
ELPAC

English Language Proficiency
Assessments for California



Practice Test Scoring Guide



Visual Impairment and Braille Grades 6–8

Table of Contents

About the Practice Test Scoring Guide	1
Content of the Practice Test Scoring Guide.	1
Standards Alignment	1
Practice Test Items	2
Example of Metadata.	2
Listening	3
Speaking	6
Talk About a Scene	6
Speech Functions	9
Support an Opinion	11
Present and Discuss Information	15
Summarize an Academic Presentation	19
Reading	24
Writing	27
Describe a Picture	27
Write About an Experience	30
Write About Academic Information.	33
Justify an Opinion.	37

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 Study Group	PII.A.2 Understanding cohesion.	1

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 Study Group	PII.A.2 Understanding cohesion.	1
2	B (1 point)	Listen to a Short Exchange History Project	PII.A.2 Understanding cohesion.	1
3	A (1 point)	Listen to a Short Exchange Fraction Homework	PII.A.2 Understanding cohesion.	1
4	A (1 point)	Listen to a Classroom Conversation Soccer Practice	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	2
5	B (1 point)	Listen to a Classroom Conversation Soccer Practice	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 Soccer Practice	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	1
7	B (1 point)	Listen to an Oral Presentation Los Angeles Aqueduct	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
8	A (1 point)	Listen to an Oral Presentation Los Angeles Aqueduct	PII.A.1 Understanding text structure.	4
9	C (1 point)	Listen to an Oral Presentation Los Angeles Aqueduct	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
10	C (1 point)	Listen to an Oral Presentation Los Angeles Aqueduct	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4

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Listening (cont.)

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
11	A (1 point)	Listen to an Oral Presentation Transcontinental Railroad	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 Transcontinental Railroad	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 Transcontinental Railroad	PII.A.1 Understanding text structure.	4
14	A (1 point)	Listen to an Oral Presentation Transcontinental Railroad	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
15	C (1 point)	Listen to a Speaker Support an Opinion Reading for Pleasure	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 Reading for Pleasure	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	4
17	A (1 point)	Listen to a Speaker Support an Opinion Reading for Pleasure	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
18	B (1 point)	Listen to a Speaker Support an Opinion Reading for Pleasure	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	3
19	A (1 point)	Listen to a Speaker Support an Opinion DIY Movement	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	2

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Listening (cont.)

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
20	A (1 point)	Listen to a Speaker Support an Opinion DIY Movement	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
21	B (1 point)	Listen to a Speaker Support an Opinion DIY Movement	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	3
22	C (1 point)	Listen to a Speaker Support an Opinion DIY Movement	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	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: Photography

Score	Student Response	Comments—Justifications
1	Take pictures. OR Zoom in.	• Correct response.
0	Camera.	• Incorrect response.

Question 2: Photography

Score	Student Response	Comments—Justifications
1	Go on the internet. OR Typing.	• Correct response.
0	I forget. OR Teacher.	• Incorrect response.



Speaking—Talk About a Scene (cont.)

Question 3: Photography

Score	Student Response	Comments—Justifications
2	Maybe being nice. [Examiner: How do you know?] I won an award for being good in class.	Response is relevant.
1	Helping. [Examiner: How do you know?] (No response.)	Response is limited.
0	(Response in primary language.)	Response contains no English.

Question 4: Photography

Score	Student Response	Comments—Justifications
2	Show them to other students. OR To decorate the room.	Response is relevant.
1	Pictures. [Examiner: Tell me more.] Umm . . .	- Response is partially relevant. - Errors in grammar impede meaning.
0	Room. [Examiner: Tell me more.] 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: New Student Lunch

Function: offering an invitation

Score	Student Response	Comments—Justifications
2	Do you want to come and hang out in lunch?	• Response appropriately addresses the language function (offering an invitation) in a clear way. No listener effort is required to interpret meaning. • Errors in grammar (“in lunch”) do not impede meaning.
1	Will you want to be my friend and sit in the lunch with me?	• Response addresses the language function (offering an invitation) in a limited way. Listener effort is required to interpret meaning. The response mainly offers an invitation to be a friend rather than sit at lunch. • Errors in grammar and word choice (“Will you want”) impede meaning.
0	What’s for lunch?	• Response does not address the language function (offering an invitation). Instead, the response asks for information.

Speaking—Speech Functions (cont.)

Question 6: Study Help

Function offering assistance

Score	Student Response	Comments—Justifications
2	Do you need help studying?	Response appropriately addresses the language function (offering assistance) in a clear way. No listener effort is required to interpret meaning.
1	Would you like me to help you with your project?	- Response addresses the language function (offering assistance) in a limited way. Listener effort is required to interpret meaning. - Errors in word choice (“your project”) impede meaning.
0	Your . . . your test is difficult. I don’t know.	Response does not address the language function (offering assistance). Instead, the response offers an opinion.

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: Museum or Stadium

Score	Student Response	Comments—Justifications
3A	An art museum because, like, so like we can learn about the past, like why people began to draw, how people invented art, and who were the greatest artists back then.	• 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 precise vocabulary (“invented art” and “greatest artists”). • Speech is fairly smooth and sustained.
3B	Well, in my opinion, I would say a sports museum . . . or, I mean, a sports stadium. Well, mainly because I like playing and watching sports, and it would be nice to have a stadium near here.	• 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 embedded clause (“in my opinion”) and modal verb phrases (“I would say” and “it would be”). • Speech is fairly smooth and sustained.
2	An art stadium. Umm, we should have art . . . an art stadium so when we grow up, we can draw people pictures. [Examiner: Tell me more about your choice.] We should have an art stadium because nowadays people like to draw and paint.	• An opinion is expressed and supported using simple language and at least one simple relevant reason (“people like to draw and paint”). Listener effort may be required to interpret meaning. • Errors in word choice (“art stadium”) occasionally impede meaning.

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Speaking—Support an Opinion (cont.)

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Score	Student Response	Comments—Justifications
1	Say that again please. [Examiner repeats question.] A sports stadium. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Because all the students going to the sports. Is a big upton, uption for, for this building.	• An opinion is expressed but is not supported. The reason is not clear. Significant listener effort may be required to interpret meaning. • Errors in word choice and pronunciation ("upton" and "uption") often impede meaning.
0	I don't know. I, I, I can't answer.	• No opinion is expressed. • No response, "I don't know."



Speaking—Support an Opinion (cont.)

Question 8: Refuge or Botanical Garden

Score	Student Response	Comments—Justifications
3A	A bird sanctuary. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] I picked bird sanctuary because you can learn different types of birds there is. And, like, what if you didn't know about that bird. And, like, if you see many plants outside, so I don't think that's too much interesting.	• 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 casual phrases ("if you didn't know"). A negative reason is an acceptable relevant reason ("I don't think"). • Errors in grammar ("that's too much interesting") do not impede meaning. • Speech is fairly smooth and sustained.
3B	The plants and flower one. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Because plants and flowers are easy to take care of. You don't have to worry about disease or something.	• 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 ("disease") and authoritative voice ("are easy to take care of"). • Speech is fairly smooth and sustained.
2	I think is the garden. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] I think is a garden, because is people if studying garden with flower, and will have good feeling. [Examiner: Tell me more about your choice.] (No response.)	• An opinion is expressed and supported using simple language and at least one simple relevant reason ("studying garden with flower"). Listener effort may be required to interpret meaning. • Errors in grammar ("because is people if"), word choice ("will have good feeling") occasionally impede meaning.
1	I guess learn about nature. [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	Umm, I don't know.	• An opinion is not expressed. • 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 is provided after question 9.	Present and Discuss Information	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics.	3

Anchor Samples and Rubric

Question 9: Type of Hat

Score	Student Response	Comments—Justifications
3A	Umm, it shows which hats they like to wear more throughout the year. As for summer, they prefer baseball hats the most with 12 kids. And winter is lowest with eight. So it looks like all of the students prefer to wear baseball hats during all of the different seasons.	• 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. • Errors in grammar and word choice do not impede meaning (“prefer baseball hats the most with 12 kids”). • Speech is fairly smooth and sustained.
3B	Cowboy hats are the only hats that stay the same number of students for all the seasons. Baseball hats and beanies change throughout the year. Most kids want to wear baseball hats throughout the year.	• 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. • Errors in grammar and word choice do not impede meaning (“the only hats that stay the same number of students”). • Speech is fairly smooth and sustained.
2	Umm, the preferson-, preferences of students during different seasons are a cowboy hat, a baseball hat, and a beanie. And there’s also key, a key umm, showing summer, fall, winter. Summer is a dark navy blue color. Fall is a yellow color with black lines. Winter is an orange-red line with some dots on it. And spring is a green line with, umm, uhh, black lines. [Examiner: Tell me more details from the graph.] It also shows the number of students.	• Response includes a limited description of information in the graph (“a key umm, showing summer, fall, winter”). Listener effort is required to interpret meaning. • The response does not use any comparative language or give specific details about the number of students wearing hats during a specific season.

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Speaking—Present and Discuss Information (cont.)

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Score	Student Response	Comments—Justifications
1	The, the summer is more, like is more in the top. And then the fall is like more at the down. [Examiner: Tell me more details from the graph.] I don't know.	• Response may include information in the graph, but contains little relevant or accurate information ("the summer is more"). Significant listener effort may be required to interpret meaning. • Errors in grammar and word choice often impede meaning ("fall is like more at the down").
0	I don't know.	• No response, "I don't know."

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.	4

Anchor Samples and Rubric

Question 10: Type of Hat

Score	Student Response	Comments—Justifications
3A	This claim is correct because we could see that in summer base-, umm, 12 students wear baseball hats while for cowboy hats there's six and beanies there's two, which makes, umm, baseball hats worn in summer a much greater amount.	• Response uses relevant information and accurate details in the graph to demonstrate whether the claim is supported or unsupported ("12 students wear baseball hats while for cowboy hats there's six and beanies there's two"). Little to no listener effort is required to interpret meaning. • Errors in grammar and word choice do not impede meaning ("makes, umm, baseball hats worn in summer a much greater amount"). • Speech is fairly smooth and sustained.
3B	Well, on the baseball hat chart, it shows, because summer's blue, that 12 of them prefer to wear it. And the other hats are less. So it tell us that students prefer to wear baseball hats than any other one during summer.	• Response uses relevant information and accurate details in the graph to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning. (Response implies agreement with the claim.) • Errors in grammar and word choice do not impede meaning ("because summer's blue"). • Speech is fairly smooth and sustained.
2	Umm, that, I support that claim because, as you can see on the graph, the baseball hats have the highest number amount of students. Umm umm, yeah, because, as you can see, the other hats, or, like, seasons that people wear baseball hats, they're lower than summer.	• Response includes partially accurate information in the graph that demonstrates whether the claim is supported or unsupported, and the response lacks detail and clarity ("baseball hats have the highest number of students"). Listener effort is required to interpret meaning. • Errors in grammar and word choice occasionally impede meaning ("I support that claim").

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Speaking—Present and Discuss Information (cont.)

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Score	Student Response	Comments—Justifications
1	Yes, the bar graph have supported.	• Response may include information in the graph but does not demonstrate how the claim is supported and may lack understanding of the graph or claim. Significant listener effort may be required to interpret meaning. • Errors in grammar and word choice often impede meaning (“the bar graph have supported”). • Speech consists of an isolated phrase related to the claim.
0	I don’t know.	• No response, “I don’t know.”

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 is provided after 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: Dam Construction

Score	Student Response	Comments—Justifications
4	Dams are large concrete walls that hold back water. So how dams are constructed is, well, first of all, they build the cofferdam to make the site dry out for construction. That's filled with rocks and sandbags and also concrete bags. They're constructed by using some frame, some wooden framework. They mold concrete into blocks and stack them. Then they connect together to form the dam. [Examiner: What else can you tell me about what you heard?] When they are done the lake fills with water. Spillways make sure it doesn't flood over to the other side. And the lake is used for farming and drinking water.	• A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected ("first of all" and "When they are done"). • Grammar and word choice are varied and effective ("mold concrete into blocks and stack them"); errors do not impede meaning ("framework" instead of "formwork"). • Speech is usually smooth and sustained.
3	OK. Dams are big walls and dams are built to hold back water. And cofferdams are built using rocks and sandbags. And that's the formwork. And concrete that they use can harden to create the dam and how the face of the dam is built. The dam is built and is filled, then filled with water. And the water can be used for, to farm and for irrigation. [Examiner: What else can you tell me about what you heard?] That's all.	• Response includes a mostly clear summary of some of the main points of the presentation with basic details ("dams are built to hold back water"). • Ideas are usually cohesive and connected ("And"). • Grammar and word choice are adequate; errors occasionally impede meaning ("The dam is built and is filled, then filled with water"). • Speech is fairly sustained.

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Summarize an Academic Presentation (cont.)

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Score	Student Response	Comments—Justifications
2	OK. So the first step is where a, the original river is led to the diversion channel, which sometimes rocks and or something helps the water to the channel. And then we have the wooden farm work that blocks sides and face of the dam. Then we have the spillways which manage water. And that's all I have. [Examiner: What else can you tell me about what you heard?] Umm, that dams usually create a lake or area of water.	• 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 ("rocks and or something helps the water to the channel"). • Ideas are sometimes cohesive and connected ("And then"). • Grammar and word choice are simple; errors often impede meaning ("the wooden farm work that blocks sides").
1	These help, umm, spill, umm, once the, umm, once this is done, it helps make the flooding and, umm, helps people get water and, sorry. [Examiner: What else can you tell me about what you heard?] Hmm, I don't really remember.	• Response includes an attempt to reference the presentation but conveys little relevant information ("it helps make the flooding"). • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Speech consists of isolated phrases related to the picture ("These help" and "helps people get water").
0	(No response.)	• No response.



Summarize an Academic Presentation (cont.)

Question 12: Longer Days

Score	Student Response	Comments—Justifications
4	OK. The Earth's axis is an imaginary line that doesn't change, but the tilt is what leads to the season of changes. So in the winter, the Northern Hemisphere, which is the top, is tilted away from the Sun, then they get less Sun and it is much colder. Then in the summer when the Northern Hemisphere is tilted towards the Sun, it gets direct sunlight and it is much warmer. We have the winter solstice, which is on December 21, which is when the Northern Hemisphere is the farthest from the Sun, it is the least amount of daylight. And then we have on June 21st, which is the summer solstice, and the Northern Hemisphere is tilted closest to the Sun, which is the longest day of the year.	• A full response includes a clear summary of the main points and details of the presentation. The response paraphrases all the main points and details. • Ideas are cohesive and connected ("Then," "which is" and "And then"). • Grammar and word choice are varied and effective ("imaginary line," "much colder," and "least amount of daylight"). • Speech is usually smooth and sustained.
3	OK, umm, in summary, Earth's tilt leads to seasonal changes throughout the year because the Northern Hemisphere, when it is away from the Sun, it creates, umm, colder and, umm, shorter days. As for, umm, when it is towards the Sun, it creates longer and more daylight in the-, and longer and warmer. And December 21st is the most coldest day and the, and yet most shortest day. As for June 21st, it is the most longest and warmest day. And, also, after June 21st, all the days after that begin to shorten, umm, and create more of a colder and fresher, umm, atmosphere. [Examiner: What else can you tell me about what you heard?] That's it.	• Response includes a mostly clear summary of some of the main points of the presentation with basic details ("Earth's tilt leads to seasonal changes" and "after June 21st, all the days after that begin to shorten"). • Ideas are usually cohesive and connected ("And, also"). • Grammar and word choice are adequate. • Speech is fairly sustained, though some halting occurs.
2	OK. The tilt is, Earth's axis to tilt is what causes seasons to change. And the top half of Earth is the Northern Hemisphere. And the north is tilted toward the Sun. And the 21st, umm, is the shortest day of the year. June 21st is the Northern tow-, Hemisphere toward the Sun, when the days begin, uhh, to get shorter again. [Examiner: What else can you tell me about what you heard?] Umm, that there's, umm, that it can be from December to June, the days, when before they change.	• Response includes a partial summary of at least one of the main points of the presentation ("tilt is what causes seasons to change") and may lack an understanding of the main points ("it can be from December to June, the days, when before they change"). • Ideas are sometimes cohesive and connected ("And"). • Grammar and word choice are simple and repetitive.

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Summarize an Academic Presentation (cont.)

(continued from previous page)

Score	Student Response	Comments—Justifications
1	Days make a shortest one in December due to tilt is the north is part better across 20. That's it.	• 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 ("Days make a shortest one" and "the north is part better across 20").
0	(No response.)	• No response.



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	D (1 point)	Read a Short Informational Passage Batteries	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	B (1 point)	Read a Short Informational Passage Batteries	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
3	A (1 point)	Read a Short Informational Passage Batteries	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	C (1 point)	Read a Short Informational Passage Inner Ear	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 Inner Ear	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	B (1 point)	Read a Short Informational Passage Inner Ear	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	D (1 point)	Read a Student Essay Cooking Class	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	A (1 point)	Read a Student Essay Cooking Class	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
9	B (1 point)	Read a Student Essay Cooking Class	PI.B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.	3

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Reading (cont.)

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
10	C (1 point)	Read a Student Essay Cooking Class	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 Student Essay Cooking Class	PI.B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.	3
12	D (1 point)	Read a Student Essay Cooking Class	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
13	C (1 point)	Read a Student Essay Cooking Class	PII.A.2 Understanding cohesion.	3
14	C (1 point)	Read a Student Essay Cooking Class	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
15	C (1 point)	Read a Literary Passage A New Place to Play	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	A (1 point)	Read a Literary Passage A New Place to Play	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	A (1 point)	Read a Literary Passage A New Place to Play	PI.B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons 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
18	D (1 point)	Read a Literary Passage A New Place to Play	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
19	B (1 point)	Read a Literary Passage A New Place to Play	PII.A.1 Understanding text structure.	4
20	D (1 point)	Read a Literary Passage A New Place to Play	PII.A.2 Understanding cohesion.	4
21	A (1 point)	Read an Informational Passage Marie Curie	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	C (1 point)	Read an Informational Passage Marie Curie	PI.B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.	4
23	A (1 point)	Read an Informational Passage Marie Curie	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
24	D (1 point)	Read an Informational Passage Marie Curie	PII.A.2 Understanding cohesion.	4
25	B (1 point)	Read an Informational Passage Marie Curie	PII.A.2 Understanding cohesion.	3
26	B (1 point)	Read an Informational Passage Marie Curie	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3



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: Archery

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

The student is aimed an arrow of the target.

Score	Student Response	Comments—Justifications
2	The student aimed an arrow at the target.	- The response consists of a complete sentence that fully addresses the task of correcting two errors (removed "is" and changed "of" to "at"). - Grammar and word choice are appropriate.
2	A coach is watching a student practicing archery. The student aimed an arrow at the target. She is holding the bow steady. She is pulling back the string.	- The response consists of a complete sentence that fully addresses the task of correcting two errors (removed "is" and changed "of" to "at"). - Grammar and word choice are appropriate.
1	The student aimed an arrow of the target.	- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct. Only one error is corrected (removed "is"). - There are errors in grammar and word choice.
1	The student aimed an arrow to the target.	- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct. Only one error is corrected (removed "is"). - There are errors in grammar and word choice ("to the target").
0	The student is aimed a arrow of the target.	The response copies the prompt.
0	A coach is watching a student practicing archery. The student is aimed an arrow of the target. She is holding the bow steady. She is pulling back the string.	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: Archery

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

She is holding the bow steady. She is pulling back the string.

Score	Student Response	Comments—Justifications
2	She is holding the bow steady and pulling back the string.	- 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.
2	She is pulling back the string and holding the bow steady.	- The response consists of a complete sentence that fully addresses the task of condensing ideas into a single sentence. It is acceptable to change the order of the phrases. - Grammar and word choice are appropriate.
1	She is holding the bow but pulling back the string.	- The response shows an attempt to write a sentence that addresses the task, but the sentence is not fully appropriate. The student changed the meaning of the sentence. - There are errors in word choice (“but”).
1	She is holding the bow steady and then she is pulling it.	The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct. While adding “and then” creates one sentence, it does not condense ideas.
0	She is holding the bow steady. She is pulling back the string.	The response copies the prompt.
0	Read the following two sentences from your partner’s paragraph. In the following box, condense the two sentences into one precise sentence.	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: Learned Something New

Think about a time when you learned how to do something new. What did you learn? Why did you learn this? How has this been useful?

Score	Student Response	Comments—Justifications
4	Last week I've learned how to make a Figet Spinner. This is the first time I and my team made it. This project name: Enginnering Decide Process. We have to make it and then record. That was really fun. I think that Figet Spinner is not useful but it's help a lots about teamwork, thinking and create. I never do anything like that in my old school. Now I really want to study like that to be easy and interesting.	• The response provides a full and complete account of the experience named in the prompt using well-developed details. • The response is readily coherent. • Grammar and word choice are varied and generally effective. Minor errors do not impede meaning ("it's help a lot about teamwork, thinking and create"). • Minor errors in spelling/keyboarding and punctuation may be present, but they do not impede meaning ("This project name: Enginnering Decide Process"). • The response includes a paragraph of at least three sentences.
3	I remember when I learned something new when I was little. I learned how to tie my shoes and I had hard time learning. Well it's been helpful for me because when ever my shoe is untied I know how to tie it.	• 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)

Score	Student Response	Comments—Justifications
2	Onec upone time I was not in good in laiding a bike. I larned how some one no how to drier a bike I dinot no anay thing about, bike my mom thoght me how many people now how to dirive a car or rhichit, now is my time to tioing about laiding a baike I was so happy thon any one Hot day, I was happy that day than any one els	• 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 ("no how to drier a bike" and "my mom thoght me") impede meaning. • Errors in spelling/keyboarding ("laiding," "rhichit," and "tioing") and punctuation frequently impede meaning. • The response includes at least one sentence.
1	No Have learns. She has learn.	• The response provides a limited account of a personal experience and conveys little relevant information. • The response lacks coherence. It consists of phrases. • Severe limitations in grammar and word choice prevent expression of ideas.
0	Yo no se.	• The response contains no English.

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: Race

In the following box, write one sentence explaining that Blake and Cameron have a similar goal. Use at least two details from the graphic organizer.

Score	Student Response	Comments—Justifications
2	Blake and Cameron are both trying out for the track team, so they both want to cross the finish line.	- The response completely addresses the task and includes at least two relevant details from the graphic organizer. - Minor errors in grammar and word choice ("so" instead of "and") are present, but they do not impede meaning. - The response contains at least one sentence.
1	Blake,Cameron,they both arrives in the race.	The response does not completely address the task and is missing relevant details from the graphic organizer. The response includes only one detail from the graphic organizer.
0	Ndetontonkenya balebutuka bonse bwongu bwongu fye.	The response contains no English.

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: Race

One of your group members, Raymond, thinks that Blake won the race because he was lucky. Using the information in the graphic organizer, explain how Blake prepared for that race. Make sure you write a paragraph of at least three sentences in the following box.

Score	Student Response	Comments—Justifications
3	Blake was not really lucky. Blake prepared for the race in many ways. He went to bed early, ate a good breakfast, and arrived early. As a result, he got first place at the race.	- The response completely addresses the task and includes sufficient and relevant information from the graphic organizer. - Minor errors in grammar do not impede meaning. - The response includes at least three sentences.
2	Not Blake was lucky but Cameron wasnt lucky. He sleeps through his alarm and rushes out without eating. And he also late to the race.	- The response partially addresses the task. It is missing some relevant information from the graphic organizer. - Errors and limitations in grammar and word choice ("Not Blake was lucky" and "he also late") may impede meaning at times.
1	They run together three time a week, but Blake take first place.	The response attempts to address the task but is missing relevant information from the graphic organizer.
0	No entiendo.	The response contains no English.

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: Four Day School Week

The number of days in a school week is different in schools around the world. Some schools have long school weeks with short days, while other schools have short school weeks with longer hours. Parents, teachers, and students in many middle schools have mixed opinions about these different school schedules.

Do you think that it is a good idea to have one less school day each week but longer hours each school day? 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.

Score	Student Response	Comments—Justifications
4	It is a good idea to have one less school day each week, but longer hours each day because some students want a three day weekend. Students can learn even more when the school day is longer. Students can spend more time with their friends at lunch. When there is a worksheet students can have more time to work on it. Also, when there is a class project students will have more time to work on the project in class. When students have one less day of school, they will have an extra day to do anything. For example if the students went to Lake Theo or Reno they can stay an extra day. Students can sleep in on the extra day instad of waking up early. Some students will go hang out with their friends on the extra day. Last, students will be extra happy for having an extra day of no school.	• 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 ("When students have one less day of school, they will have an extra day to do anything" and "students will be extra happy for having an extra day"). • Minor errors in spelling/keyboarding ("instad") are present but do not impede meaning. • The response includes at least two reasons that support the position using six or more sentences.

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Writing—Justify an Opinion (cont.)

(continued from previous page)

Score	Student Response	Comments—Justifications
3	I think it is a good idea to have one less day each week but longer hours each school day. Because we get to learn more and we get to be in school longer. Because I don't like being home. We also get to talk to students more and teachers. We get to do our homework in school. Rather than doing it at home we get to study more. We get to eat more and get better grades. By getting my grades up and staying longer in school. That's all I think about having less school days each week but longer hours each school day.	• The response expresses an opinion or states a position with some relevant support ("we get to learn more" and "I don't like being home"). • The response is generally coherent. • Errors and limitations in grammar and word choice ("By getting my grades up and staying longer in school") may impede meaning in some sentences. • The response includes at least one reason that supports the position using three or more sentences.
2	In my opinion there should be less hours of school because students might be tired of doing work all day. Another reason is because students should take a break of doing work all day and should go home and rest.	• The response expresses an opinion or states a position with some relevant support but is not complete. • The response is somewhat coherent. • The response includes at least two sentences.
1	I think it is good idea because of the different times their are around the world.	• The response does not include a clear position and conveys little relevant information. "I think it is good idea" implies agreement with having one less school day a week, but there is no support for the position. • The response lacks coherence. • The response consists only of one sentence.
0	Think about what you will write before you begin writing.	• The response copies the prompt.



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.
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.
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.
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.
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 6–8. Each grade span has slightly different scoring descriptors.