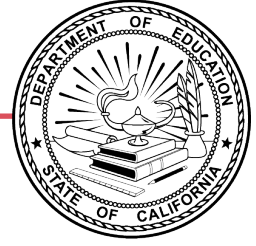


ELPAC

English Language Proficiency
Assessments for California



Practice Test Scoring Guide



Visual Impairment and Braille Grades 9–10

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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	A (1 point)	Listen to a Short Exchange Notebook	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	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	A (1 point)	Listen to a Short Exchange Notebook	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	1
2	B (1 point)	Listen to a Short Exchange Stir Experiment	PII.A.2 Understanding cohesion.	1
3	C (1 point)	Listen to a Short Exchange Spilled Drink	PII.A.2 Understanding cohesion.	1
4	C (1 point)	Listen to a Classroom Conversation Colored Pencils	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	1
5	A (1 point)	Listen to a Classroom Conversation Colored Pencils	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	2
6	A (1 point)	Listen to a Classroom Conversation Colored Pencils	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	1
7	A (1 point)	Listen to an Oral Presentation The Golden Gate Bridge	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
8	B (1 point)	Listen to an Oral Presentation The Golden Gate Bridge	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
9	A (1 point)	Listen to an Oral Presentation The Golden Gate Bridge	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 The Golden Gate Bridge	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 Alexandria Library	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
12	B (1 point)	Listen to an Oral Presentation Alexandria Library	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
13	A (1 point)	Listen to an Oral Presentation Alexandria Library	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
14	B (1 point)	Listen to an Oral Presentation Alexandria Library	PII.A.1 Understanding text structure.	4
15	B (1 point)	Listen to a Speaker Support an Opinion E-sports	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	4
16	B (1 point)	Listen to a Speaker Support an Opinion E-sports	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
17	A (1 point)	Listen to a Speaker Support an Opinion E-sports	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
18	C (1 point)	Listen to a Speaker Support an Opinion E-sports	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
19	B (1 point)	Listen to a Speaker Support an Opinion Walkable Spaces	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
20	B (1 point)	Listen to a Speaker Support an Opinion Walkable Spaces	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.	3
21	C (1 point)	Listen to a Speaker Support an Opinion Walkable Spaces	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 Walkable Spaces	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

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: Checking out Laptops

Score	Student Response	Comments—Justifications
1	Writing essays. OR Doing research. OR Classwork/Homework.	• Correct response.
0	Computer. OR No sé.	• Incorrect response.

Question 2: Checking out Laptops

Score	Student Response	Comments—Justifications
1	They want to read it. OR Research(ing). OR Classwork/Homework.	• Correct response.
0	Book. OR No sé.	• Incorrect response.



Speaking—Talk About a Scene (cont.)

Question 3: Checking out Laptops

Score	Student Response	Comments—Justifications
2	A project. [Examiner: Why do you think that?] Because you go to the library to do research.	• Response is relevant.
1	A book. [Examiner: Why do you think that?] Because . . . I don't know.	• Response is partially relevant.
0	Working. [Examiner: Why do you think that?] (No response.)	• Response is not relevant.

Question 4: Checking out Laptops

Score	Student Response	Comments—Justifications
2	They are listening to a video/music. OR They are using JAWS/NVDA/voiceover text. OR Because they're in a library.	• Response is relevant.
1	Listening. [Examiner: Tell me more.] I don't know.	• Response is partially relevant.
0	Headphones. [Examiner: Tell me more.] (No response.)	• 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: Permission to Stay Out Late

Function: asking for permission

Score	Student Response	Comments—Justifications
2	Hey, Mom, can I please go out with my friends this Friday?	Response appropriately addresses the language function (asking for permission) in a clear way. No listener effort is required to interpret meaning.
1	Umm, I would say to my parents, can I go with my friends?	Response addresses the language function (asking for permission) in a limited way. Listener effort is required to interpret meaning (it is unclear what is being asked about).
0	I need to go.	Response does not address the language function (asking for permission). Instead, the response provides information.

Question 6: Play Start

Function: requesting information

Score	Student Response	Comments—Justifications
2	Do you know what time the school play starts?	Response appropriately addresses the language function (requesting information) in a clear way. No listener effort is required to interpret meaning.
1	When is the game?	Response addresses the language function (requesting information) in a limited way. Listener effort is required to interpret meaning. The use of the word “game” instead of “play” impedes meaning.
0	Let’s go to the play.	Response does not address the language function (requesting information). Instead, the response offers a suggestion.

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: PE or Art

Score	Student Response	Comments—Justifications
3A	The physical fitness. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Umm, I think the physical fitness because then the kids have something active to do instead of like being on computers all day long.	- 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 comparative language (“instead of”). - Errors in grammar and word choice (“The physical fitness”) do not impede meaning. - Speech is fairly smooth and sustained.
3B	I think art would be better than physical fitness ‘cause umm, all kinds of people all ages could have a chance to learn new skills and could make paintings to give to friends.	- 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 modal verbs (“could”) and authoritative expression (“all kinds of people all ages”). - Errors in grammar and word choice do not impede meaning. - Speech is fairly smooth and sustained.
2	Art. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] So they could draw good. [Examiner: Tell me more about your choice.] (No response.)	An opinion is expressed and supported using simple language and one simple relevant reason. Listener effort may be required to interpret meaning.

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Speaking—Support an Opinion (cont.)

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Score	Student Response	Comments—Justifications
1	Think art would be better for the community. Because if kids like if they don't get that much.	- An opinion is expressed but is not supported. A reason is not clear. Significant listener effort is required to interpret meaning. - Errors in grammar and word choice ("if kids like if they don't get that much") often impede meaning.
0	I don't know.	- An opinion is not expressed. - No response, "I don't know."

Question 8: Community Pool or Park

Score	Student Response	Comments—Justifications
3A	Umm, I would say building a park would be better for the community because maybe not a lot of people know how to swim, I should say, so probably a community park would be better.	- 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 comparative language and modal verbs ("would be"). - Errors in grammar and word choice ("I should say, so probably") do not impede meaning. - Speech is fairly smooth and sustained.
3B	Umm, I think a swimming pool so kids can actually learn how to swim because kids know how to play already.	- 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 a sentence modifier ("actually learn") and authoritative expression. - Speech is fairly smooth and sustained.
2	I think a better option for the community is to, uhh, build a park, make a park. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Umm, it should be better the park to the community because they can run. [Examiner: Tell me more about your choice.] It's good for to be outside.	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.

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Speaking—Support an Opinion (cont.)

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Score	Student Response	Comments—Justifications
1	Swimming pool. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Uhh, I don't, I don't know how to explain that.	An opinion is expressed but is not supported. A reason is not provided.
0	(No response.)	No response.

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: Screen Time and Schoolwork

Score	Student Response	Comments—Justifications
3A	In the graph, it shows that for screen times, they're, they do four hours on Friday and on Monday it shows they do only one hour, but on schoolwork, they do three hours for Monday and on Friday they do one. And on Wednesday, it's one hour screen time and two hours of schoolwork.	• 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 ("on schoolwork") do not impede meaning. • Speech is fairly smooth and sustained.
3B	It shows that students have less screen time in the beginning of the week compared to the end of the week, on Friday. [Examiner: Tell me more details from the graph.] In between the week, so Tuesday, Wednesday, Thursday, it goes up. Umm, for example, Tuesday is higher screen time while Wednesday is lower screen time.	• 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 includes accurate details about the graph without using numbers. • Errors in grammar and word choice ("Tuesday is higher screen time") do not impede meaning. • Speech is fairly smooth and sustained.
2	It shows that, umm, the amount of time that they put for, for their schoolwork is a little bit more inconsistent than how much time they put for their screens. [Examiner: Tell me more details from the graph.] They spend more time on their screens than they do their schoolwork.	• Response includes a limited description of information in the graph. Listener effort may be required to interpret meaning. The response attempts to interpret the graph without providing details. • Errors in grammar and word choice ("schoolwork is a little bit more inconsistent than how much time they put for their screens") occasionally impede meaning.

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Speaking—Present and Discuss Information (cont.)

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Score	Student Response	Comments—Justifications
1	It goes down and it stays there. [Examiner: Tell me more details from the graph.] And then it goes up all the way.	• Response contains little relevant information from the graph. Significant listener effort is required to interpret meaning. The response does not mention any specific element of the graph. • Errors in word choice often impede meaning. • Speech may consist of phrases related to the graph.
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.C.9 Expressing information and ideas in formal oral presentations on academic topics.	4

Anchor Samples and Rubric

Question 10: Screen Time and Schoolwork

Score	Student Response	Comments—Justifications
3A	The claim is supported because they spend 11 hours on screen time and only nine on schoolwork. So, so they do spend more time on screen time.	- 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	I think students do spend more time on screens than schoolwork. 'Cause on Friday they spent four hours and on Tuesday three hours on screen time, while Tuesday and Friday, they only spent one hour on schoolwork.	- 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 ("I think students do spend more time on screens"). - Speech is fairly smooth and sustained.
2	I support, umm, I support because in Tuesday, Thursday, and Friday, they use their screen time a lot. But then on Monday, Tuesday, and Wednesday, they focus, no. Monday and Wednesday, they do their schoolwork. They have some days that they focus more on their schoolwork than their screen time.	- Response includes partially accurate information from the graph 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 word choice ("I support") occasionally impede meaning.
1	I believe the claim is false because there are more days that students are at schoolwork than screen time.	Response may include information from the graph but lacks understanding of the claim. Significant listener effort may be required to interpret meaning.
0	I don't know.	No response, "I don't know."



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 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: Meerkat Communication

Score	Student Response	Comments—Justifications
4	Uhh, meerkat, meerkats are small mammals and they live in clans or groups in southern Africa. They have many types of communication, like vocal, body, or scent marking and touch. Vocal, if they are looking for food, they will do a soft chatter which means all is good. But if they alert, or, they see danger, they will do a sharp alarm sound. Body language is really important too. If they are standing tall and pretty guarded, it means they are watching for any sort of danger. If spotted, it, the meerkat will either freeze or flick its tail, which alerts the group without any type of noise. Scent marking and touch go hand in hand. So meerkats produce a very strong musk, which they can use to mark territory or establish social status within the group. Grooming and nuzzling is helpful to gain trust.	• 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 (“will either freeze or flick its tail” and “establish social status”). • Speech is usually smooth and sustained.
3	The meerkats are small mammals. They’re in groups of mobs and clans. They communicate by vocal, body, scent, and touch. And when they search for food, the one that’s standing tall is the one that warns the people of the danger by doing some sharp and long calls. They also seek cover for defend self. And they also could freeze and flick their tail when alarming their groups. For the third one, they know like who’s in their group by their scent and their touch and who belongs and who doesn’t. [Examiner: What else can you tell me about what you heard?] I also heard that they, they could also freeze and that that person, when they search food, there’s only one person who’s, umm, in alarm of the danger that comes.	• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details (“communicate by vocal, body, scent, and touch”). • Ideas are usually cohesive and connected (“And”). • Grammar and word choice are adequate; errors occasionally impede meaning (“warns the people of the danger”). • Speech is fairly sustained.

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Summarize an Academic Presentation (cont.)

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Score	Student Response	Comments—Justifications
2	Meerkats are small. They sur-, their survival skills depends on their communication. Their communication, they can use soft sounds to tell everything's safe. They, when they stand, they are, oh, when they stand, it's so they can defend themselves. And when they stand like alone for danger. They recognize who belongs and who doesn't. [Examiner: What else can you tell me about what you heard?] Umm . . . I don't know.	• Response includes a partial summary of at least one of the main points of the presentation and lacks an understanding of the main points ("their survival skills depends on their communication"). • Ideas are sometimes cohesive and connected ("and"). • Grammar and word choice are simple ("they can use soft sounds").
1	They work together. They care about their childs. That's it. [Examiner: What else can you tell me about what you heard?] That's it.	• Response includes an attempt to reference the presentation but conveys little relevant information ("They work together"). • Ideas are rarely cohesive and connected. • Grammar and word choice are limited.
0	Umm . . . I don't know.	• No response, "I don't know."

Summarize an Academic Presentation (cont.)

Question 12: Angkor Wat

Score	Student Response	Comments—Justifications
4	The Angkor Wat, umm, was built in northwest Cambodia. It was a holy site and it is about 900 years old. It had towers, galleries, and walkways, and it was a place to honor the Hindu gods. And, and there were sculptures. And the king built, umm, the place for one of their gods, the Hindu protector. Soon Hinduism turned into Buddhism and Buddhism became the state law or the state religion. They added Buddhist statues. Some of the Hindu features were also kept. And the flag of Cambodia shows Angkor Wat. And it symbolizes religious pride and is a World Heritage site. Tourism helped and damaged the site.	• A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected ("And" and "Soon"). • Grammar and word choice are varied and effective ("place to honor the Hindu gods" and "Hinduism turned into Buddhism"). • Speech is usually smooth and sustained.
3	Angkor Wat is a famous holy site that started as a Hindu temple. There are many Hindu gods inside still, hmm, because it was made first for Hindus. Umm, it later became a Buddhist temple because the king at the time had a religious shift during the twelfth century and made Buddhist, Buddhism the main religion. The cultural significance of the site is that the, the temple is on the Cambodian flag and many people go see it when they go to Cambodia. And it's a World, a World Heritage site. [Examiner: What else can you tell me about what you heard?] Hmm, even if they changed it to a Buddhist temple, they still left a lot of Hindu religion statues out of respect.	• Response includes a mostly clear summary of some of the main points of the presentation with basic details ("it was made first for Hindus" and "the temple is on the Cambodian flag"). • Ideas are usually cohesive and connected ("and"). • Grammar and word choice are adequate; errors occasionally impede meaning ("the king at the time had a religious shift"). • Speech is fairly sustained.
2	Umm, the Hindu temple was built to worship the Hindu gods and it's a worship place. In the twelfth century how the Hindu temple became a Buddhist temple is, umm . . . and for the third picture, many tourists travel there to admire the culture. [Examiner: What else can you tell me about what you heard?] That they were religious.	• 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 ("was built to worship the Hindu gods"). • Ideas are sometimes cohesive and connected ("and"). • Grammar and word choice are simple ("it's a worship place").

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**Summarize an Academic Presentation (cont.)**

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Score	Student Response	Comments—Justifications
1	Well, I just heard that they changed it from that temple, but I don't know why. I didn't really understand this one.	• Response includes an attempt to reference the presentation but conveys little relevant information ("they changed it from that temple"). • Ideas are rarely cohesive and connected. • Grammar and word choice are limited.
0	(Response in primary language.)	• Response contains no English.

Summarize an Academic Presentation (cont.)

Rubric

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

Scoring Rubric

- 0–4 points

Notes:

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



Reading

Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
1	A (1 point)	Read a Short Informational Passage Clothing Synthetic Fibers	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 Clothing Synthetic Fibers	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 Clothing Synthetic Fibers	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 Terminal Velocity	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	A (1 point)	Read a Short Informational Passage Terminal Velocity	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
6	D (1 point)	Read a Short Informational Passage Terminal Velocity	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 Art Education For Everyone	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	C (1 point)	Read a Student Essay Art Education For Everyone	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

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Reading (cont.)

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
9	C (1 point)	Read a Student Essay Art Education For Everyone	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
10	D (1 point)	Read a Student Essay Art Education For Everyone	PII.A.1 Understanding text structure.	3
11	B (1 point)	Read a Student Essay Art Education For Everyone	PII.C.7 Condensing ideas.	3
12	A (1 point)	Read a Student Essay Art Education For Everyone	PII.A.1 Understanding text structure.	2
13	B (1 point)	Read a Student Essay Art Education For Everyone	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
14	A (1 point)	Read a Student Essay Art Education For Everyone	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
15	B (1 point)	Read a Literary Passage Drama Club	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
16	A (1 point)	Read a Literary Passage Drama Club	PII.A.2 Understanding cohesion.	4
17	D (1 point)	Read a Literary Passage Drama Club	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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Reading (cont.)

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
18	C (1 point)	Read a Literary Passage Drama Club	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
19	C (1 point)	Read a Literary Passage Drama Club	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	A (1 point)	Read a Literary Passage Drama Club	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	B (1 point)	Read an Informational Passage Ada Lovelace	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
22	A (1 point)	Read an Informational Passage Ada Lovelace	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
23	C (1 point)	Read an Informational Passage Ada Lovelace	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
24	B (1 point)	Read an Informational Passage Ada Lovelace	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
25	A (1 point)	Read an Informational Passage Ada Lovelace	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
26	D (1 point)	Read an Informational Passage Ada Lovelace	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	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: Pep Rally

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

On the gym floor, the school's mascot, Freddy Falcon, is standing prouder and get the students excited.

Sample	Student Response	Score	Comments—Justifications
A-1	On the gym floor, the school's mascot, Freddy Falcon, is standing proudly and getting the students excited.	2	- The response consists of a complete sentence that fully addresses the task of correcting two errors ("proudly" and "getting"). - Grammar and word choice are appropriate.
A-2	On the gym floor the school's mascot Freddy Falcon is standing proud and getting the students excited.	2	- The response consists of a complete sentence that fully addresses the task of correcting two errors ("proud" and "getting"). - Grammar and word choice are appropriate. - Errors in keyboarding (missing commas) do not impede meaning.
A-3	On the gym floor, the schools mascot, Freddy Falcon, is standing proud and get the students excited	1	- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct. Only one error is corrected ("proud"). - There are errors in grammar and word choice ("get").
A-4	On the gym floor the school's mascot Freddy Falcon is standing prouder and getting the students excited.	1	- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct. Only one error is corrected ("getting"). - There are errors in grammar and word choice ("prouder").

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Writing—Describe a Picture (cont.)

(continued from previous page)

Sample	Student Response	Score	Comments—Justifications
A-5	In a high school gymnasium, students are attending a pep rally to show their school spirit. On the gym floor, the school's mascot, Freddy Falcon, is standing prouder and get the students excited. All the students in the bleachers are on their feet. Not all of the students have their hands raised in the air. Students will soon cheer on the school band when it performs.	0	The response copies the prompt.
A-6	sicoene	0	The response does not contain English.

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: Pep Rally

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

All the students in the bleachers are on their feet. Not all of the students have their hands raised in the air.

Score	Student Response	Score	Comments—Justifications
A-7	All the students in the bleachers are on their feet but not all have their hands in the air.	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	Some students in the bleachers are on their feet and some have their hands raised in the air.	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	All the students in the bleachers are on their feet but not all of the students have their hands raised in the air.	1	The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct. While adding “but” creates one sentence, it does not condense ideas.
A-10	All the students in the bleachers are on their feet and they all have their hands raised in the air.	1	- 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 (“they all have”).
A-11	All the students in the bleachers are on their feet. Not all of the students have their hands raised in the air.	0	The response copies the prompt.
A-12	In a high school gymnasium.	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: New Activity

Think about a time when you tried a new activity for the first time. Describe the activity. Where were you? What did you do?

Sample	Student Response	Score	Comments—Justifications
A-13	One day my friend and I went water skiing on his boat. It was early in the morning. We were on a lake. It was hard for me, and I fell down a lot. I could not stand up. Finally, I got up skiing. We had picnic on the boat. It was fun. After we were done, my legs hurt. I wish I had a boat. When I grow up, I will buy one.	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. - The response includes a paragraph of at least three sentences.
A-14	A activity I have is my firend get some game on the his computer. His game was racing game, we play all day. I never did this game before. We played all day and had dinner from his mom.	3	- The response provides a generally complete account of an experience relevant to the prompt using some details. - The response is mostly coherent. - Errors and limitations in grammar and word choice ("A activity I have is" and "had dinner from his mom") may impede meaning at times. - Errors in spelling/keyboarding ("firend") may impede meaning at times. - The response includes at least two sentences.
A-15	I tried a bicycle. When I am 7 years old, I tried wit my dad. I fell down.	2	- The response provides a partial account of an experience related to the prompt. - The response is somewhat coherent. - The response includes at least one sentence.

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**Writing—Write About an Experience (cont.)**

(continued from previous page)

Sample	Student Response	Score	Comments—Justifications
A-16	I did bas bal. Bat som	1	• The response provides a limited account of a personal experience. • The response consists of isolated words or phrases. • Frequent errors prevent expression of ideas. • Errors in spelling/keyboarding may severely impede meaning.
A-17	tried a new activity	0	• The response copies the prompt.

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: California Authors

In the following box, write at least one sentence with relevant details that contrasts the literature of John Steinbeck and the literature of Ray Bradbury. Use at least two details from the graphic organizer.

Sample	Student Response	Score	Comments—Justifications
A-18	Jon Stinbeck writes his literature in 1930s during the great depression but Ray Bradbury writes his in 19502, in post WWII era.	2	- The response completely addresses the task and includes at least two relevant details from the graphic organizer (contrasts the years the two authors wrote). - Minor errors in grammar and spelling/ keyboarding are present, but they do not impede meaning. - The response contains at least one sentence.
A-19	literary fiction but he science fiction, fantasy and horror. horror is bad.	1	- The response does not completely address the task. It is missing relevant details from the graphic organizer. - Errors and limitations in grammar and word choice ("but he science fiction") may impede meaning.
A-20	Literature of jon steinbeck	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.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.	3

Anchor Samples and Rubric

Question 5: California Authors

One of your group members thinks that Ray Bradbury and John Steinbeck had nothing in common. Using the information in the graphic organizer, explain why both were successful authors. Make sure you write a paragraph of at least three sentences in the following box.

Sample	Student Response	Score	Comments—Justifications
A-21	Jon and Ray have lots in common. They are authors of the 20 century. They both like California and write about it and they write about their life experiences. Also, they both won awards. That shows that they are successful authors.	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. - The response typically includes at least two sentences.
A-22	Jon Steinbeck and Ray Bradbury are two authors and they like to write a lot about CA. They inspired by person experience.	2	- The response partially addresses the task but it is missing some relevant information from the graphic organizer. - Errors and limitations in grammar and spelling/keyboarding impede meaning at times. - The response only contains two sentences.
A-23	they are same cuz same 20th century and masters. So that's how they have in common.	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 spelling/keyboarding impede meaning.
A-24	IMAGINE THAT YOU ARE	0	The response copies irrelevant information from 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: Fall Break

Your school board is considering adding an extra break in the fall of the school year. While this would give students a two-week break during October, students would then need to go to school an extra two weeks at the end of the year.

What do you think about having a fall break? 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-1	I think it is not a good idea to have a fall break. First of all, there are already so many holidays when we don't have classes. A two-week break during October would mean more time out of class. That means students might forget what they learned before the break or struggling to catch back up after the break. Secondly students would have to go school an extra two weeks at the end of the year and that will take away from their summer. This descision could affect the student's family also. Students may have vacation plans with there parents or work summer jobs. That's why I think it is not good idea. Please think carefully for 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 ("First of all," "Secondly," and "Please think carefully for all students"). • Minor errors in spelling/keyboarding ("struggling") are 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.

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Writing—Justify an Opinion (cont.)

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Sample	Student Response	Score	Comments—Justifications
A-2	I think that adding another extra break in the fall is a good thing for students. It can gave them more times to be spending with their families. Every student need breaks from doing school work. I think a break in the fall they have more motivation to work hard. It will be good for them and their families. I hope my school can add another break time in the fall for this reasons.	3	• The response states a position with some relevant support (“more times to be spending with their families”). • The response is generally coherent. • The response includes at least one reason that supports the position, using three or more sentences. • Register is mostly appropriate.
A-3	I think that extra break not the good idea for the students. the break is not need for the focus on stuff and they might forget and fail the class. and students not asked about extra break. so my think is they will not be happy.	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 (“not the good idea,” “the break is not need for the focus on stuff” and “my think”) impede meaning. • Errors in spelling/keyboarding and punctuation may frequently impede meaning. • The response includes at least two sentences. • Register is somewhat appropriate.
A-4	Extra break in fall two weeks so my position not have time my class homeworks. Please not make going extra two weeks at the end and not break in fall.	1	• The response does not include a clear opinion or position. • 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.
A-5	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.