A-20	history of wireless headphones	0	The response copies the prompt.

Writing—Write About Academic Information (cont.)

Rubric

Question 4 [0–2 Rubric]

Score	Descriptors
2	• The response completely addresses the task and includes at least two relevant details from the graphic organizer. • Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning. • The response contains at least one sentence.
1	• The response does not completely address the task or is missing relevant details from the graphic organizer. • Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning. • The response may consist of a word(s) or a bulleted list.
0	• The response copies only irrelevant information from the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR • No response is provided.

Scoring Rubric

- 0–2 points

NOTE: This Write About Academic Information rubric is specific to Grades 6–12. Grades 3–5 has slightly different scoring descriptors.



Writing—Write About Academic Information (cont.)

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
5	Exemplars provided on the following pages. Rubric follows question 5.	Write About Academic Information	PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing.	3

Anchor Samples and Rubric

Question 5: Wireless Headphones

One of your group members thinks that headphones have remained unchanged since they were invented. Using the information in the graphic organizer, explain how the sound quality of headphones changed over time. Make sure you write a paragraph of at least three sentences in the following box.

Sample	Student Response	Score	Comments—Justifications
A-21	The first modern headphones were invented in 1910. Sound quality improved with stereo headphones. Then wireless headphones developed using radio receivers. Bluetooth wireless technology was invented in 1999, and Bluetooth headphones become popular with improve sound quality. It was better then old headphones. Wireless earbuds are mainstream now and they are the best.	3	- The response completely addresses the task and includes sufficient and relevant information from the graphic organizer. - Minor errors in spelling/keyboarding do not impede meaning.
A-22	Hedphones changed because rist sound quality improved with stereo headpone in 1958. 1980s-1990s noise canceling heading phones created the bluetooth headphose improved sound quality in 2010s.and now wirles ear buds mainstream.	2	- The response partially addresses the task but it is missing some relevant information from the graphic organizer. - Errors and limitations in spelling/keyboarding ("rist") impede meaning at times.
A-23	cuz now ear buds	1	The response attempts to address the task but is missing relevant information from the graphic organizer.
A-24	No	0	The response does not relate to the prompt.

Writing—Write About Academic Information (cont.)
Rubric
Question 5 [0–3 Rubric]

Score	Descriptors
3	• The response completely addresses the task and includes sufficient and relevant information from the graphic organizer. • Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning. • The response typically includes at least three sentences.
2	• The response partially addresses the task. It may not be complete or may be missing some relevant information from the graphic organizer. • Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning at times. • The response may contain fewer than the number of sentences indicated in the test question.
1	• The response attempts to address the task but is missing relevant information from the graphic organizer. • Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning throughout. • The responses may consist of a word(s) or a bulleted list.
0	• The response copies only irrelevant information from the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR • No response is provided.

Scoring Rubric

- 0–3 points

NOTE: This Write About Academic Information rubric is specific to Grades 6–12. Grades 3–5 has slightly different scoring descriptors.



Writing

Justify an Opinion

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
6	Exemplars provided on the following pages. Rubric follows question 6.	Justify an Opinion	PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing.	4

Anchor Samples and Rubric

Question 6: Internship

Your school is considering starting an internship program with different local businesses. Students would spend time in class learning about the field of work and then would spend some time working in an actual business. Students would receive elective credit for this program.

Do you think that an internship program should be offered in your school? Write a persuasive essay in support of your position to give to your principal. Make sure you write at least two paragraphs and include your position and supporting reasons.

Sample	Student Response	Score	Comments—Justifications
A-25	I think it is unfair to make students work at a local business. First of all, there are lots of businesses and some students would have great experiences, but some of them wouldn't have those. So student with good companies will get benefits while others won't. Second some students already have after-school jobs and they would then be working two jobs. So I disagree with this descicion. It will not help all students.	4	• The response successfully states a position and provides relevant and detailed support. • The response is readily coherent. • Grammar and word choice are varied and effective ("it is unfair," "would have great experiences," and "will get benefits while others won't"). • The response includes at least two reasons that support the position, using six or more sentences. • Register is appropriate.
A-26	I think it isn't fair for the school to make this type of program. Some student may not be interested in the internship and I am one of them. I'm actually new to this country and I've been here for only nearly 4 months. I'm also new to the US school so I've zero experience about it. I don't even know any local company in general, and so are new students from different country.	3	• The response expresses an opinion with some relevant support. • The response is generally coherent. • Errors and limitations in grammar and word choice ("this type of program" and "so are new students from different country") may impede meaning in some sentences. • The response includes at least one reason that supports the position, using three or more sentences. • Register is mostly appropriate.

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Writing—Justify an Opinion (cont.)

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Sample	Student Response	Score	Comments—Justifications
A-27	I think that working in actual busines it's injustice because, the students didn't know about an internship. so In my opinion that program need to be removed. Because the students after school had problems and obligations in their houses. Not all the students are been able to work.	2	• The response expresses an opinion with some relevant support but is not complete. • The response is somewhat coherent. • Errors and limitations in grammar and word choice ("it's injustice" and "students after school had problems") impede meaning. • The response includes at least two sentences. • Register is somewhat appropriate.
A-28	Internship is elective program so my position is not good but very much time away more homework and class. my position difficult not have time in my home and work in store at day, please internship dit not elect.	1	• The response does not include a clear opinion and conveys little relevant information. • The response lacks coherence. • Severe limitations in grammar and word choice prevent expression of opinion ("my position is not good" and "my position difficult"). • Errors in spelling/keyboarding and punctuation may severely impede meaning ("dit not elect").
A-29	No entiendo.	0	• The response contains no English.

Writing—Justify an Opinion (cont.)

Rubric

Score	Descriptors
4	• The response successfully states a position and provides relevant and detailed support. • The response is readily coherent. • Grammar and word choice are varied and effective. • Minor errors in spelling/keyboarding and punctuation may be present but do not impede meaning. • The response includes at least two reasons that support the position, typically using six or more sentences. • Register is appropriate.
3	• The response expresses an opinion or states a position with some relevant support. • The response is generally coherent. • Errors and limitations in grammar and word choice may impede meaning in some sentences. • Errors in spelling/keyboarding and punctuation may impede meaning at times. • The response includes at least one reason that supports the position, typically using three or more sentences. • Register is mostly appropriate.
2	• The response expresses an opinion or states a position with some relevant support but is not complete. • The response is somewhat coherent. • Errors and limitations in grammar and word choice impede meaning. • Errors in spelling/keyboarding and punctuation may frequently impede meaning. • The response typically includes at least two sentences. • Register is somewhat appropriate.
1	• The response does not include a clear opinion or position and/or conveys little relevant information. • The response lacks coherence. • Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position. • Errors in spelling/keyboarding and punctuation may severely impede meaning. • The response may consist only of one sentence or of isolated words or phrases. • Register may not be appropriate.
0	• The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR • No response is provided.

Scoring Rubric

- 0–4 points

NOTE: This Justify an Opinion rubric is specific to Grades 9–12. Each grade span has slightly different scoring descriptors.