TELPAS

Texas English Language Proficiency Assessment System

TELPAS Writing Scoring Guide Grades 10–12

Constructed Response

Spring 2023

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General Information

This guide provides exemplar student responses for the Texas English Language Proficiency Assessment System (TELPAS) online writing assessment for grades 10-12. It is intended to be used alongside the spring 2023 TELPAS reading and writing released test. Each question is identified as it appears on the released test (question is referred to as "item" in the rubric).

The responses you see in this guide are student responses to a writing prompt submitted online during the testing window. A range of responses are included to show the progression of student writing from lower score points to higher score points. The response images are as the students typed them.

The annotation that accompanies each response is written to illustrate how the language of the rubric is applied to each response to determine a score. A response earns a specific score point, based on the characteristics in that particular response. The proficiency level of the student is determined by the accumulated score across a series of multiple choice and written responses. The annotation establishes the link between a response and the associated score point. An individual response does not necessarily reflect a student's proficiency level but reflects one piece of data that contributes to the determination of the student's proficiency level.

The TELPAS proficiency level descriptors (PLDs) for writing and the writing rubric for grades 4-12 are included in this guide for your reference.

NOTE For scoring purposes, each constructed response is human scored using the 12-point writing rubric.

ELPS-TELPAS Proficiency Level Descriptors
Grades 2-12 Writing

Beginning	Intermediate	Advanced	Advanced High
Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	**Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.**	**Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.**	**Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.**
These students: • have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English **Typical writing features at this level:** • ability to label, list, and copy • high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate • present tense used primarily • frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELs	**These students:** • have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English **Typical writing features at this level:** • simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English • high-frequency vocabulary; academic writing often has an oral tone • loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning • repetition of ideas due to lack of vocabulary and language structures • present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies • descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas • primary language features and errors associated with second language acquisition may be frequent • some writing may be understood only by individuals accustomed to the writing of ELs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELs	**These students:** • are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar **Typical writing features at this level:** • grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns • emerging grade-appropriate vocabulary; academic writing has a more academic tone • use of a variety of common cohesive devices, although some redundancy may occur • narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required • occasional second language acquisition errors • communications are usually understood by individuals not accustomed to the writing of ELs	**These students:** • are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English **Typical writing features at this level:** • nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary • occasional difficulty with naturalness of phrasing and expression • errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

TELPAS Twelve-Point Writing Rubric for Grades 4 through 12

As part of the TELPAS writing assessment, rubrics were developed to determine the score points that should be ascribed to a student's response based on their performance on a particular item. The rubrics demonstrate the possible number of score points that students can achieve on each writing test item. There is one rubric for grades 2–3 and one rubric for grades 4–12. The twelve-point rubric for grades 4 through 12 is based on the TELPAS proficiency level descriptors (PLDs). Using the twelve-point rubric the student's writing is assessed based on the following three traits: vocabulary, usage, and completeness. For each of the three traits, the student receives a score from 1 to 4 for a total possible score of 12 points. This rubric demonstrates how a student will be assessed for writing; however, the rubric should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

	(1) Writing that receives a score point 1 per characteristic	(2) Writing that receives a score point 2 per characteristic	(3) Writing that receives a score point 3 per characteristic	(4) Writing that receives a score point 4 per characteristic
Vocabulary	• May contain some high-frequency or routine words and phrases; may even contain a small number of very simple formulaic sentences • May include vocabulary from the student's native language • Contains widespread spelling errors that significantly interfere with comprehensibility even with common, high-frequency words; spelling errors reflect frequent borrowing from the student's native language	• Uses vocabulary that is repetitive or limited in range and variety, particularly when writing is academic • May circumlocute when the precise word is unknown or struggle to use words correctly • Contains some spelling errors that may interfere with comprehensibility; spelling errors may reflect some borrowing from the native language	• Generally uses a variety and range of grade-appropriate social language; may struggle to use vocabulary that is academic or newly introduced • Sometimes uses vocabulary that is precise; may not always have the right word(s) for the task • Contains occasional spelling errors that do not significantly interfere with comprehensibility; errors do not represent a significant level of interference from the native language	• Consistently uses a variety and range of grade-appropriate academic and social language • Consistently uses precise vocabulary; employs the right word(s) for the task • Contains infrequent spelling errors that do not interfere with comprehensibility, similar to those made by native English-speaking peers; errors are only rarely due to interference from the native language
Usage	• May contain some simple sentences using present tense or memorized past tense verbs but with errors and inaccuracies • Includes significant grammar usage errors that interfere with comprehensibility	• Contains mostly simple sentences using present tense; other tenses used inconsistently or inaccurately • Includes frequent grammar usage errors that sometimes interfere with comprehensibility	• May still contain many simple sentences but shows ability to use simple tenses successfully and a developing ability to use complex tenses • Demonstrates an emerging ability to write compound and/or complex sentences • Includes some grammar usage errors that do not significantly interfere with comprehensibility	• Consistently demonstrates ability to correctly use both simple and complex tenses • Contains some expanded compound and/or complex sentences • Demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers • Includes infrequent grammar usage errors which do not interfere with comprehensibility; errors may be similar to those made by native English-speaking peers or be limited to complex grammar structures
Completeness	• May copy the prompt or contain no English • Contains simple sentences lacking details or language needed to align to the task • Is minimally effective in communicating intended message	• May include limited or repetitive use of words and phrases needed to sequence events and show relationships between sentences (cohesive devices) • Narrates, describes, or explains in a limited way with few details; lacks language needed to align to the task • Shows limited effectiveness in communicating intended message	• Includes some of the appropriate words and phrases needed to sequence events and show the relationship between sentences but does so inconsistently and with some repetition or unnaturalness • Narrates, describes, or explains in some detail but shows a decline when topics are more academic or abstract • Is mostly effective in communicating intended message but lacks some specificity needed to complete the task	• Includes the appropriate words, phrases, and/or clauses needed to sequence events and show the relationship between sentences or parts of sentences • Reflects a clear alignment to the specific genre (narration, description, explanation, etc.) • Mostly achieves the intended goal and contains a degree of specificity and detail needed to address the task completely

Grades 10–12 Writing Questions and Scored Responses

Question 34

Imagine that you are going to an island far out in the ocean where no one lives. On this island, there is fresh water. There are some sources of food to hunt and gather. But there is nothing else.

Prompt

Luckily, you can take some things with you:

- one book
- one type of food
- one tool
- one medical supply
- one other person

For each category, explain what or who you will take with you and why. Describe how these things and this person will help you survive.

Score Point 3

Response 1

one other person forsure to not be alone and have some to help me be around and get thru it

Vocabulary - 1

The writer uses high frequency words ("have some," "get thru") to construct a simple sentence in this brief response. Spelling errors are infrequent and do not interfere with comprehensibility.

Usage - 1

There is an attempt to add detail using the present tense, but grammar usage errors interfere with understanding in places ("one other person forsure to not be alone").

Completeness - 1

This writer lacks the language to elaborate and is only minimally effective at communicating the intended message.

Response 2

I feel good beacuse i liked still alone but with my dog and have one book is diary of drake,
and have a package of food of my country Peru and kit on medical supply.

Vocabulary - 1

The writer uses high-frequency words ("I feel good," "dog") and relies on prompt language throughout the response ("one book," "medical supply"). There are no spelling errors that significantly interfere with comprehensibility.

Usage - 1

There are errors when the writer attempts to move beyond using the present tense ("I feel good because I liked still alone but with my dog and have one book") that interfere with understanding. This brief response does not demonstrate adequate control of basic grammar usage.

Completeness - 1

Overall, the student communicates a minimally effective message that provides only vague details with no elaboration.

Score Point 4

Response 1

One thing that I will take is my medicent. Because I can do a fire with he sun and 2 rocks and for my food i can go fishing.

Vocabulary - 1

The writer relies on routine words ("fire," "rocks") throughout this concise response. Spelling errors do not interfere with understanding.

Usage - 1

There is an attempt to extend a sentence in the present tense, but errors in grammar usage interfere with comprehensibility ("Because I can do a fire with he sun and 2 rocks and for my food I can go fishing").

Completeness - 2

The writer provides few details ("medicent") and delivers a message with limited effectiveness that is awkward in places.

Response 2

the books no becaause i dont like to read
the food yes because i have to eat I like mexican food

Vocabulary - 1

The writer uses routine words and phrases ("i have to eat," "I like mexican food") in formulaic sentences. Spelling errors are infrequent.

Usage - 1

There are grammar usage errors in simple sentences that sometimes interfere with comprehensibility in places ("the books no becaause," "the food yes because").

Completeness - 2

The writer attempts to sequence the response with few details and repeats "because" to show the relationship between ideas. The lack of details and language limit the effectiveness of this message.

Score Point 5

Response 1

When you get stuck in a island you have always make sure whats around you to servive and use youe head more learn how to hunt to eat and to alawys make sign you stilll live.

Vocabulary - 2

The writer uses a limited range of language to respond to the prompt ("learn how to hunt to eat," "make sign") and includes some awkward phrasing ("you stilll live" as opposed to you're still alive). Although there are some spelling errors, these errors do not interfere with comprehensibility ("servive").

Usage - 1

The response begins with a sentence followed by three incomplete thoughts on survival, and only the present tense is used by the writer. In addition, a range of grammar errors, including prepositional errors ("in a island" article error as well) and missing words ("have [to] always make").

Completeness - 2

The writer offers little in terms of sequencing and connecting ideas and provides few details ("use youe head more"), showing limited effectiveness in communicating the intended message.

Response 2

one book help me for , not are so bored
one type od food help me for eat something
medical supply help me foor survive of whever thing
And other person help me for not are alone , but after of
this i don't know for what help me.

Vocabulary - 2

The writer displays a limited range of vocabulary throughout the response with the use of vague word choice (“something,” “whever thing”). Spelling errors do not interfere with comprehensibility.

Usage - 1

There are significant grammar usage errors in these simple sentences (“one book help me for , not are so bored”) that interfere with understanding throughout the response.

Completeness - 2

This writer conveys a message with limited effectiveness that is awkward in places. The use of a repetitive phrase (“help me for”) helps to sequence the explanation and adds some clarity.

Score Point 6

Response 1

I would only want to take my medicine because everything else I could get and make at the island, such as my tools and weapons. Hunt for food.

Vocabulary - 2

The writer's word choice is limited in range and variety throughout the response. The lack of vocabulary limits details, especially with academic language ("everything else I could get and make at the island").

Usage - 2

A complex sentence and a sentence fragment constitute the totality of the response, and other tenses beyond the present tense ("would only want," "could get and make") are not used.

Completeness - 2

The writer communicates a message with limited effectiveness because of few cohesive devices ("such as") and details ("my tools and weapons," "Hunt for food").

Response 2

A long chapter book to keep me occupied,pizza because i like it,an axe it can be used for many things,medicine of course just in case,and my brother because he needs to go out.

Vocabulary - 2

The writer uses vocabulary that is limited in range and variety, especially when language is academic ("used for many things," "just in case").

Usage - 2

Using an implied subject and verb (I would take), the writer offers a series of things to take to the island. The sentence structures are simplistic, and the writer uses other verb tenses ("can be used") along with the present tense.

Completeness - 2

The writer conveys a message with limited effectiveness that lacks cohesive devices beyond answering the directives of the prompt and the details and language needed to explain the reasoning behind the choices.

Response 3

One book i would take would be a survival guide book, and one food I would take would be Can food a medical supply i would take would be bandages if I ever get cuts. And one person I would take would be my friend, because he knows some skills of survival.

Vocabulary - 2

The writer adds a limited amount of mostly appropriate word choice that is repetitive ("one food I would take would be Can food").

Usage - 2

There are grammar usage errors when the writer attempts to extend the sentence ("a medical supply i would take would be bandages if I ever get cuts") that causes awkwardness in places.

Completeness - 2

The writer communicates a message with limited effectiveness that is comprehensible. A repetitive phrase ("I would take") helps to sequence the response and add some clarity.

Response 4

i would take my knife and i would make shelter and a firer and hunt for fish and try to look for other kind of food and try to find help from pasing plane to get out of there

Vocabulary - 2

The writer displays a limited range of vocabulary throughout the response, and details remain vague ("try to look for other kind of food"). Spelling errors are infrequent.

Usage - 2

The writer attempts to join simple sentences to add detail, but usage errors sometimes interfere with clarity ("i would make shelter and a firer").

Completeness - 2

The writer communicates a message with limited effectiveness and little elaboration because of the lack of language to clearly show the relationship between ideas in sentences.

Score Point 7

Response 1

If i was in a Island i want with me just snacks whatever type of snack to be concentrated on me and distracted , a medical supply ,and another person
the reason why i choose another person its because, i know how to be alone , but when you have company , the times goes more fast , and you cant think , you just sit in a place to talk about life
the reason to why i choose one type of foood its because , then you are sitting taliking with your person and eating something. lifes probability goes moree and more fast , you can eat something, before you talk or while you are doing things talking or something
an a medical supply its because i guess we never know what can happen and we need to be preparate for whta came comes

Vocabulary - 2

The writer uses a limited range of vocabulary ("snack," "fast"), and there are some spelling errors ("foood," "preparate"). There is also imprecise word choice ("If i was in a Island i want with me just snacks whatever type of snack to be concentrated on me and distracted") that sometimes interferes with comprehensibility.

Usage - 2

Grammar usage errors occur when the writer expands sentences ("an a medical supply its because i guess we never know what can happen and we need to be preparate for whta came comes"). The response becomes difficult to follow when sentences are uncontrolled and ideas run together.

Completeness - 3

Although the response has some lengthy sentences, the writer communicates a mostly effective message. There is sufficient elaboration and some appropriate detail ("the reason why i choose another person its because, i know how to be alone , but when you have company , the times goes more fast"). This specificity is not consistent throughout the response.

Response 2

if i was trap in an island all by myself and i had a book, chips i would proabaly eat my chips while reading the book. if i also had a ax i would probably cut down some trees and try to built a house.if i had a first aid kit i would not use it unless there was an imporant cut to deal with.If there was a perosn with me i would feel less lonely i guess.

Vocabulary - 2

The writer uses a limited variety of language throughout the response (“chips,” “trees”), and there are some spelling errors that may interfere with comprehensibility.

Usage - 2

The writer has control over simple sentence structure. There are errors when switching tenses (“i would probably cut down some trees and try to built a house”) that interfere with clarity in places.

Completeness - 3

Overall, the writer communicates a mostly effective message. There is sufficient detail, and the explanation is clearly sequenced with repetitive words and phrases (“if i,” “i would”).

Response 3

I will survive with a book to keep me out of boredness i would take some chicken alfredo because thats my favroite i will have a tool of armed wepon just in case we run to animals a medical supply would be a medical kit one person i would bring is my cousin we gonna survive on this island.

Vocabulary - 2

The writer uses language that is repetitive and limited in variety. At times, there is a struggle to use words correctly (“boredness,” “we gonna”).

Usage - 2

The writer displays inconsistent control of sentence structure. There are frequent grammar usage errors that interfere with understanding (“i will have a tool of armed wepon just in case we run to animals”) in places.

Completeness - 3

Overall, the writer conveys a mostly effective message that at times lacks specificity. There is sufficient elaboration, and the explanation is clearly sequenced with repetitive phrases (“I will,” “i would”).

Response 4

For each category I would take one tool, one medical supply, and one other person. I would take them because the tool can help I can help me do hard thing, a medical supply can help me whenI sick or bleedind, and one person can help me go though the problem I have. The person can help me take care of the food, the place to live, and when we hunt or finding foods. The tool is can be a knife, that help me get the foods and hunt easier. Meidical is important because you might not know you will get sick anytime, so it will be very helpful.

Vocabulary - 2

The writer uses a limited range of vocabulary especially when the language is academic ("I would take them because the tool can help I can help me do hard thing"). There are some spelling errors that do not significantly interfere with comprehensibility.

Usage - 2

The writer displays control of simple sentences. There are some grammar usage errors when sentences are extended ("The tool is can be a knife, that help me get the foods and hunt easier") that impede clarity in places.

Completeness - 3

The writer communicates a mostly effective message. There are enough appropriate words and phrases to provide sufficient elaboration ("can help me whenI sick or bleedind"; "can be a knife, that help me get the foods and hunt easier") and show the relationship between ideas ("get sick anytime, so it will be very helpful").

Score Point 8

Response 1

i woul take any book from my childhood. i would take pasta because its my favorite. i would take a flair gun. i would take bandeges. and i would take a survival specialist.

Vocabulary - 3

Despite the brevity of the response, the writer uses a variety of appropriate social and academic language (“childhood,” “flair gun,” “survival specialist”).

Usage - 2

This response has a repetitive simple sentence structure, and the writer demonstrates some control over tenses and grammar usage.

Completeness - 3

The writer communicates a mostly effective message with sufficient elaboration. The attempt to sequence the explanation is repetitive (“i would take”) but adds some clarity to the response and makes it easy to follow.

Response 2

i will take some medical supply and one tool.The tool have to be especific a machete because i will used for hunting and to cut wood for the fire and to make my home, the medical supply i will used emergency if i injury that how i will try to survive and explore the island a check if i can get more supply or if theres not food in the island i will change the emergency supply and take the food and the worse case i´ll chose the person some that can help me to survive and some nice and pretty

Vocabulary - 3

The writer utilizes a range of appropriate vocabulary ("injury," "explore") throughout the response. Spelling errors are infrequent and do not interfere with understanding.

Usage - 2

The writer demonstrates a limited control of simple sentences and verb tenses ("the medical supply i will used emergency if i injury that how i will try to survive and explore the island"). This awkwardness interferes with comprehensibility in places.

Completeness - 3

The writer delivers a mostly effective message that offers some detail ("machete because i will used for hunting and to cut wood for the fire and to make my home") and shows the relationships between ideas in places ("if theres not food . . . i will change the emergency supply . . . and the worse case").

Response 3

For me i would'nt take a book because i dont like to read i think reading is a waste of time and as type of food i would take is something simple like bread one tool i would take is a machete one medical supply i would take is a medical box full of stuff and a person i would take is my friend that grew up with me.

Vocabulary - 3

The writer provides appropriate social language (“waste of time,” “something simple”) but struggles with academic word choice (“a medical box full of stuff”). Spelling errors do not impede understanding.

Usage - 2

Mostly simple sentence structures are used in this response although the writer crafts a complex sentence to begin the response (“For me . . .book because i dont like to read”), and a consistent use of the present tense is seen throughout the response. In addition, a few grammar usage errors (“i would take is something”) limit the writing's clarity in places.

Completeness - 3

The writer communicates a message that is mostly effective. Appropriate words and phrases are used to expand sentences and show the relationship between ideas (“would’nt take a book because”) with some detail (“bread,” “machete,” “friend that grew up with me”).

Response 4

The book I would take would be a harry potter book reason being is beacause its long.So ill wont get bored quickly.I would take potatoes reason being you can make a lot of different meals with potatoes and i can plant them.I would take a axe which will help me cut down wood for shelter and to gather wood for a fireplace.I would take a huge bundle of bandages in case I get cut to prevent infection.And lastly I would take my dad resons being i she know a lot of out doors and is stong so he cant help me create and move things.

Vocabulary - 3

The writer's word choice is varied ("gather wood," "prevent infection") and includes appropriate academic language. There are spelling errors that do not impede clarity.

Usage - 2

The writer has some control of simple sentences and can add details without causing confusion. There are some awkward grammar usage errors that interfere with understanding ("So ill wont get bored quickly") in places.

Completeness - 3

The writer communicates a mostly effective explanation with the appropriate words needed to show the relationships between ideas ("axe which will," "bandages in case," "And lastly") and some details ("potatoes . . . make a lot of different meals . . . i can plant them").

Score Point 9

Response 1

Some items that I will take with me are plenty of books, for the reason that i like to read and it'll help me distract myself. A foos I will take are chicken tenders or chesseburgers. A tool i will take will be a knife to cut down things to either make a shelter, ot a small camping site. And along with me i will bring my mom.

Vocabulary - 3
The writer utilizes a range of appropriate social and academic vocabulary ("distract," "camping site") throughout the response. Spelling errors are infrequent and do not interfere with understanding.

Usage - 3

The writer has the emerging ability to form more complex sentences ("A tool i will take will be a knife to cut down things to either make a shelter, ot a small camping site") without any real confusion. Tenses are mostly used correctly, and the usage errors do not significantly interfere with understanding.

Completeness - 3

The writer delivers a mostly effective explanation. The use of appropriate words and phrases to expand sentences ("Some items that I will take with me are plenty of books, for the reason that i like to read and it'll help me distract myself") and add sufficient detail enhance the clarity of the response.

Response 2

If I was going to an island far from society I would take one my friends with me because they would make it less boring. I would take any book with me because I don't actually like reading. I would take some pizza with me because that is my favorite food. If I had to take a tool. I'll take an axe with me. I would also take a little box with enough medical supplies to survive incase something bad happens.

Vocabulary - 3

There is a variety of vocabulary ("society," "less boring"), and word choice is mostly correct ("I would take any book with me because I don't actually like reading"). In addition, the writer spells all words correctly.

Usage - 3

This writer has a developing ability to use compound sentences, and simple tenses are used successfully. The response includes some grammar usage errors that do not significantly interfere with comprehensibility.

Completeness - 3

This writer provides some details ("one my friends," "some pizza," "an axe") and connects the choice to the explanation ("because they would make it less boring"; "because that is my favorite food"). Overall, enough elaboration is provided to communicate a mostly effective message with sufficient detail, but more specificity would be needed to complete the task.

Response 3

A book I would take to this island would be a book about survival. This can help me make fires, make food, build a fort, etc. I food I would take would be any type of seed. I can plant these seeds and make food of my own instead of searching for them. One tool I would take would be a machettee. This can be very usefull for making food, bulding things, and use it as a defense from wild life. Medical supply I would take are different kinds of bandages. Not only would it help me heal injuries, but it can also help me with forts. One person I would take would be a firefighter. They know how to protect themselves and most likely took some medical school.

Vocabulary - 3

There is a variety and range of appropriate social language, and descriptive word choice adds specificity to the response ("build a fort," "type of seed"). Spelling errors do not interfere with clarity.

Usage - 3

The writer demonstrates an emerging ability to write compound and complex sentences ("Not only would it help me heal injuries, but it can also help me with forts"), and tenses are used correctly throughout the response.

Completeness - 3

The writer communicates a mostly effective message with elaboration and sufficient detail ("I can plant these seeds and make food of my own instead of searching for them"). The explanation is clearly sequenced to show the relationship between ideas in the sentences.

Response 4

The book I will take with me will be *Life of Pi*, since it tells the story of a castaway that survived with a tiger on the boat and take some advice from the book. The food I'll bring with me would be tuna fish, since canned foods last longer than frech foods. The tool I'll bring would be an axe, to cut wood to make fire, build a shelter, and hunt. The medical supply I'll bring with me would be Tylennol, since you can take it everytime you have a headache, or when there is something hurting you. Finally, The person I would bring with me would be my sister since she is very creative and smart. She can help me solve problems and find ways we could survive.

Vocabulary - 3

The writer uses a variety of appropriate social and academic language throughout the response ("castaway," "headache") and spells most words correctly.

Usage - 3

The writer demonstrates an emerging ability to write compound and complex sentences and a developing ability to use complex tenses ("Finally, The person I would bring with me would be my sister since she is very creative and smart").

Completeness - 3

The response contains some details ("will be Life of Pi," "tuna fish," "Tylennol") and explanation ("an axe, to cut wood to make fire, build a shelter, and hunt"), and the writer shows the relationship between ideas ("The person I would bring with me would be my sister since she is very creative and smart . . . solve problems and find ways we could survive") and uses cohesive devices ("since," "Finally"). This writer is mostly effective in communicating the intended message, crafting a response with cohesion of ideas and sufficient elaboration.

Score Point 10

Response 1

If i was stuck in a island the book i would take would any of the diary of a wimpy kid because most of the time you would be worrying abou keeping your self alive and having some comedy relife would be nice.The food i would take would seamoss because it contains a lot of the vitamians that a person needs without eating multiple types of food. The tool i would take would be a hatchet because if be sharp enough to cut through mostly anything. A medical supply i would take would be the first aid kit because it could help me prevent getting infections.And the other person i would take would be my dad because he watches a lot of survival shows.

Vocabulary - 3

The writer uses a good range of appropriate social and academic language, and the correct word choice adds specificity ("comedy," "hatchet," "infections"). Spelling errors ("vitamians") do not interfere with comprehensibility.

Usage - 3

The writer demonstrates the ability to write complex sentences throughout the response ("The tool i would take would be a hatchet because . . ."), and grammar usage errors do not interfere with the reader's understanding of the writing ("would [be] any," "would [be] seamoss").

Completeness - 4

The writer communicates an effective message with the needed specificity to complete the task. There is clear sequencing in the explanation that makes the response easy to follow because it shows the relationships between ideas in the sentences ("seamoss because it contains a lot of the vitamians that a person needs without eating multiple types of food"; "the first aid kit because it could help me prevent getting infections").

Response 2

a book ill take is a survival guide it will teach me how to make items i need to survive. the food ill take are can food there meant to last for a while so at least im able to rashon out food. A tool ill take is a saw there meant for cutting trees so I can make shelter. a medical supply ill take a disenfictives and it get rid of bacterica so I wont get an infection and also can subsutute long leaves as bandages. A person i want to be with in this island is bear grills he a person who knows how to survive in these situation

Vocabulary - 3

The writer uses a range of social and academic language ("cutting," "bacterica"), and there are spelling errors ("rashon") that do not interfere with comprehensibility.

Usage - 3

The writer demonstrates control of simple sentences but makes some grammar usage errors ("there [they are]," "food ill take are can food"). These errors do not significantly interfere with the clarity of the writing.

Completeness - 4

The writer provides connections between ideas ("the food ill take are can food there meant to last . . . so at least im able to rashon out food") and details with a degree of specificity ("cutting trees," "long leaves as bandages," "bear grills"). These help the writer to communicate an effective and complete message.

Response 3

I would take all the supplies with me. I would take a book to feel some sense of humamity but also I can escape from reality. I would also take veggies so I can plant them so they can grow and use them in the future. One tool I would take with me is an axe so I can crack coconut or chop down trees to build a fort, even to hunt I can use an axe. One medical supply I would add Is band aids because if I get a cut I wouldn't want it to get infected. One person to join me would be my friend Rene because he knows how to hunt and to fish and would not let us starve to death.

Vocabulary - 3

The writer effectively uses a variety and range of grade-appropriate social and academic language ("sense of humamity," "escape from reality," "starve to death") to enhance the explanation. Spelling errors are infrequent and do not interfere with clarity.

Usage - 3

The writer demonstrates an emerging ability to write compound ("I would also take veggies so I can plant them . . .") and complex sentences ("One person to join me would be my friend Rene because he knows how to hunt . . ."). The few grammar errors ("they can grow and use them") do not significantly interfere with comprehensibility.

Completeness - 4

The writer communicates an effective message with specific details ("veggies," "crack coconut," "build a fort") and connections between parts of sentences ("my friend Rene because he knows how to hunt . . .") that provide cohesion to the writing.

Response 4

If I were to stay in an island far away a book would be good for entertainment because I can draw or read. It can keep me distracted and keep me from not going crazy. A type of food ill take is a can of soup where its already ready for me to cook and it wont be nasty if I eat it raw. A tool ill take is a hammer because its like a knive and I could hit hard surfaces to break open. A medical supply ill take is badages because just in case if I get a really bad cut and I dont get to bleed out. Ill take my sister with me because she's very smart and funny so we ge to entertain ourselfs and we work great as a team. Shes more of the brains so she'll make all the smart and logical choices.

Vocabulary - 3

A range of appropriate social and academic language ("distracted," "hard surfaces to break open," "logical choices") is used correctly by the writer throughout the response, and a few spelling errors ("knive") do not interfere with the reader's understanding of the writing.

Usage - 3

The writer demonstrates an emerging ability to use compound and complex sentences. However, there are grammar usage errors that do not significantly interfere with comprehensibility ("A tool ill take is a hammer because its like a knive and I could hit hard surfaces to break open").

Completeness - 4

The writer responds with clear sequencing ("Ill take my sister with me because she's very smart and funny so we . . . work great as a team. Shes more of the brains so she'll make . . . logical choices") of ideas and specific details ("can of soup," "bleed out") which create an effective message that successfully completes the task.

Score Point 11

Response 1

Once upon time I landed in a lonely private isnland in the middle of the ocean.Where there is fresh water located in the middle of the island,food around me too.I will bring marucha as it is not expensive,dried,easy to make and there diffrent topping to choose from all around me.One tool I bring is a machete as I can use to cut trees or branches and i can use it as a knife to hunt for food in the ocean.A medical supply I will bring is the wrapping bangage to cover anything or if not alchoel to not be able to get infections or something.If I could bring someone else in this trip I bring someone that know how to survive at least that has camped or someone that knows how to hunt it be better if the person knew both.

Vocabulary - 4

The writer utilizes a range of vocabulary, including specific word choice ("fresh water," "expensive," "infections"), and spelling errors are infrequent and do not interfere with understanding.

Usage - 3

The writer displays the emerging ability to form compound sentence structures ("it is not expensive . . . and there diffrent topping to choose") and complex sentences ("One tool I bring is a machete as I can use to cut trees . . ."). However, there are grammar usage errors that do not significantly interfere with comprehensibility ("A medical supply I will bring is the wrapping bangage to cover anything or if not alchoel to not be able to get infections or something").

Completeness - 4

With a narrative beginning ("Once upon a time"), the writer sets out to explain the things that would be taken to the island. Connections between ideas provide cohesion to the response and details with a degree of specificity ("middle of the island," "hunt for food in the ocean") help the writer to communicate a complete and effective message.

Response 2

A book on how to survive being stranded, canned foods which can last longer regardless on how long it lasts in a location, a hatchet as my tool, medication in a supply kit, and Mr.M as the other person I would be taking.

The reason why I chose him is, he understands the ways of nature, he is a survival analyst who can help me live life among nature at it's finest. He knows how to hunt, skin, camp, et cetera of hunting experience. This man, a teacher who teaches history and hunting education is the best choice in my opinion than anyone else in this school.

Vocabulary - 4

The writer uses a range and variety of grade-appropriate social and academic language ("canned foods," "ways of nature," "hunting education") correctly and consistently and makes no spelling errors.

Usage - 4

The writer consistently uses complex sentences and tenses correctly ("The reason why I chose him is, he understands the ways of nature, he is a survival analyst who can help me live life among nature at it's finest"). Grammar usage is mostly correct and comparable to native English-speaking peers. Infrequent usage errors within the more complex structures do not significantly interfere with clarity ("He knows how to hunt, skin, camp, et cetera of hunting experience").

Completeness - 3

The writer responds with a mostly effective explanation of the items to bring to the island. There is inconsistent use of sequencing words and phrases with the first paragraph showing few connections within sentences ("canned foods which can last longer . . . a location"). The second paragraph is focused on one person and has stronger connections between ideas. The writer offers some details ("knows how to hunt, skin, camp") but lacks the specificity to complete the task.

Response 3

the one book i would take with me is a book on weaving, i would take a book on weaving to learn how to make strong strudy baskets out of grassblades.
one type of food i would take with me is oranges so that i can regrow them into more food adn eat them. one tool i would take with me is a machete made of steel so that if i any flint, i can make sparks and start fires with my machete. one medical supply i would take with me is a first aid kit to be ready for any situation that may happen. finally, the one otehr person i would take with me is my dad because he know show to get through many rough situations.

Vocabulary - 4

The writer effectively uses a variety and range of grade-appropriate academic and social language ("weaving," "flint"), and there is consistent and precise word choice ("grassblades," "machete made of steel"). Spelling errors do not interfere with comprehensibility and are comparable to those made by native English-speaking peers.

Usage - 3

The writer demonstrates an emerging ability to construct compound ("one type of food . . . oranges so that I can regrow them . . . eat them") and complex sentences ("the one otehr person i would take with me is my dad because he know . . . rough situations"). The grammar usage errors do not significantly interfere with comprehensibility.

Completeness - 4

The response contains the words and phrases needed to connect ideas and show the relationships between them, and the writing reflects a degree of specificity ("strudy baskets," "make sparks and start fires"). Overall, the writer communicates an effective message and successfully completes the task.

Response 4

I would take a book full of poems since I really like the literature of people, it is facinating how peope can be really good at writing. For the type of food I would take mexican food since I was raised eating that type of food and it is honestly the best one in my opinion. For the tool would be an axe in order to help me cut through some trees and create a little house for myself and the other person in case of any rain. For the medical supply would be alcohol in order to clean any wound made in the process of creating little buildings. And finally, for the person it would be my big sister, since I know that she would help me a lot and she is really courage and strong, she will be also my emotional support, some of the important things for my that I know that it will help me survive.

Vocabulary - 4

Utilizing a range of appropriate academic and social language ("literature," "little buildings"), the writer's word choice is well chosen and precise ("mexican," "emotional support"). Spelling errors are infrequent and do not interfere with comprehensibility.

Usage - 3

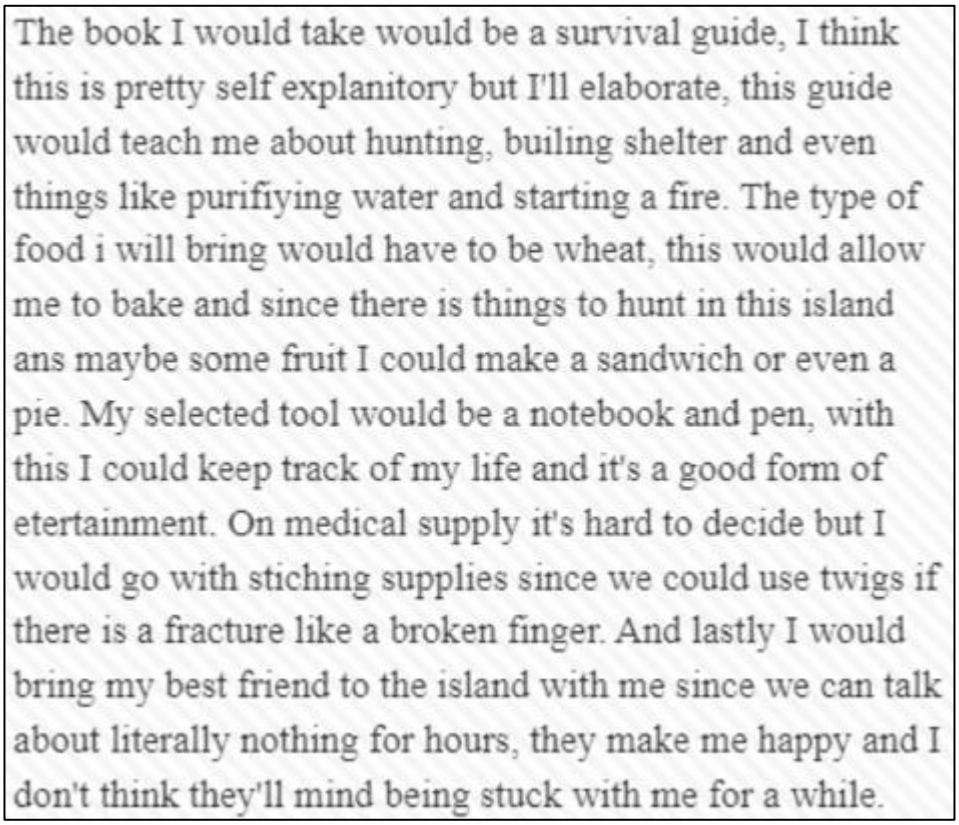
The writer uses simple sentences and tenses correctly and displays an emerging ability to craft more complex sentence structures, such as a compound sentence ("I was raised eating that type of food and it is honestly the best one in my opinion"). The grammar usage errors do not interfere with the reader's understanding of the writing.

Completeness - 4

Effective use of cohesive words and phrases ("poems since I really like," "in order to," "And finally") make the writing easy to follow and understand. Referencing "creating little buildings" while discussing the medical choice strengthens the connection to the tool choice. The writer's use of specific details ("cut through some trees," "in case of any rain," "clean any wound") helps to effectively communicate the intended message.

Score Point 12

Response 1


The book I would take would be a survival guide, I think this is pretty self explanitory but I'll elaborate, this guide would teach me about hunting, builing shelter and even things like purifiying water and starting a fire. The type of food i will bring would have to be wheat, this would allow me to bake and since there is things to hunt in this island ans maybe some fruit I could make a sandwich or even a pie. My selected tool would be a notebook and pen, with this I could keep track of my life and it's a good form of etertainment. On medical supply it's hard to decide but I would go with stiching supplies since we could use twigs if there is a fracture like a broken finger. And lastly I would bring my best friend to the island with me since we can talk about literally nothing for hours, they make me happy and I don't think they'll mind being stuck with me for a while.

Vocabulary - 4

The writer employs vocabulary that is varied and consistently more precise ("explanitory," "purifiying," "fracture," "literally nothing") and shows little difficulty spelling words correctly. Any spelling errors would be similar to errors made by native English-speaking peers.

Usage - 4

The writer demonstrates grammar usage that is mostly correct and comparable to that of native English-speaking peers. The response contains some simple and expanded compound sentences ("The type of food i will bring would have to be wheat, this would allow me to bake and since there is things to hunt in this island ans maybe some fruit I could make a sandwich or even a pie").

Completeness - 4

The writer's expanded explanations, especially about the survival guide, wheat, and best friend clearly show the relationships between ideas, and specific details ("hunting, building shelter," "starting a fire," "broken finger") throughout the response help to successfully complete the task.

Response 2

To the island, I would bring one of my favorite books called "Percy Jackson and the Last Olympian" by Rick Riordan. I like this book because not only is it interesting, but also fun. If I could bring a type of food to this island, it would be fruits, especially mangoes and strawberries, they my favorite fruits and I could never get tired of them. A tool I ewould bring would be a knife, because you never know what you could find in an island or maybe I would need it to cut something. Medical supplies are important, but if i had to choose only one, it would be hydrogen peroxide, it would keep all infections away from wounds. And if I could bring someone with me to the island, it would me by mom, because she always knows what to do.

Vocabulary - 4

The writer employs a range of vocabulary that is varied and appropriate and enhances the clarity of the writing with precise word choice ("mangoes and strawberries," "hydrogen peroxide"). There are infrequent spelling errors that do not interfere with clarity or understanding.

Usage - 4

The grammar usage in this response is mostly correct and comparable to that of native English-speaking peers ("If I could bring a type of food to this island, it would be fruits, especially mangoes and strawberries, they my favorite fruits and I could never get tired of them"). In addition, the writer crafts some expanded compound and complex sentences.

Completeness - 4

The writer responds with an effective explanation of what items to bring and why ("knife, because . . . I would need it to cut something"), providing cohesive unity to the response. Specific details add clarity to the writing ("one of my favorite books," "keep all infections away from wounds"), enhancing the reader's understanding of the writer's thoughts. Overall, the writer communicates an effective message and completes the task.

Response 3

Evidently I would take all of the things presented in the list: the book, the type of food, a tool, a medical supply, and another person. I would use the book to maintain myself entretained and to educate myself in a way
even though there would be no porfessional way of doing it. The type of food would definitely be pizza because I cannot envision myself without it. A knife (tool) would help me start with th eprocess of makin new tools, a house, cooking, and many other aspects of surviving. A medical supply in my opinion is one of the two most important things I would take to survive in the island because it would help me reduced the possibilities of dying during an emergency. Lastly, I would take a friend or a family member expert in this kind of stuff just to ensure to the maximum my survival. Having someone as company is essential since it will help me maintain mental health during my time in the island.

Vocabulary - 4

The writer effectively uses a variety of appropriate academic and social language ("envision," "mental health"), and there is consistent and precise word choice. Spelling errors do not interfere with comprehensibility and are comparable to those made by native English-speaking peers ("th eprocess").

Usage - 4

The writer effectively crafts complex sentences ("A medical supply in my opinion is one of the two most important things I would take to survive in the island because it would help me reduced the possibilities of dying during an emergency") and demonstrates consistent grammar usage that is mostly correct and comparable to native English-speaking peers.

Completeness - 4

The writer includes the appropriate vocabulary needed to sequence events and show the relationship between sentences ("Evidently I would take all of the things presented in the list: the book, the type of food, a tool, a medical supply, and another person") and elaborates on the items to bring to the island, adding clarity and cohesion to the explanation.

Response 4

The universal medical book that contains cures,medical plant encyclepedia, poisonous herbs to avoid, symptoms of various illnesses and more.That is a must! If I choose to eat one food for the rest of my life, what kind of fool does that. I must live in delight;)). Anyways, SALT!!!! Your body needs it so I can make countless delicious food! Specially since I'm near water. String, yarn, rope, either one of those would be of great importance. I can make a weapon with it so life is good. Antibiotics! In a place where theres no society I can only rely on myself when I get sick or confront an illness. HheEehehe!!! The person I will bring would be my cat Milo and that should suffice. Rodents can carry dieseases and my Milo can hunt them. If he get's sick them my magical antibiotics are there, I'm more than willing to use them on him. He also has great hearing and he's been bressed with tracking a smell. If he's ever in danger I'm confident he will run to safety. Done successfull survivence plan.;))

Vocabulary - 4

The writer uses a range and variety of vocabulary consistently and effectively, including some precise words ("universal," "encyclepedia," "delight"). Spelling errors do not interfere with comprehensibility and are comparable to those made by native English-speaking peers.

Usage - 4

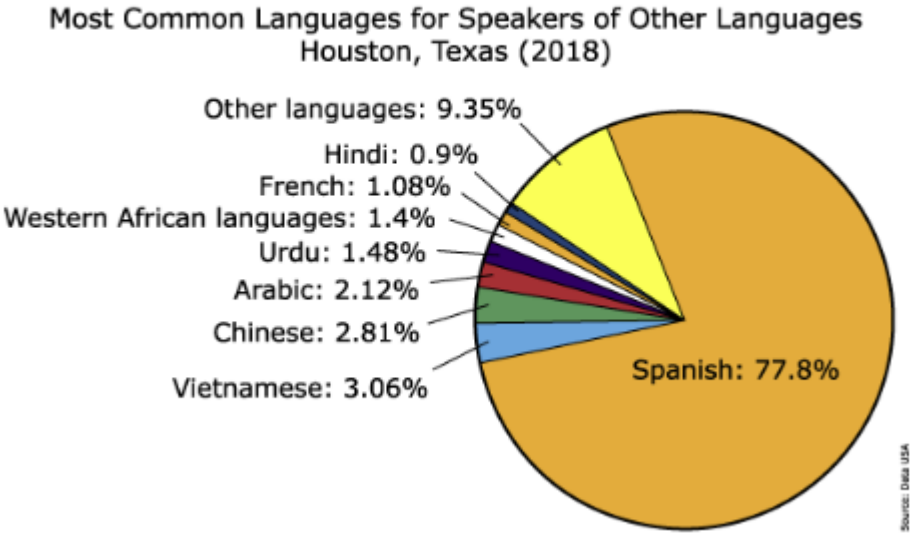
The writer demonstrates a consistent control of grammar usage ("Antibiotics! In a place where theres no society I can only rely on myself when I get sick or confront an illness"), and the few errors present are comparable to those of native English-speaking peers. Complex and compound sentences are used effectively to support the explanation.

Completeness - 4

The voice of the writer is clearly displayed and helps provide cohesion to the response, and words and phrases are used effectively to show the relationships between ideas ("universal medical book . . . That is a must;" "SALT!!!! Your body needs it"). Cohesion is further strengthened by the reference to antibiotics in the discussion about Milo the cat eating rodents ("my magical antibiotics . . . use them on him"). The discussion about Milo also contains specific details ("He also has great hearing . . . tracking a smell . . . run to safety"). Overall, the writer crafts an effective message and successfully completes the task.

Question 20

In 2018, almost 49% of people in Houston, Texas, spoke a language other than English. Look at the chart.



Prompt

- Describe this chart, and explain what you can learn from it.
- Which languages have the most speakers? Why do you think this is?
- What languages do you and other people in your school and neighborhood speak? Do you think it is good to know more than one language? Why or why not?
- Why is it important for a government to know what languages people in a city speak?

Score Point 3

Response 1

In others countries have other different languages, but has more the language spanish.
My languaje is spanish, I think is goog know other languages.

Vocabulary - 1

The writer relies on routine words and prompt language to provide vague details. The word choice is repetitive ("language," "Spanish") due to the writer's limited vocabulary, and basic words are misspelled ("goog").

Usage - 1

The response consists of simple sentences in the present tense. The writer of this brief response does not demonstrate adequate control of English grammar usage.

Completeness - 1

The writer communicates a minimally effective message with vague details ("In others countries have other different languages," "I think is goog know other languages"). A lack of vocabulary contributes to the writer not providing sufficient elaboration.

Response 2

shows what launguage is speaked in houston

Vocabulary - 1

In this brief response, the writer adds a few words and relies on reappropriating prompt language ("houston").

Usage - 1

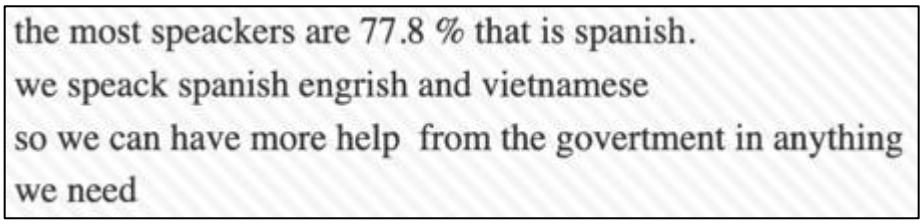
The writer provides only an incomplete sentence with a usage error ("speaked"), demonstrating no control of English grammar structure.

Completeness - 1

The writer communicates a minimally effective message and does not provide adequate clarity or elaboration.

Score Point 4

Response 1


the most speackers are 77.8 % that is spanish.
we speack spanish engrish and vietnamese
so we can have more help from the govertment in anything
we need

Vocabulary - 1

The writer uses routine words and borrows language from the prompt ("govertment"), and several words are misspelled ("speackers," "engrish," "govertment") in this brief response.

Usage - 1

The writer separates the sentences in the response into different lines and writes mostly simple sentences in the present tense ("we speack spanish engrish and vietnamese"), and a few grammar usage errors are present.

Completeness - 2

This message has limited effectiveness. There is an attempt to sequence the explanation ("the most speackers," "we speack spanish") and add detail ("77.8% that is spanish") to the response.

Response 2

chart is more sapnish show the 77.8
the lenague more speakers is spanish
yes is good because is important with you can speak with others people

Vocabulary - 1

The writer uses routine words and phrases ("yes is good"), and the spelling errors interfere with comprehensibility ("sapnish," "lenague") and may reflect borrowing from the native language.

Usage - 1

The writer relies on the present tense and simple sentence structures to convey the message. Grammar usage errors throughout the response interfere with comprehensibility ("the lenague more speakers is spanish," "because is important").

Completeness - 2

The writer communicates an explanation with limited effectiveness that lacks clarity and the language necessary to elaborate ("you can speak with others people").

Score Point 5

Response 1

Spanish is the language most speakers. The most people are Latinos.
Is good learn more languaje because we can speak other person.

Vocabulary – 2

The writer uses a limited range and variety of vocabulary ("most people," "Is good"), and some spelling errors may reflect borrowing from their native language.

Usage – 1

The writer uses simple sentences in the present tense. There are usage errors when the writer attempts to expand the sentences ("Is good learn more languaje because we can speak other person"), and these errors interfere with clarity.

Completeness – 2

There is an attempt to sequence the explanation with prompt language and answer some of the prompt questions ("Spanish is the language most speakers"), but the lack of details and elaboration limits the effectiveness of the response.

Response 2

I see that more spanish the all the country, I think spanish have more because they're mavy on mexico, were I live there 2 languages they speak eng and spanish, and it go to speak more the one language because you can visit a lot of country with having language problem, because to make were you at.

Vocabulary – 2 The writer uses a limited range of vocabulary that is repeated throughout the response ("more," "country"). Spelling errors are infrequent and do not interfere much with the reader's understanding of the writing.

Usage – 1 There are frequent grammar usage errors that interfere with clarity ("I see that more spanish the all the country"), and the writer relies on the present tense and simplistic sentence structures.

Completeness – 2 Overall, the writer communicates a limited message with few details ("spanish," "mavy on mexico") that are difficult to understand.

Score Point 6

Response 1

U can learn how many people from other countries live in the US or Texas.

chinese and vietnamese, i seen a couple in certain places, especially in my city, theirs not that many tho.

English, spanish, asian, indian, etc, i seen those people in and out of school is a cool thing.

To learn how to communicate with them like if they send news or papers to their mail etc.

Vocabulary - 2

This response contains a limited range and variety of vocabulary ("other countries," "certain places") and repetitive word choice ("i seen a couple," "i seen those"). There are some spelling errors, but they do not interfere with comprehensibility.

Usage - 2

The writer makes a number of grammar usage errors when they attempt to add details ("English, spanish, asian, indian, etc, i seen those people in and out of school is a cool thing"), and these errors sometimes interfere with understanding.

Completeness - 2

Overall, the writer shows a limited effectiveness in communicating the intended message. The response contains few details ("seen those people in and out of school is a cool thing") and connections between sentences.

Response 2

that in houston, texas they speek more spanish from the other languages.
spanish has the most speaking languages becouse it has 77.8% out of 100%.
my friends and me talk spansh and english whatever languege we speek first,
yes it is important becouse they say people dat speek more then one languege get pay more.
it is really not important to the goverment to know but i think so they can know witch places they talk thee languege the most.

Vocabulary - 2

The writer displays a limited range and variety of vocabulary ("languages," "people") with some repetition ("languages," "languege"), and there are also a number of misspelled words ("becouse," "dat," "speek") that sometimes interfere with understanding.

Usage - 2

The writer uses the present tense and maintains control of simple sentence structures, but grammar usage errors limit the clarity of the writing ("that in houston, texas they speek more spanish from the other languages") throughout the response.

Completeness - 2

The writer uses the prompt directives to sequence the ideas and adds a few details with minimal explanation ("people dat speek more then one languege get pay more"), creating a message with limited effectiveness.

Response 3

I learn what are the most langauge spoken in Houston other then english

the most langauge is spanish because mostly everyone knows spanish
we mostly speak spanish in my neighborhood and yes its better to know more then one language could help you interract with new people

to know what languages we have

Vocabulary - 2

The response reflects the limited vocabulary ("most," "langauge") of the writer who repeats some ideas ("what are the most language spoken," "to know what languages we have"), that adds vague details to portions of the response. There are a few spelling errors ("interract") that do not significantly interfere with comprehensibility.

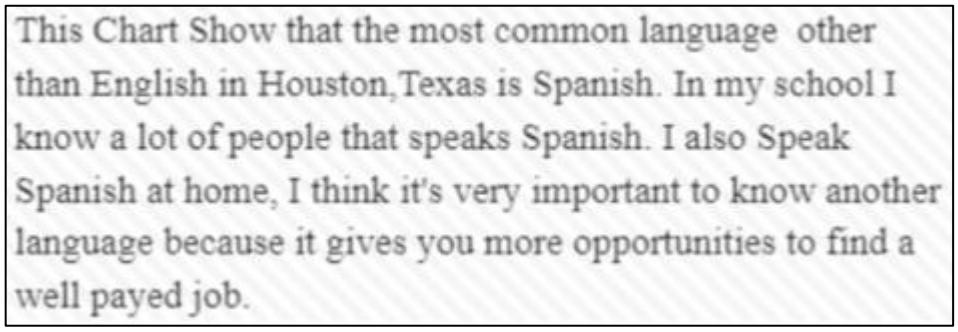
Usage - 2

The writer displays some control over English grammar structures, but there are usage errors that sometimes affect clarity ("the most langauge is spanish because mostly everyone knows spanish").

Completeness - 2

Using the prompt as a guide, the writer responds to the questions and offers a few details ("mostly everyone knows spanish," "speak spanish in my neighborhood," "could help you interract with new people") with minimal explanation. Overall, the writer demonstrates a limited effectiveness in communicating the intended message.

Response 4


This Chart Show that the most common language other than English in Houston,Texas is Spanish. In my school I know a lot of people that speaks Spanish. I also Speak Spanish at home, I think it's very important to know another language because it gives you more opportunities to find a well payed job.

Vocabulary - 2

The writer displays vocabulary that is mostly limited in range and variety ("my school," "at home") and makes infrequent spelling errors.

Usage - 2

The writer exhibits control of simple sentences in the present tense ("In my school I know a lot of people that speaks Spanish"). There are also usage errors ("people that speaks," "well payed job"), but these errors do not impact the reader's understanding of the writing.

Completeness - 2

Overall, the writer conveys a message with limited effectiveness. Sequencing is based on the prompt, and few details ("I know a lot of people that speaks Spanish," "opportunities to find a well payed job") are provided by the writer.

Score Point 7

Response 1

Theirs many different people with different enthicities and it explains a lot about people speaking different languages. The most language that people speak in Houston is Spanish, since Texas is so close to Mexico, I feel like most people come from Mexico or other countries in Central America. Since people came to Houston it started to build up with other people from different countries as well. People such as from Asia, Europe, SouthEast Asia, and Africa.

Vocabulary - 2

The writer uses a limited range of vocabulary throughout the response and also struggles with appropriate word choice ("Since people came to Houston it started to build up with other people") at times.

Usage - 2

The writer mostly uses simple sentences and tenses correctly. There are grammar usage errors when the writer expands sentences and adds detail ("People such as from Asia, Europe, SouthEast Asia, and Africa").

Completeness - 3

The writer communicates a mostly effective message by showing some relationships between ideas ("most language that people speak in Houston is Spanish, since Texas is so close to Mexico") and some detail ("different enthicities," "other countries in Central America").

Response 2

The chart show the percentage. By the chart I can see the most spoken langauge and the least spoken language. Spanish is the most spoken; People from latin migrating to Houston,Texas. We speak english. It's great to know multiple languages; You'll understand more people. Shows the goverment the languages spoken in the city.

Vocabulary - 2

The writer employs a limited range and variety of academic language ("great to know," "more people") throughout the response but includes some repetition as well ("most spoken"). There is a spelling error that may interfere with comprehensibility.

Usage - 2

The writer has control over simple sentence structure, and there are some grammar usage errors, especially when switching to a more complex tense ("People from latin migrating to Houston,Texas") that interfere with clarity in places.

Completeness - 3

Overall, the writer communicates a mostly effective message. Connections between ideas are displayed ("It's great to know multiple languages; You'll understand more people"), and there is some detail.

Response 3

In this chart I can learn how many people in Houston, Texas spoke an other language other than English and it show you the different laguages that are spoken.

One of the language that has the most speakers is Spanish because the it has the most color also the number that it has.

I speak Spanish and English and I think that's what most of the people I be around speak. On my opinion I think if is good to know other language because it's very hopeful on many things and makes work easyer.

It's important for the goverment to know what languages people in there city speakes so that way the goverment knows how to conummet.

Vocabulary - 2

The writing reflects a limited range and variety of vocabulary and at times, words are not used correctly ("hopeful"). In addition, a spelling error interferes with the reader's understanding of the writing ("conummet").

Usage - 2

There are a number of grammar usage errors ("I be around") throughout the response, notably when the writer attempts to extend the sentence ("On my opinion I think if is good to know other language because it's very hopeful on many things and makes work easyer").

Completeness - 3

The writer shows the relationship between ideas ("important for the government to know what languages people in there city speakes so that way the governments knows how to conummet") and offers some detail ("has the most color also the number that it has"), communicating a message that is mostly effective.

Response 4

In this chart can see the idioms of people speaks in Houston, Texas in the 2018. Spanish having the most speaker and hindi having the least idiom speakers.

I only talk spanish 100 percent and inglish 60 percent, i think are important know how talk more idioms because is maybe you need this ability in a moment of your life o only to have more speaks habilities.

The goverment need know what languages people speaks in the city because the can make a type of inclution for everybody or put free ingles clases for everybody to every people can comunicate in the same idiom.

Vocabulary - 2

The writer's vocabulary is limited in range and reflects borrowing from the native language ("idiom," "ingles"), and spelling errors interfere with understanding in places ("inclution").

Usage - 2

The writer relies on mostly simple tenses but attempts to employ more complex sentence structures. However, the writer's attempts to extend sentences create usage errors that affect clarity ("In this chart can see the idioms of people speaks in Houston, Texas in the 2018"). In addition, other grammar usage errors occur throughout the response ("I only talk Spanish" "more speaks habilities").

Completeness - 3

Although there are some awkward sentences, the writer conveys an effective message with some detail ("hindi having the least," "put free ingles clases") and connections between ideas ("important know how talk more idioms because is maybe you need this ability").

Score Point 8

Response 1

From this chart shows that spanish is very common ,and that if you speak someone it would most likely be someone that is bilingual or that speak spanish and that its rare but not hard to find the other percentage languages.

The language that have the most speakers is spanish speaking people but i think since texas is right there where the border is at i feel like they get there and try and shelter as soon as posible and end up living the closest.

My first language is spanish but then i learned english, in my neighborhood is mostly english speakers other then that is spanish. In my opinion i say its better to know more languages because when you get a job they would want you to communicate with there customers and the more then the more advantage you have to stay and speak with others.

Vocabulary - 3

The writer utilizes a range of appropriate social and academic vocabulary ("bilingual," "advantage") throughout the response. Spelling errors are infrequent and do not interfere with the reader's understanding of the writing.

Usage - 2

The writer demonstrates a limited control of sentences and tenses ("From this chart shows that spanish is very common"). This awkwardness occasionally interferes with clarity.

Completeness - 3

The writer communicates a mostly effective message that is sequenced with appropriate words and phrases ("but i think since texas," "more languages because") and has some detail ("they get there and try and shelter"; "when you get a job . . .communicate with there customers") in the explanations.

Response 2

In this chart, we can see that the most spoken language is spanish and the other are nearly less than 10% spoken. In my school the most common language we speak is Spanish, French and English. Yes, I do think it is a good thig to know more than one language because without know another language you cannot be able to communicate with other person outside of your conntry. I think it is important for the government to know more about you because they want to gather as much imformation about yourself.

Vocabulary - 3

The writer provides appropriate social and academic vocabulary ("outside of your conntry") throughout the response, and spelling errors do not impede understanding.

Usage - 2

The writer demonstrates a control of simple sentences and tenses ("In my school the most common language we speak is Spanish, French and English"). Although there are usage errors, these errors do not significantly interfere with comprehensibility.

Completeness - 3

The writer communicates a message that is mostly effective. Appropriate words and phrases are used to expand sentences and sequence the explanation with sufficient detail ("I do think it is a good thig to know more than one language because without know another language you cannot be able to communicate with other person outside of your country").

Response 3

This chart is about the most common languages for speaker of other languages in Houston, Texas, I learn that spanish is the most common language for speakers of other languages in Houston, spanish have the most speakers, because many people in Houston are mexicans or people from other country in where speak spanish, I speak spanish and many people in my school speak spanish and a neighborhood speak Hindi, I think that know more than one language is very good to communicate with more people in the world and because with more languages exist more diversity in all places, is important for a goverment to know what languages people in a city speak because this help to know how communicate with all people in a city to heard all opinions from all people.

Vocabulary - 3

The writer uses a range of appropriate vocabulary ("neighborhood," "diversity," "opinions") throughout the response. Spelling errors are infrequent and do not interfere with understanding.

Usage - 2

The writer demonstrates a limited control of sentences and verb tenses ("spanish have the most speakers, because many people in Houston are mexicans or people from other country in where speak spanish"). This awkwardness occasionally interferes with comprehensibility.

Completeness - 3

In this response, connections between ideas are evident ("communicate with more people in the world and because with more languages exist more diversity"), and details add some clarity to the writing ("neighborhood speak Hindi," "heard all opinions"). Overall, the writer delivers a mostly effective message that offers sufficient detail and sequencing.

Response 4

The thing is that all Latin american people comes from "Latino America" speaks Spanish. Some of they only speaks Spanish and not to mamy speaks English. The other thing is the theres a lot of immigrants in Houston that works there couse theres a lot of work like construction and factorys that they can work. Maybe thats why theres most people that lives in Houston speaks spanish. Schools from Houston are teaching there students how to learn spanish cause they pay you more in a job if you know two languages.

Vocabulary - 3

The writer displays a range and variety of grade-appropriate vocabulary, and the word choice includes some academic language ("immigrants," "construction and factorys"). Spelling errors are infrequent and do not interfere with understanding the writing.

Usage - 2

The writer has some control of simple sentences and adds details without causing confusion. There are some grammar usage errors that interfere with understanding ("Maybe thats why theres most people that lives in Houston speaks spanish").

Completeness - 3

The writer communicates a mostly effective explanation, offering some details to clarify ideas ("all Latin american people comes from 'Latino America' speaks Spanish," "they pay you more in a job if you know two languages"). Despite some awkwardness in the response, the reader can follow the sequencing of the ideas.

Score Point 9

Response 1

From this chart I can learn lots of different percentages and stats of languages and much more.I learned that spanish,vietnamese and chinese are the top three languages most in Houston Tx 2018.People in my school mostly speak english and spanish , I think it is very good for people to have a two language set to communicate with people when they need help or when they simply want to talk.

Vocabulary – 3

The writer uses a variety of appropriate social and academic language ("percentages," "top three"). However, there is some struggle to find appropriate word choice ("have a two language set" instead of bilingual). In addition, there are no spelling errors that interfere with comprehension.

Usage - 3

The writer uses simple sentences and tenses correctly. There is also an emerging ability to write more complex sentences ("I think it is very good . . . when they need help or when they simply want to talk"). There are some grammar usage errors that do not significantly interfere with understanding ("I learned that spanish,vietnamese and chinese are the top three languages most in Houston Tx 2018").

Completeness - 3

Appropriate words and phrases show the connections between ideas ("much more," "when"), and there are enough details ("different percentages and stats of languages," "my school mostly speak english and spanish") to provide sufficient elaboration. Overall, the writer conveys a mostly effective message that at times lacks specificity.

Response 2

In this chart we can see the most common languages for speakers of other languages of Houston, Texas on year 2018, it has 9 divisions of different color for each different language. From the chart we can learn which were the most common languages for speakers of other languages of Houston, Texas on 2018, because we can see the different languages that where more spoken in that year like Spanish, Vietnamese, Chinese, Arabic, Urdu, Westeren African languages, French, Hindi, and many other languages. The highest number is 77.8% and it is of Spanish speakers, that where the most, and maybe it is because Texas is close of Mexico. The languages that are more spoken in my school are english and spanish and also in my neighborhood. But in my school there are also chinese and arabic speakers. I think that it is good to know more than one language because that way we can have better oportunities to comunicate with more people. It is important for the government to know what languages people in a city speak so they can help them with their childs education, with the jobs, and so when they try to comunicate wtith them for any reason they can be prepared to have help with persons who can translate them.

Vocabulary - 3

The writer uses a varied range of appropriate social and academic language ("divisions," "better opportunities," "childs education," "translate"), and there are no significant spelling errors.

Usage - 3

The writer shows a developing ability to use complex sentences ("I think that it is good to know more than one language because that way we can have better oportunities") and compound sentences ("The highest number is 77.8% and it is of Spanish speakers"). There are some grammar usage errors that interfere with understanding ("The highest number is 77.8% and it is of Spanish speakers, that where the most, and maybe it is because Texas is close of Mexico") within the response.

Completeness - 3

The writer provides clear connections between ideas ("From the chart we can learn," "because we can") and some detail ("in my school there are also chinese and arabic speakers"; "help them with their childs education, with the jobs") to deliver a mostly effective message.

Response 3

1. This chart looks like a ball. This chart has 9 sections, and each section has their own color and a percent. These percents and colors are for indicate what are the most common languages for speakers of other languages at Houston.
2. Spanish is the most common language for speakers of other languages at Houston. I think Spanish is the most common language because people of Latin America wants to go there. I don't know why they wants to go there, but they do.
3. I speak English and Spanish, and my friends speaks English and Spanish too. I think it is good to know more than one language because it makes you smarter.
4. It is important for a government to know what languages people in a city speak because they can know what they need to have in a school, or university, or in any other place for people who does not speak english very well.

Vocabulary - 3

The response contains a range and variety of grade-appropriate language, and some precise word choice adds clarity to the writing ("This chart has 9 sections, and each section has their own color and a percent"). In addition, there are no spelling errors that interfere with comprehension.

Usage - 3

The writer demonstrates an emerging ability to write compound and complex sentences ("I think it is good to know more than one language because it makes you smarter"). Tenses are used correctly throughout the response, and occasional grammar usage errors do not interfere with understanding the writing ("I think Spanish is the most common language because people of Latin America wants to go there").

Completeness -3

The explanation is clearly sequenced, and the writer shows the relationship between ideas ("what languages people in a city speak because they can know what they need to have in a school"). The details added to the explanations ("good to know more than one language because it makes you smarter") help the writer communicate a mostly effective message.

Response 4

In this chart it shows us the percentages of how the most spoken language in Houston. Through this chart we can learn that spanish is one of the moost spoken languages in Houston. I speak English and Spanish and so do other people in my school and community. I believe it is important to know more than one language because it allows us to communicate and better understand others that come from a different culture or place.

Vocabulary - 3

The writer uses a range and variety of appropriate social and academic language throughout the response ("community," "better understand," "different culture") and makes no spelling errors.

Usage - 3

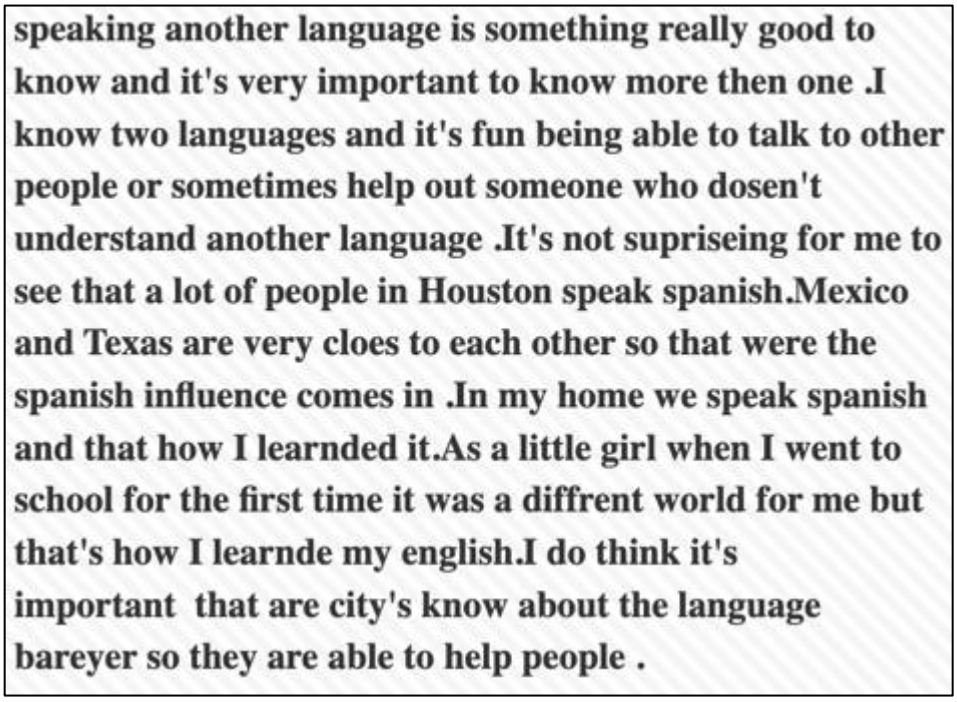
The writer demonstrates an emerging ability to write compound sentences ("I speak English and Spanish and so do other people in my school and community") and complex sentences ("I believe it is important . . . because it allows us to communicate . . . culture or place"). However, there are some minor usage errors that do not impede the clarity of the response.

Completeness - 3

The writer connects and shows the relationship between ideas ("In this chart . . .Through this chart") and provides some detail to the explanation ("to communicate and better understand others that come from a different culture or place"). Overall, the writer is mostly effective in communicating the intended message.

Score Point 10

Response 1


speaking another language is something really good to know and it's very important to know more then one .I know two languages and it's fun being able to talk to other people or sometimes help out someone who dosen't understand another language .It's not supriseing for me to see that a lot of people in Houston speak spanish.Mexico and Texas are very cloes to each other so that were the spanish influence comes in .In my home we speak spanish and that how I learnded it.As a little girl when I went to school for the first time it was a diffrent world for me but that's how I learnde my english.I do think it's important that are city's know about the language bareyer so they are able to help people .

Vocabulary - 3

The writer utilizes a good variety of appropriate academic and social language ("spanish influence," "diffrent world"), and spelling errors do not impede understanding.

Usage - 3

The writer demonstrates an emerging ability to construct compound sentences ("I know two languages and it's fun being able to talk to other people or sometimes help out someone who dosen't understand another language"). Although there are some grammar usage errors, these errors do not impede the reader's understanding of the writer's ideas.

Completeness - 4

Clear connections that show the relationship between ideas ("It's not supriseing for me to see that a lot of people in Houston speak spanish.Mexico and Texas are very cloes to each other so that were the spanish influence comes in"), and details with a degree of specificity ("In my home we speak spanish . . . little girl when I went to school . . . diffrent world for me . . . my english") help the writer craft a cohesive and complete message.

Response 2

As shown on the screen it shows a chart and on the top of the chart it says what the chart is about and you can learn what language is most common is used more from other speakers in Houston. The language that has more speakers are the hispanic language which is spanish and the percentage is around 77% and the reason i would say spanish is used more over there is because of the hispanic population that is overthere. In my school and neighborhood i actually noticed that many people talk spanish or english, I personally think it is good to know more than one language because it could come in handy in a bad sittuation or if you travel to another country. I believe one reason it is important for the goverment to know what langueges we peple speak in the city is because if something where to happen the cops or president or english people in genral would be able to understand us and help us.

Vocabulary - 3

Throughout the response, the writer utilizes vocabulary that is varied and appropriate ("hispanic population," "personally," "bad sittuation"), and most words are spelled correctly.

Usage - 3

Although there is awkwardness at times, the writer shows a developing ability to use complex tenses and an emerging ability to write compound ("The language that has more speakers are the hispanic language which is spanish and the percentage is around 77%") and complex sentences ("I personally think it is good to know more than one language because it could come in handy in a bad sittuation or if you travel to another country"). The grammar errors present in the response do not impede the reader's understanding of the writing.

Completeness - 4

The writer is effective in communicating a unified response with logical connections between ideas adding clarity ("important for the goverment to know . . . because if something where to happen . . . would be able to understand us and help us"). The writing reflects a degree of specificity that helps the writer craft a complete message.

Response 3

From my observation of this pie chart you can see how Houston itself is full of different language speakers ,but the one that is most common is Spanish.That takes up three quarters of the chart .This is probably because of how close texas is to the border of Mexico. In my opinion it is important to know other languages even if not speaked fluently , so that the day that you meet a bilingual speaker that is more than likely going to be a different race both you and them can communicate to help each other out or just have a cup of tea.This chart cordinates the government to knowing how their city and their population is full of other languages other than English.

Vocabulary - 3

The varied word choice and range of vocabulary provides clarity to the response ("observation," "three quarters of the chart," "bilingual speaker"), and spelling errors are infrequent and do not interfere with comprehensibility.

Usage - 3

The writer exhibits the ability to use more complex sentence structures, and tenses are generally used correctly. There are some usage errors, but they do not significantly interfere with understanding ("In my opinion it is important to know other languages even if not speaked fluently," "This chart cordinates the government to knowing how their city and their population is full").

Completeness - 4

The writer conveys an effective, unified, and complete message by showing the relationships between ideas ("From my observation . . . full of different language speakers . . . most common is Spanish," "because of how close texas is to the border of Mexico") and providing a degree of specificity in the detail ("bilingual speaker," "different race," "help each other out or just have a cup of tea").

Response 4

The chart explains what leguages are spoken in Houston more frequentlyand are the most common. Spanish has been the language most spoken for a decent amount of time, In my opinion it is the most spoken because majority of the people that come from Mexico stay in Houston. In my school the most common language is english and spanish also in my neighborhood we all speack two languages, also it is really good to know more than one language a good reason is to communicate better or to get a good oportunity in jobs people that speack more then one lenguage get good payments for being bilingual. It is important for the government to know the lenguages sponken because that why they can adapt things in other languages and easier for people that don't understang a language.

Vocabulary - 3

The writer uses a good range of appropriate social and academic language, and the correct word choice adds specificity ("decent amount," "majority of the people"). Spelling errors do not interfere with understanding.

Usage - 3

The writer demonstrates an emerging ability to write complex sentences ("In my opinion it is the most spoken because majority of the people that come from Mexico stay in Houston"), and tenses are also used successfully. Although there are some grammar usage errors, these errors do not impede the reader's understanding of the writing.

Completeness - 4

The writer communicates an effective and complete message. Appropriate words and phrases are used to show relationships between ideas ("In my opinion," "also," "because"), and details with a degree of specificity ("majority of the people that come from Mexico," "get good payments for being bilingual") add to the reader's understanding of the writer's ideas.

Score Point 11

Response 1

the chart has many diffrent languages , i personaly didint know people speack hindi in texas or diffrent languages. spanish is the most common language spoken in Huston , Texas . in my household i speck both english , and spanish . my family is mexican so i mostly speck spanish . my neighborhood is a lot of mixed people but mostly hispanics . i think you get more advance chances in life if you know how to speak diffrent languages. you have diffrent opportunitys. the government should know the percent rate in diffrent languages in the city , because it lets him know how many people fron diffrent places are in texas .

Vocabulary - 4

The writer uses social and academic vocabulary that is varied and appropriate throughout the response (“household,” “advance chances”), and the spelling errors do not interfere with understanding the writing.

Usage - 3

The writer uses simple tenses successfully and demonstrates an emerging ability to write compound and complex sentences (“the government should know the percent rate in diffrent languages in the city, because it lets him know how many people fron diffrent places are in texas”).

Completeness - 4

The writer communicates an effective and complete message that shows the relationships between the ideas in the sentences (“my family is mexican so i mostly speck spanish”) and provides details with a degree of specificity (“speack hindi,” “mixed people but mostly hispanics”).

Response 2

This chart shows me that in the year 2018 77.8%of Houston Texas speak spanish and the remainig percentege is other languages like french, vietnemese etc.
The language that has the most speakers is spanish, and i think that its because Texas is right next to Mexico and most people form Mexico come to central Texas to earn more money eventually starting a family.
Some languages that are spoken in my community is maily spanish, I think that it's important to know more taht one lannguage because in a job they can pay you more becasue you are bilangual and can help people that dont know a language.
I think that it's important for the government to know what languages people in a city speak because as a goverment you awnt to be able to know what your poples culture or ethicity in order to conect with them.

Vocabulary - 4

The writer uses vocabulary that is varied and consistently precise ("earn more money," "bilangual"), and spelling errors do not interfere with the reader's understanding.

Usage - 3

The writer demonstrates the ability to craft complex ("I think that it's important for the government to know . . . city speak because as a government you awnt to be able to know . . . in order to conect with them") and compound sentences ("This chart shows me that . . . speak spanish and the remainig percentege is other languages . . ."). In addition, there are usage errors that cause awkwardness in places, but they do not impede clarity ("Some languages that are spoken in my community is maily spanish").

Completeness - 4

The writer crafts an effective message that provides a degree of specificity in the details ("right next to Mexico and most people form Mexico come to central Texas to earn more money eventually starting a family") and shows the connections between ideas ("most speakers is spanish . . . because Texas is right next to Mexico").

Response 3

This is a language chart this chart helps you understand how many people in houston can speak a language other than english. In this chart it looks like to me that spanish has the most speakers i think this is becasue after you get done learning english you find that its very easy to learn a new language and you just want to keep learning more and more. In my school and my neighborhood people speak spanish and english mostly. I think its very good to learn more than one language becasue you wont really need somone to translate for you if you in need to tell someone somthing or maybe in job aplications if you and some other person are fighting for that job and you put that you speak more than one language and the other person says he only speakes one language your most likely to get that job. It's also very important for the goverment to know how many languages people speak in your city becasue if your city can get important jobs and they need people that speak more than one language in your city most likely your city is going to get those jobs.

Vocabulary - 4

The writer uses vocabulary that is varied and consistently precise ("translate," "job aplications," "fighting for that job"). Spelling errors are infrequent, do not interfere with comprehensibility, and are comparable to those made by native English-speaking peers.

Usage - 3

The writer uses both simple and complex sentence structures ("I think its very good to learn more than one language becasue you wont really need somone to translate for you"), and although grammar usage errors are present, the errors do not interfere with the clarity of the writing.

Completeness - 4

The explanation has clear connections between ideas ("It's also very important for the goverment . . . becasue if your city . . . and they need people that speak . . . most likely . . . those jobs") and reflects a degree of specificity in the details ("In my school and my neighborhood people speak spanish and english," "if you and some other person are fighting for that job . . .your most likely to get that job") offered by the writer who communicates an effective response that completes the task.

Response 4

The chart show us the different time of languages other that English that they spoke in Houston, Texas. We can see that the most common language is Spanish with a 77.8%.

I think that there are a lot of people that speake Spanish because of their families, some times the parents are hispanics and they show their kids to speake since they were babies, but in school they teach them to speak English and also because everybody speak that language.

Since when I was little I learn to speak Spanish and English, my first language is Spanish because of my mom, she didn't learn English but my brother was the one that teach me English because he make me watch TV shows in English. In my opinion is good to know more than one language maybe you will need it, and also it brings you a lot of opportunities.

Is important for a goverment to know what languages people in a city speak because some people didn't understand what they are trying to tell and they are not going to know what is happening.

Vocabulary - 4

The writer effectively uses a variety and range of appropriate academic and social language ("teach," "opportunities"), and there is consistent and precise word choice ("watch TV shows in English"). Spelling errors do not interfere with comprehensibility and are comparable to those made by native English-speaking peers.

Usage - 3

The writer demonstrates an emerging ability to write compound ("she didn't learn English but my brother was the one . . .") and complex sentences ("important for a goverment . . . because some people didn't understand . . ."). The grammar usage errors found within the response do not significantly interfere with comprehensibility.

Completeness - 4

Using appropriate words and phrases ("because," "Since when," "In my opinion"), the writer crafts a cohesive message, showing the relationships between ideas ("a lot of people that speake Spanish because of their families . . . parents are hispanics") and providing details with a degree of specificity ("my first language is Spanish because of my mom," "my brother was the one that teach me English"). Overall, the writer communicates an effective and complete message.

Score Point 12

Response 1

From the chart to the left, I can infer that the city Houston has a lot of diversity population. Based on the information, majority of the population within the population who speaks language other than the English speaks Spanish. This is predictable because city Houston is located next to the country Mexico. The major language in Mexico is Spanish as you can tell, and due to the cultural diffusion over the decade, Spanish language influensed a lot in Texas compare to the other states in the US today. I personally speak Japanese, Vietnamese, and English, and I also have a lot of friends in school who speaks Spanish, Vietnamese, some Hindi and Chinese. In my opinion, knowing more than one languages are always beneficial to your life because you can translate and communicate with the person in the other country, you can travel around the world without having a language issues, and also you can even make a money from the knowing more than one languages. Finally, due to the population diversity in the United States, our government should know who speaks what languages in a city because not everybody speaks English, so it is best to prepare for the person who doesn't speak English in the US.

Vocabulary - 4

The writer displays a consistent use of social language and uses some precise academic word choices ("predictable," "cultural diffusion," "population diversity") throughout the response. In addition, infrequent spelling errors ("influensed") do not interfere with the reader's understanding and are similar to spelling errors made by native English-speaking peers.

Usage - 4

The writer demonstrates the ability to correctly use both simple and complex tenses and crafts some expanded compound and complex sentences ("The major language in Mexico is Spanish as you can tell, and due to the cultural diffusion over the decade, Spanish language influensed a lot in Texas compare to the other states in the US today"). Grammar usage is generally correct, but infrequent grammar usage errors do not interfere with comprehensibility.

Completeness - 4

Appropriate words and phrases (“Based on the information,” “In my opinion”) clearly show the relationships between ideas and help the writer communicate an effective message. In addition, specific details (“predictable because city Houston is located next to the country Mexico,” “I personally speak Japanese, Vietnamese, and English,” “not everybody speaks English, so it is best to prepare for the person who doesn’t speak English”) throughout the explanation help the writer successfully complete the task.

Response 2

The pie chart displays the percent of people who speak Spanish, Arabic, French, and other languages in Houston, Texas. It highlights the overwhelming majority of spanish speakers most likely a direct result of the small geographical distance between Texas and Mexico.
I speak Arabic, French, and English. Although I have a hard time finding people who speak my native languages at school, I do have communities and people that share my language and even culture. Moreover, having something in common whith someone helps you connect with them on a much deeper level and learning a language is a great way to aschieve that.
Knowing it's people's language can play huge role in governing and tracking the overall demographic and cultural shift of people. Governments need to know their people, in order to accomadate for those that have different languages or cultural needs.

Vocabulary - 4

The writer displays a consistent use of academic and social language ("overwhelming," "geographical distance," "demographic and cultural shift"). Word choice is used effectively and correctly ("have a hard time," "connect with them on a much deeper level") throughout the response. In addition, spelling is correct throughout the response.

Usage - 4

Grammar usage is generally correct ("It highlights the overwhelming majority of spanish speakers") and comparable to native English-speaking peers, and the writer uses simple and complex sentences and tenses successfully.

Completeness - 4

The writer utilizes transitions ("Although," "Moreover") to clearly show the relationships between sentences and communicates an effective message with specific details ("I speak Arabic, French, and English," "huge role in governing and tracking the overall demographic and cultural shift of people") throughout the explanation, successfully completing the task.

Response 3

In Texas, people speak mostly english, but almost 49% of the population speak languages other than english. From the chart, you can learn what other languages some of these people speak. Almost 78% of these texans speak spanish; while the other 22% speak other languages like Hindi, French, Arabic, Chinese, or even Vietnamese. I think this is because Texas is very close to South America and the Caribbean, where many people speak different forms of spanish. This also attracts other spanish speakers because it makes them feel comfortable knowing many people around them will understand their language, so they feel heard. In my house, we mostly speak spanish because we grew up at a spanish speaking island. At school and at work I also know many people who know spanish very well because either they or their parents come from places like Mexico, Venezuela, Ecuador, and Cuba. I think it is great to know more than one language because it means you can communicate with more people, and therefore make better connections, friends, and make those people feel understood. The idea of the government knowing the different languages spoken in a city can also help with this.

Vocabulary - 4

The writer utilizes a consistent variety of precise words ("comfortable," "island," "feel heard," "feel understood"), and spelling errors are infrequent and do not interfere with comprehensibility.

Usage - 4

The response contains some simple and expanded compound and complex sentences (In my house, we mostly speak spanish because we grew up at a spanish speaking island"). Minor grammar usage errors do not interfere with the clarity of the writing, and grammar usage is generally correct and comparable to that of native English-speaking peers.

Completeness - 4

The writer communicates an effective explanation that uses specific details ("Texas is very close to South America and the Caribbean"; "they or their parents come from places like Mexico, Venezuela, Ecuador, and Cuba") to communicate a cohesive ("From the chart," "I think this . . . This also," "because it means . . . and therefore") and complete message.

Response 4

In this pie chart you are able to identify the percentages of languages spoken in Houston. The information provided demonstrates which languages are spoken by the population in the city. Spanish is the most spoken language in Houston, that is probably because there's a high population of Mexicans and Latins in the city.In my school the most spoken language other than english is spanish. As well, as in my neighborhood. Many people try to keep up with both languages because, it can be very useful in the future. I personally think that maintaining those two languages can be very important when you are looking for jobs because you are able to get more opputunities. Also you are preserving your culture and background. The government tries to record the percentages of these languages because whenever they pass any laws or any big anouncement like in Covid-19 they want everyone to understand what is going on around them. This can be very important for civilians. For example if you need to go to the doctor and you need to communicate but you can't communcate by the language barrier. How are you going to get the proper treatments you need?

Vocabulary - 4

The writer effectively uses precise vocabulary ("demonstrates," "preserving your culture," "civilians," "language barrier") throughout the response. Spelling errors do not interfere with comprehensibility and are comparable to those made by native English-speaking peers.

Usage - 4

The writer demonstrates consistent control of grammar usage ("The information provided demonstrates which languages are spoken by the population in the city") and crafts complex sentence structures ("I personally think that maintaining those two languages can be very important when you are looking for jobs because you are able to get more opportunities"). Errors are infrequent and do not interfere with the clarity of the writing or the reader's understanding of the writer's ideas.

Completeness - 4

The response includes the appropriate words needed to sequence events and show the relationship between sentences ("In this pie chart . . . that is probably because . . .in the city") and contains details with a degree of specificity ("high population of Mexicans and Latins in the city," "any big anouncement like in Covid-19 they want everyone to understand what is going on"). Overall, the writer crafts an effective response that successfully completes the task.